

Build a Shared Conclusion

Prepare with evidence, listen closely, and improve ideas together.

5.C.1 "Communication, Listening, and Collaboration Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark the two choices and their limits. Underline one detail you could use in a discussion and circle a point you want clarified.

A Room for Lunchtime Clubs

- ① Pine School has one spare classroom available for a lunchtime club on Tuesdays. The teacher can supervise either a drawing club or a board-game club for the first month, but not both at once. Students would bring their own lunches and use the room for twenty minutes. These are invented school records for a classroom discussion.
- ② Twelve students volunteered to suggest a club. Seven suggested only board games, four suggested only drawing, and one suggested both. Their comments do not represent every student. The room already has six board games for groups of up to four players each. It also has paper, but students would need to bring pencils or use a shared supply. No one has counted how many students would actually attend either club.
- ③ Leah favors board games because students could practice explaining rules and working together. Mateo favors drawing because students could create quietly and share their artwork. The teacher asks the class to recommend one club for a short trial and explain how to learn whether it works well. A fair discussion considers both ideas, uses the records accurately and leaves room for questions.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 What decision must the class make, and what limit prevents it from simply choosing both?

2 What do the twelve comments tell you? What important information do they leave unknown?

3 Explain Leah's and Mateo's different reasons. Write a relevant question you could ask about one idea.

4 Prepare a first claim with a supporting record detail. Name a possible drawback or uncertainty you should acknowledge.

3 YOUR TURN _____ Your own words

Use your preparation in two sustained discussions with different partners. Agree on rules, share responsibility, ask and answer real questions, respond respectfully to ideas, and support conclusions with evidence. Record what actually happens.

Round 1: prepare together and discuss

In groups of three or four, agree to listen fully, take turns, respond to ideas kindly and invite every voice. Assign facilitator, evidence checker and summarizer; a fourth student tracks questions. With three, the facilitator also tracks questions. Each person shares a claim, asks and answers a relevant question, and agrees or disagrees with a reason. Continue until every person has done each. Record your job, one peer idea, your response and a supporting detail.

Round 2: new partners, deeper questions

Form a new group with at least one different partner and switch jobs. Restate the agreed rules. Each student shares a point from round 1, asks a follow-up question, responds to a peer and helps form a trial recommendation. Clarify or confirm information using the text; do not invent attendance figures. Record a real question and answer plus one agreement or disagreement with its reason.

Summarize the discussion

Each person gives a brief oral summary to the group. Then write the main ideas discussed, the group's recommendation or remaining disagreement, and two supporting details or examples. Name one uncertainty and a reasonable way to investigate it.

Check your shared responsibility

Write how you carried out your assigned jobs and helped another person participate. Explain how a specific contribution confirmed or changed your thinking. Name one listening or questioning habit to improve next time.

PART 1 • READ AND MARK

Mark the two choices and their limits. Underline one detail you could use in a discussion and circle a point you want clarified. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What decision must the class make, and what limit prevents it from simply choosing both?	It must recommend one lunchtime club to try first. One spare room is available, and the teacher can supervise either club but not both at once.
2	What do the twelve comments tell you? What important information do they leave unknown?	They show seven board-game-only suggestions, four drawing-only suggestions and one both from twelve volunteers. They do not show every student's preference or how many would attend either club.
3	Explain Leah's and Mateo's different reasons. Write a relevant question you could ask about one idea.	Leah values explaining rules and cooperation; Mateo values quiet creation and sharing art. Accept a relevant question, such as how new players would learn the rules or whether enough pencils are available.
4	Prepare a first claim with a supporting record detail. Name a possible drawback or uncertainty you should acknowledge.	Accept either club with accurate evidence and a connected reason. Games already exist, but attendance is unknown; drawing has paper, but pencils require planning. Acknowledging a limit improves the discussion rather than cancelling the claim.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Round 1, illustrative record: I checked evidence. I supported board games because six games are already available. Mateo said drawing might suit students who prefer quiet. I agreed that our trial should notice whether the room becomes too noisy. I asked how many students would come; our group confirmed that the record does not tell us.

Round 2, illustrative record: With new partners, I facilitated. A partner asked whether seven game-only suggestions meant most students wanted games. I answered that only twelve volunteers commented. We agreed to try games first but ask drawing supporters what would make a later trial useful.

Summary, illustrative record: We discussed ready supplies, noise and student interest. The six games support trying that option, while the paper supply makes drawing possible too. We recommended a games trial and recording attendance and student comments. Attendance is unknown now, and different groups could reasonably choose drawing first.

Responsibility, illustrative record: I invited a classmate who had not spoken and checked the comment totals. Listening to the question about volunteers made me qualify my claim. Next time I will ask a follow-up before moving to a new topic.

Required: classmates, a teacher to organize groups, pencils and one worksheet per student. Allow preparation plus two discussion rounds and reflection; sustain each round until all required individual contributions occur. Observe active listening, agreed rules, relevant questions and answers, supported agreement/disagreement, text-based summaries and completed roles. Each student must practice these skills even when another person holds the matching role. Accept either club and reasoned disagreement; assess evidence and collaboration, not a preferred opinion. The model records are illustrations, not scripts or proof of actual participation. Return to the sources when students overgeneralize volunteer comments.