LESSON MAKER PRO

Claim Link Circle

Summarize a speaker's points and trace the support for each.

GRADE 5 · SL.5.3

CCSS.ELA-Literacy.SL.5.3 "Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Listen to the whole talk before summarizing.
2. Use the speaker's actual reasons and examples.
3. Include both points in your summary.
4. Exchange or reuse cards to explain support for each claim.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic. Each speaker prepares a short talk with two related claims. Give a reason and a true example or observation for EACH claim.
2. Assign roles; set one aside for groups of three. Everyone practices all listening skills.
3. Print 2 card sheets per team of 3 or 4. Deal four Move cards each; set extras aside. Exchange or reuse cards freely.
4. Hear one whole talk. Each listener uses fitting starters to summarize both points, then explain how the reason and evidence support each claim. Ask for a replay or missing support, then complete your explanation.
5. Rotate speakers. Finish only when everyone has summarized another speaker's two points and explained the support for BOTH claims. Empty hands do not end the task.

AFTER THE ROUND Check what you did

- [ ] I summarized both of another speaker's points in my own words.
- [ ] I identified the reason and evidence for each claim.
- [ ] I explained how each claim was supported.
- [ ] I asked for repetition or missing support when needed, then finished my explanation.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Homework Choices

Propose a choice between two homework tasks and a way to help students choose. Support each proposal with a reason and a true example.

TOPIC

Recess Zones

Propose a quiet game area and a rule for sharing it. Give a reason and a true example or observation for each proposal.

TOPIC

Seat Switch Day

Propose a seating choice day and a way to keep work focused. Give a reason and a true example or observation for each proposal.

ROLE CARDS · one per player

ROLE

Summary Coach

Check that the summary includes both points in the listener's own words.

ROLE

Reason Ranger

Track which reason supports each claim.

ROLE

Evidence Eye

Track which example or observation supports each claim.

ROLE

Link Leader

Ask how the reason and evidence support each claim.

MOVE CARDS · deal 4 to each player

MOVE CARD

WHOLE SUMMARY

"Your two main points are ____ and ____."

MOVE CARD

WHOLE SUMMARY

"In my own words, you propose ____ and ____."

MOVE CARD

FIRST CLAIM

"For your first claim, the reason ____ supports it because ____."

MOVE CARD

FIRST CLAIM

"Your first claim has the example ____. It supports the claim by ____."

MOVE CARD

SECOND CLAIM

"For your second claim, the reason ____ supports it because ____."

MOVE CARD

SECOND CLAIM

"Your second claim has the example ____. It supports the claim by ____."

MOVE CARD

SUPPORT CHECK

"I did not hear support for ____. Please add it; that supports the claim because ____."

MOVE CARD

REPLAY CHECK

"Please repeat the support for ____. I now understand the link: ____."

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

Claim Link Circle

RUNNING THE ROUNDS

The sample is a fictional two-claim talk; read it aloud first if needed. Learners then give actual short talks using honestly labeled experiences. Each listener summarizes the whole talk and explains the reason and evidence for BOTH claims; roles and random cards never limit the skills practiced. Help speakers add missing support and allow replays. The two claims may be related proposals about one topic. Assess listening accuracy and explanation, not the listener's opinion. Do not accept a one-point restatement as a whole summary.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	Recess should have a quiet game area so students have another way to play. Yesterday I wanted to play cards, but the only open table was being used for a ball game. We should also take turns using that area so more people can use it. Last week at game club, taking turns let my group use a table after another group.
Leo	Your two points are to create a quiet game area and share it by taking turns.
Ana	For the first claim, another way to play is your reason. Your example of having no table for cards shows a need that a quiet area could meet.
Leo	For the second claim, letting more people use the area is your reason. Your game-club example shows how taking turns gave another group access.
Mia	Yes. Those are both proposals and the support I gave for each.

LISTEN FOR

- A concise, accurate summary covering both points
- Reasons and examples correctly matched to each claim
- An explanation of each support-to-claim link
- A complete individual response after actual listening

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