LESSON MAKER PRO

Claim Card Circle

Read a short text, test its claims, and judge its message.

GRADE 5 · 5.P.3.2

5.P.3.2 "Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved..."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Listen until each speaker finishes.
2. Play a MOVE card only when its starter fits what you say.
3. Use words from the text or a way to check a claim.
4. You may agree, disagree, stay unsure, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its text and question aloud.
2. Each player takes one ROLE card. With three players, each takes one of the first three roles, and everyone shares the fourth role.
3. Make two copies of the eight MOVE cards. Shuffle them and deal four to each player. Set any extras aside.
4. Discuss the question for 10 minutes. When you use a starter and finish it with a real idea, place that card in the middle.
5. Stop when 10 minutes are up, even if cards remain. Share what you agree on, what is still open, or what you still think and why.

AFTER THE ROUND Check what you did

- [ ] I used words from the text to explain the writer's purpose or judge the message.
- [ ] I told a checkable fact from an opinion or suggested how to check a fact.
- [ ] I listened to a different point of view and explained my idea clearly.
- [ ] I can say whether we agree, still differ, or have not decided. I can keep my view if evidence supports it.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Walking Poster

A school poster says, 'Walking to school can mean fewer cars at drop-off. It is the best way to arrive!' How well does the poster make its case to families who travel in different ways?

TOPIC

Lunch Flyer

A lunch flyer says, 'Our cafeteria offers fruit every day. Fruit is the best part of lunch!' How well does the flyer persuade students with different lunch choices?

TOPIC

Library News

A library news note says, 'Students can borrow books on Fridays. Everyone finds a book they love!' How well does the note inform students with different reading interests?

ROLE CARDS · one per player

ROLE

Goal Guide

Look for what the writer wants readers to think or do and whether the text helps.

ROLE

Claim Sorter

Listen for claims that can be checked and views that are matters of opinion.

ROLE

Check Planner

Suggest a way to find out whether a checkable claim is accurate.

ROLE

View Finder

Notice whose point of view the text includes or leaves out.

MOVE CARDS · deal 4 to each player

MOVE CARD

FIND PURPOSE

"I think the writer wants readers to ____."

MOVE CARD

SPOT CLUE

"The words ____ make me think the writer wants ____."

MOVE CARD

FIND FACT

"I think ____ is a fact we could check."

MOVE CARD

SPOT OPINION

"I think ____ is an opinion because ____."

MOVE CARD

PLAN CHECK

"We could check ____ by ____."

MOVE CARD

OTHER VIEW

"A person who ____ might see this differently because ____."

MOVE CARD

JUDGE MESSAGE

"The writer's goal is ____, and the text does or does not meet it because ____."

MOVE CARD

SUM UP

"So far, we ____; the evidence we used is ____."

Cards last longer on thick paper.

Claim Card Circle

RUNNING THE ROUNDS

Run a 10-minute round per topic and rotate roles between rounds. With three students, have everyone share the View Finder job. Invite quieter students to contribute without requiring every card to be played, and accept evidence-based agreement, unresolved differences, and unchanged views.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think the writer wants readers to walk to school instead of riding in a car.
Ari	I think 'It is the best way to arrive!' is an opinion because families have different travel needs.
Jules	We could check whether walking means fewer cars by counting walkers and cars at drop-off on several days.
Leo	A person who lives too far to walk might see this differently because walking would take too long.
Maya	So far, we agree the poster might not persuade every family; the evidence we used is its 'best way' claim, which leaves out long trips.

LISTEN FOR

- Names the writer's purpose and points to words that reveal it.
- Separates a checkable claim from an opinion.
- Proposes a practical way to investigate a claim's accuracy.
- Judges the message using text evidence while making room for other perspectives.

There are no right answers to the topic cards. Score the moves students make, not their opinions.