LESSON MAKER PRO

Talk It Forward

Prepare, connect, and explore ideas.

GRADE 5 · 5LS1.a

5LS1.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. Speak one at a time.
3. Listen so you can build on ideas.
4. Play a card only after you use its starter.

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 built on another person's idea.
- [ ] I asked or answered a question that helped the group explore ideas.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Better Recess

Practice notes: The swings get crowded near the end of recess. Students report uncertainty about whose turn comes next; one teacher supervises the whole playground. Discuss: What one change would make recess safer and more fun for everyone?

TOPIC

Library Makeover

Practice notes: Some library bins have faded labels. Students report trouble locating favorite topics, but the shelves have no room for more bins. Discuss: What one change would help more students find and enjoy books in the classroom library?

TOPIC

Calmer Lunch

Practice notes: Students have twenty minutes to eat. Long entry lines delay some students; others say loud conversations make their table hard to hear. Discuss: What one change would make the cafeteria calmer while still giving students time to eat and talk?

ROLE CARDS · one per player

ROLE

Note Scout

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

ROLE

Link Maker

Notice connected ideas, and invite speakers to explain how ideas fit together.

ROLE

Question Keeper

Make sure the group asks questions that help it think more deeply.

ROLE

Turn Guide

Make sure each player gets a chance to speak before anyone speaks twice.

MOVE CARDS · deal 4 to each player

MOVE CARD

SHARE PREP

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

MOVE CARD

SHARE PREP

"Before we started, I noticed that ____."

MOVE CARD

BUILD ON

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

MOVE CARD

BUILD ON

"____'s idea makes me think that ____."

MOVE CARD

ASK MORE

"Can you say more about ____?"

MOVE CARD

USE EXAMPLE

"For example, ____."

MOVE CARD

COMPARE IDEAS

"This is like ____, but ____."

MOVE CARD

CHECK THINKING

"Does this idea work if ____?"

Cards last longer on thick paper.

Talk It Forward

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 Better Recess card says students do not know whose turn comes next, which matters because a clear line could make turns fairer.
Mateo	I want to add to Ava's idea because I have waited a long time for a turn.
Zoe	Can you say more about how we could make turns fair?
Liam	For example, students could use a short line and take turns after a set time.
Ava	Does this idea work if the teacher is supervising the whole playground, as the card says?

LISTEN FOR

- Each student studies the selected text first, then cites a specific card detail and explains its relevance.
- Students connect their ideas to a classmate's specific idea.
- Students ask questions that extend or test an idea.
- Students explain why an example or detail supports a suggestion.

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