

Source Spark Cards

Assess what you know, read evidence, and build ideas together.

GRADE 9 • 9.P.EICC.4.c

9.P.EICC.4.c "Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)"

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 All school records on the cards are fictional classroom sources.

2 Read both sources before playing moves; name A or B when citing one.

3 Separate a prior belief, a source detail and an inference.

4 Listen before responding; different ideas may fit the same evidence.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic. In a notebook, each jot an initial belief or question before reading both sources. Then read them silently.
2. Take one role each. Three players use Memory Mapper, Source Scout and Question Keeper, sharing Idea Builder. From two sheets, keep one topic/role set; combine moves, deal four each and set extras aside.
3. Discuss possible content for a student article on the topic. Cite both sources and use prior knowledge, while testing whether it fits this case.
4. Play a move card in the middle when you use its starter meaningfully. If none fits, respond in your own words; using every card is not required. Each player must contribute and respond.
5. When each player has contributed and responded, record three distinct article ideas in the notebook. Star one; explain its source support and how discussion changed or extended it.

AFTER THE ROUND Check what you did

☐ I assessed a prior belief against the supplied texts.

☐ I gathered specific information from both named sources.

☐ I responded to a contribution and developed or revised an idea.

☐ I helped record three ideas and explain the one we selected.

TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Lunch Connections Fictional sources. A: In a poll, 96 of 160 respondents wanted optional lunch games. B: Staff saw phones at 38 of 50 tables one Friday, but did not ask why. Generate article ideas about welcoming lunches. Phone use alone does not establish loneliness.	Refill Ready Fictional sources. A: A log recorded 1,240 filling-station uses in a week, including repeats. B: A club counted 327 disposable bottles after two lunches. Generate article ideas about bottle choices. These counts cover different periods and are not counts of students.	Service Access Fictional sources. A: Of 80 students, 52 preferred Saturday service; 28 preferred weekdays. B: A coordinator offered 30 Saturday places. Weekday tasks need approval. Generate article ideas about access; preferences do not guarantee attendance.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Memory Mapper Ask how a source supports, limits or changes a prior belief.	Source Scout Check that details from both sources are used accurately.	Question Keeper Ask what the records leave unknown before the group makes a claim.	Idea Builder Connect contributions and help shape three distinct article ideas.

MOVE CARDS · deal 4 to each player

MOVE CARD PRIOR THOUGHT “I first thought ____; the source now suggests ____.”	MOVE CARD PERSONAL LINK “My experience suggests ____; this case differs because ____.”	MOVE CARD SOURCE A DETAIL “Source A reports ____; an article could investigate ____.”	MOVE CARD SOURCE B DETAIL “Source B adds ____, which matters to our idea because ____.”
MOVE CARD COMPARE SOURCES “A tells us ____, while B adds or limits ____.”	MOVE CARD ASK MORE “We still need to ask ____ because ____.”	MOVE CARD BUILD IDEA “Building on your point, an article could explore ____.”	MOVE CARD REVISE IDEA “After hearing ____, I would revise our angle to ____.”

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.

RUNNING THE ROUNDS

Provide a notebook or blank paper. Print two card sheets per team; keep one topic and role set, combine move cards, deal four per person and set extras aside. A three-person team shares the Idea Builder job. Cards support discussion, not a race to empty hands. All records are invented. There is no single correct article angle, but source claims must be accurate. The model covers Lunch Connections; require each learner to contribute and respond, then examine the recorded ideas and selection rationale.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Before reading, I assumed phones meant people felt left out. Source B only records phones, not feelings.
Eli	Source A reports interest in games among 96 of 160 respondents. An article could explore what games those students want.
Noah	Building on that, we could interview students about a welcoming lunch. We should include people who do not want games too.
Lina	A survey follow-up, a student interview feature and a report on a proposed game-table trial are three different article ideas. B reminds us not to assume why people use phones.
Maya	I would choose the interview feature. Our discussion changed my angle from blaming phones to asking students what helps them connect.

LISTEN FOR

- Prior knowledge assessed rather than treated as established evidence.
- Both sources used with their sample, period and uncertainty limits.
- Genuine responses that add, question or revise an idea.
- Three distinct article ideas and a source-supported reason for the selected angle.

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