LESSON MAKER PRO

Talk It Through

Prepare, connect ideas, and explore a topic together.

GRADE 4 · 4LS1.a

4LS1.a "Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Study the selected card's practice notes before discussing.
2. Use things you know or have experienced.
3. Listen fully before you respond.
4. Play a card only after you truly use its words.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card. Its practice notes are a fictional class record to study, not claims about your school.
2. Read the notes before talking. On paper, record two text details and one relevant experience; label each. Take different Role cards.
3. Use two copies of the Move cards; deal four to each player. Keep your preparation notes beside you.
4. Discuss the question. Each refer to a detail from the card by title and explain its relevance, even without an evidence card. Play cards after genuinely using their starters.
5. Use all dealt cards, asking and responding to questions about evidence. State a group answer, then reflect on how the text and others' ideas shaped it.

AFTER THE ROUND Check what you did

- [ ] I studied the practice notes and recorded text details before talking.
- [ ] I named the card and used its evidence, alongside relevant experience.
- [ ] I connected my idea to someone else's idea.
- [ ] I asked or answered a question that helped us explore an idea.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Better Recess

Practice notes: Some students want a quiet recess choice. The school has chalk and a paved area away from the ball games. Discuss: What one new recess choice would help more students have fun, and why?

TOPIC

Helpful Classroom

Practice notes: Shared markers are often left without caps. Two labeled bins are available, and supplies must be ready for the next class. Discuss: What class job would make your classroom work better, and why?

TOPIC

Reading Spot

Practice notes: Some readers prefer floor cushions; others need chairs. The reading corner has two chairs but no place to store cushions. Discuss: What would make a class reading spot comfortable and useful for many students?

ROLE CARDS · one per player

ROLE

Memory Miner

Listen for a detail from the studied card and ask how it supports an idea.

ROLE

Link Maker

Listen for connected ideas and point out when two ideas fit together.

ROLE

Question Scout

Make sure the group asks questions that help everyone understand ideas better.

ROLE

Voice Keeper

Make sure each player gets a turn to speak and uses Move cards honestly.

MOVE CARDS · deal 4 to each player

MOVE CARD

PREPARED THOUGHT

"The ____ card says ____, which matters because ____."

MOVE CARD

REMEMBERED DETAIL

"Before we talk, I remembered ____."

MOVE CARD

KNOWN EVIDENCE

"I know this because I have seen or done ____."

MOVE CARD

REAL EXAMPLE

"One example I remember is ____."

MOVE CARD

ADD ON

"I want to add to ____'s idea because ____."

MOVE CARD

MAKE CONNECTION

"____'s idea connects to ____ because ____."

MOVE CARD

ASK HOW

"Can you explain how ____ would work?"

MOVE CARD

ASK WHY

"What makes you think ____?"

Cards last longer on thick paper.

Talk It Through

RUNNING THE ROUNDS

Provide paper for individual preparation and two copies of the Move cards per group of three or four. Before the round, each learner reads the selected card's substantive practice notes, records two accurate details and a relevant experience, and labels their different sources. The notes are fictional classroom records for this exercise. Allow enough study time and reading support; check the notes before starting. During the real discussion, verify that every learner names the card, uses an accurate text detail, explains its relevance, and responds to others. Personal experience supplements rather than replaces the studied material. Do not judge which opinion students choose. Use the role cards to include every player; review the reflection and group answer. The sample models one possible exchange using the supplied card.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	The Reading Spot card says there is no place for cushions, which matters because we would need storage before adding pillows.
Mateo	I know this because I have used a pillow during independent reading, and it helped me sit still.
Lila	Mateo's comfort idea connects to the card's two chairs because some readers prefer chairs.
Noah	Can you explain how the pillows would stay neat?
Ava	One example I remember is our labeled book bins, so we could keep the pillows in a labeled basket.

LISTEN FOR

- Each student studies the selected text first, then cites a specific card detail and explains its relevance.
- specific examples that support an opinion
- clear connections to another speaker's idea
- questions that press for explanation or reasons

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