LESSON MAKER PRO

Text Talk Cards

Use a short social studies text to build a group discussion.

GRADE 6 · 6.P.3.2.C

6.P.3.2.C "Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1 Listen until a speaker finishes.	**2** Say what the text tells you and what you think it means.
3 Build on an idea, even when you already agree.	**4** Do not invent a difference or change your mind just to play a card.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Read its text aloud, then discuss its question.
2. Take one ROLE card each. With three players, everyone shares the Round Reporter job.
3. Make two copies of each MOVE card. Deal four cards to each player.
4. Agree to talk for eight minutes. When a starter fits what you truly want to say, finish it aloud and play the card in the middle.
5. Stop when the eight minutes end. Leave unused cards unplayed, then check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I used a detail from the TOPIC text to explain an idea.
- ☐ I added to someone's idea or asked about it.
- ☐ I expressed an idea clearly enough for others to respond.
- ☐ I listened for agreement and different ideas without making either up.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Park Rules

Text: A town council votes on town park rules. Residents may speak at a public meeting before the vote. Question: What could a resident say at the meeting, and how does the text help you decide?

TOPIC

River Routes

Text: Rivers can carry boats with people and goods. Some towns grew near rivers. Question: How might a river help a town, based on this text?

TOPIC

Family Diaries

Text: Diaries record what their writers saw and thought. Historians use diaries to learn about the past. Question: What could historians learn from a diary, and what might they still not know?

ROLE CARDS · one per player

ROLE

Clue Finder

I watch for details in the TOPIC text that support our ideas.

ROLE

Idea Linker

I help connect what one player says to another player's idea.

ROLE

Question Keeper

I ask questions that help us check the text and explain our thinking.

ROLE

Round Reporter

I keep track of our ideas so I can describe where we agree or differ, if we do.

MOVE CARDS · deal 4 to each player

MOVE CARD

TEXT CLUE

"The text says ____, so I think ____."

MOVE CARD

TEXT CLUE

"The text says ____, so I think ____."

MOVE CARD

ADD ON

"Adding to ____'s idea, ____."

MOVE CARD

ADD ON

"Adding to ____'s idea, ____."

MOVE CARD

ASK MORE

"What part of the text supports your idea about ____?"

MOVE CARD

CLEAR IT UP

"When you said ____, did you mean ____?"

MOVE CARD

SUM UP

"So far, our ideas are ____."

MOVE CARD

CHECK VIEW

"After hearing everyone, I ____ because the text says ____."

Cards last longer on thick paper.

Text Talk Cards

RUNNING THE ROUNDS

Run eight-minute rounds, changing the topic and roles between rounds. If participation is uneven, invite quieter players to share a text detail or ask a question, but do not require every card to be played or anyone to change a supported view.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	The text says residents may speak at a public meeting before the vote, so I think I could ask to speak there.
Ben	Adding to Ava's idea, I would tell the council what I think about a park rule.
Cleo	What part of the text supports your idea about speaking to the council?
Ava	The text says the council votes on park rules, so I think residents could speak to them before the vote.
Ben	So far, our ideas are that residents may speak before the vote and could use that time to share ideas about park rules.

LISTEN FOR

- Uses a detail from the TOPIC text to support an idea
- Connects a response to a specific peer's idea
- Asks a question that helps the group check the text
- Summarizes ideas fairly without inventing disagreement or changed minds

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