LESSON MAKER PRO

Source Link Shuffle

Use visuals, numbers, and spoken words to build an idea.

GRADE 6 · 6SL2

6SL2 "Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Read every part of the topic card.
2. Use a card only when your words fit the evidence.
3. Take turns and listen without interrupting.
4. Connect sources before making a group choice.

HOW TO PLAY Teams of 3 or 4

1. Choose a topic only when its actual visual is ready. Study the printed Lunch Line picture graph or your teacher's Park map or Club bar graph. Read the quantities and hear a partner read the quote aloud.
2. Each player takes one role card. Set aside any extra role card.
3. Deal four move cards to each player. Use extra printed sets if needed.
4. Take turns using a starter with accurate evidence from the actual visual, numbers or spoken quote. Each interpret a visual detail and explain how it relates to the topic, then play the card.
5. When every dealt card is in the middle, state your group answer to the topic question.

AFTER THE ROUND Check what you did

- [ ] I used evidence from a visual source.
- [ ] I explained what a number or data point meant.
- [ ] I connected a spoken comment to another source.
- [ ] I explained how at least two sources relate to our group idea.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Lunch Line

A picture graph shows Pizza: 🍕 🍕 🍕 🍕 🍕 and Salad: 🥗 🥗. Each picture stands for 4 students. A count sheet says 24 students chose pizza and 8 chose salad. Jordan says, "The pizza line was long today." What change, if any, should the cafeteria make, and how do the three sources relate?

TOPIC

Park Clean-Up

Use the teacher-supplied map. A park map marks trash bins at the entrance and the playground. A cleanup table says volunteers collected 3 bags near the entrance and 14 bags near the playground. Ms. Lee says, "The playground bin was full before lunch." Where should the park add or empty bins more often, and how do the three sources relate?

TOPIC

Club Space

Use the teacher-supplied bar graph. A bar graph shows club sign-ups: Robotics 16, Garden 10, and Dance 20. A sign-up list says the activity room holds 18 students. Eli says, "Dance members had to practice in the hallway last week." What plan should the school make for club space, and how do the three sources relate?

ROLE CARDS · one per player

ROLE

Chart Scout

Watch for what the visual source, such as a graph or map, shows.

ROLE

Number Detective

Check that claims about quantities match the numbers on the topic card.

ROLE

Quote Keeper

Listen for the spoken quote and explain what it adds to the topic.

ROLE

Link Builder

Ask how two or more sources support, add to, or differ from each other.

MOVE CARDS · deal 4 to each player

MOVE CARD

SPOT VISUAL

"In the graph, map, or picture, I notice ____."

MOVE CARD

READ NUMBERS

"The number ____ shows ____."

MOVE CARD

USE VOICE

"The speaker said ____, which means ____."

MOVE CARD

LINK SOURCES

"These sources connect because ____."

MOVE CARD

EXPLAIN VISUAL

"The visual helps me see ____."

MOVE CARD

INTERPRET DATA

"The data tell me ____."

MOVE CARD

CONNECT VOICE

"I heard ____, and it relates because ____."

MOVE CARD

SUPPORT LINK

"One source supports another by ____."

Cards last longer on thick paper.

Source Link Shuffle

RUNNING THE ROUNDS

REQUIRED VISUAL SETUP: Lunch Line already prints six pizza and two salad symbols; each represents four students, so 24 and 8 are correct. Before offering Park Clean-Up, draw and display a simple fictional park map: label entrance and playground at separate locations, mark a bin beside each, and include a bin-symbol key. No scale or real location is implied. Before offering Club Space, draw a bar graph labeled Robotics, Garden and Dance with heights 16, 10 and 20; label the vertical axis Students and use a uniform zero-to-20 scale. Draw a dashed room-capacity line at 18. Keep an unsupported topic unavailable until its actual visual is supplied; prose descriptions alone are insufficient. These are practice scenarios. Have a partner read the selected quote aloud. Print two copies of the move-card set for each group, then deal four cards to each student. Run one topic card per round and listen for accurate links among the visual, quantities, and quote, rather than one required conclusion. If participation is uneven, give the quietest student the first turn and pause a student who has played two cards until others speak. Check each learner interpreting an observed visual detail and linking it to the topic. Park: both locations have bins, but 14 versus 3 bags and the full-bin comment support more frequent playground collection. Club: Dance exceeds 18 by 2; discuss supported scheduling or larger-space options. The graph does not show a room's physical layout.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	In the graph, map, or picture, I notice six pizza pictures and two salad pictures.
Ben	The number 24 shows that 24 students chose pizza.
Carlos	The speaker said "The pizza line was long today," which means pizza service may need more help.
Dina	These sources connect because the picture graph and count sheet both show that more students chose pizza than salad.
Ava	The number 8 shows that fewer students chose salad.

LISTEN FOR

- Accurate details from a graph, map, picture, or other visual
- An explanation of what a quantity means, not just a repeated number
- A spoken quote connected to evidence from another format
- A clear explanation of how sources support a group decision

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