LESSON MAKER PRO

Format Link-Up

Build a central idea from visual, number, and spoken details.

GRADE 7 · 7SL2

7SL2 "Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Study the supplied picture and card before adding your idea.
2. Name a format and a detail each time.
3. Build on, question, or refine a classmate's idea.
4. Play a card only after you genuinely use it.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Choose only a Topic Card for which your teacher has supplied an actual picture. Study it and the quantities; have a partner read the quote aloud.
2. Each player takes a different Role Card. In a group of 3, return one role.
3. Shuffle two copies of the Move Card set and deal 4 cards to each player.
4. Take turns using a starter with evidence. Each point out an actual picture detail, relate it to the numbers or spoken words, and explain its contribution to a central idea.
5. Continue until every card is played, then state a central idea and explain how the formats support it.

AFTER THE ROUND Check what you did

- [ ] I stated a central idea supported by the formats.
- [ ] I used exact details from more than one format.
- [ ] I explained how a detail clarified the topic.
- [ ] I connected one format to another format.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Water Breaks

Study these formats. Required teacher-supplied picture: students with bottles at a refill station. Quantitative: 18 of 24 students bring reusable bottles. Oral: A coach says, "Water breaks help us stay focused." What central idea do these details support, and how does each format clarify it?

TOPIC

Hallway Sound

Study these formats. Required teacher-supplied picture: a quiet classroom beside a noisy hallway. Quantitative: 21 of 28 students say hallway noise breaks their concentration. Oral: A custodian says, "Closing doors gently keeps classes calmer." What central idea do these details support, and how does each format clarify it?

TOPIC

Garden Learning

Study these formats. Required teacher-supplied picture: students observing insects in a school garden. Quantitative: 12 of 15 science teams recorded insects in the garden. Oral: A garden volunteer says, "Gardens give us outdoor places to learn and give insects habitat." What central idea do these details support, and how does each format clarify it?

ROLE CARDS · one per player

ROLE

Idea Scout

Watch for the shared central idea across the formats.

ROLE

Detail Detective

Point out exact details from the visual, number, or spoken words.

ROLE

Format Bridge

Explain how one format connects to another format.

ROLE

Link Builder

Explain how details clarify the topic or issue.

MOVE CARDS · deal 4 to each player

MOVE CARD

NAME IDEA

"One central idea I notice is ____."

MOVE CARD

NAME IDEA

"The formats seem to share the idea that ____."

MOVE CARD

CITE DETAIL

"The ____ detail that supports this is ____."

MOVE CARD

CITE DETAIL

"One exact detail is ____, and it supports ____."

MOVE CARD

EXPLAIN LINK

"This detail clarifies the topic because ____."

MOVE CARD

EXPLAIN LINK

"Together, these details show ____ because ____."

MOVE CARD

COMPARE FORMATS

"The visual and the number connect because ____."

MOVE CARD

COMPARE FORMATS

"The spoken words add ____ to the information from ____."

Cards last longer on thick paper.

Format Link-Up

RUNNING THE ROUNDS

REQUIRED PICTURES: Before a round, supply a visible drawing or photograph matching the chosen topic. Simple teacher sketches are sufficient. Water Breaks must actually show students with bottles and one filling a bottle at a station. Hallway Sound must show a classroom beside a hallway, with a door and students talking in the hallway; label the illustrated quiet/noisy contrast, since a still image cannot measure sound. Garden Learning must show students observing visible insects among garden plants. Display or copy the image for every group; do not offer a topic until its picture is ready. The card describes the required scene but is not itself a picture. Label sketches as illustrations; do not infer survey counts or proven effects from a picture. These are practice scenarios. Have a partner read the quote aloud. Print two copies of the Move Card set for each group, then deal four cards per student and allow 6 to 8 minutes for a round. Listen for evidence-based connections, not one fixed central idea. If one student dominates, require that students with fewer played cards speak next and use their role job to guide the group. Check actual observed picture details against the display. In Water Breaks, 18 of 24 have reusable bottles; that supports potential use, not proof that all refill or focus better. Hallway data are reported experiences (21 of 28), and Garden data count teams (12 of 15), not individual students. The model illustrates a reasonable supported central idea, not a measured causal result.

WHAT A STRONG ROUND SOUNDS LIKE

Ana	One central idea I notice is that water breaks and refill stations can help students stay ready to learn.
Mateo	One exact detail is that 18 of 24 students bring reusable bottles, and it supports the idea that many students can use the refill station.
Lin	The visual and the number connect because the picture shows students using the station, and the number shows that many students have bottles to fill.
Zoe	The spoken words add a reason for water breaks, staying focused, to the information from the visual and number.
Ana	Together, these details show that water access can support learning because students can refill bottles and take focused breaks.

LISTEN FOR

- States a central idea that joins information from multiple formats
- Cites a precise visual, quantitative, or oral detail
- Explains how a detail clarifies the topic or issue
- Connects formats instead of listing them separately

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