LESSON MAKER PRO

Evidence Talk Tactics

Use prepared details to move a discussion forward.

GRADE 8 · 8LS1.a

8LS1.a "Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Study the selected card's practice notes before discussing.
2. Speak from evidence, not just an opinion.
3. Listen for an idea you can question or build on.
4. Play a card only after you say its starter naturally.

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 asked a question that probed another person's thinking.
- [ ] I built on another person's idea using evidence.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Phone-Free Lunch

Practice notes: Several students reported that lunch messages helped them coordinate rides. Others wanted more conversation at tables. The office can relay urgent family messages. Discuss: Should students put phones away during lunch, with exceptions for urgent family needs? Decide what policy would be fair, using specific observations or experiences.

TOPIC

Homework Balance

Practice notes: Two classes assigned lengthy homework on the same night. Some students found repeated practice useful; others understood it sooner and wanted a shorter task. Discuss: What homework amount and type would help eighth graders learn without overloading them? Propose a plan and support it with specific experiences.

TOPIC

Group Work Choices

Practice notes: A science group finished its poster early after assigning jobs. Teacher-assigned groups introduced unfamiliar classmates, but some students wanted a choice of project role. Discuss: When should a teacher let students choose their own group members, and when should the teacher assign groups? Create a fair rule using specific examples.

ROLE CARDS · one per player

ROLE

Evidence Hunter

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

ROLE

Thread Keeper

Track how each new point connects to or challenges an earlier idea.

ROLE

Question Spark

Notice questions that push the group to explain its evidence.

ROLE

Air-Time Coach

Help make sure each player has time to speak and use cards.

MOVE CARDS · deal 4 to each player

MOVE CARD

CITE EVIDENCE

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

MOVE CARD

CITE EVIDENCE

"I noticed ____, which matters because ____."

MOVE CARD

EXPLAIN LINK

"This detail supports or challenges ____ because ____."

MOVE CARD

EXPLAIN LINK

"The example of ____ connects to our idea because ____."

MOVE CARD

PROBE THINKING

"What detail from your preparation makes you think ____?"

MOVE CARD

PROBE THINKING

"Can you explain how ____ supports your point?"

MOVE CARD

BUILD IDEA

"I want to build on ____'s idea by adding ____."

MOVE CARD

BUILD IDEA

"____'s detail makes me consider ____."

Cards last longer on thick paper.

ANSWER KEY

Evidence Talk Tactics

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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

Maya	The Group Work Choices card says a science group finished early after assigning jobs, which matters because roles may help a group organize its work.
Luis	What detail from your preparation makes you think student-chosen groups would work for everyone?
Anika	I want to build on Maya's idea: the card says assigned groups introduced unfamiliar classmates, and that happened to me too.
Darius	That supports using assigned groups sometimes, but one early poster does not prove that any group rule always works.
Maya	Can you explain how assigned groups would still give students some choice?

LISTEN FOR

- Each student studies the selected text first, then cites a specific card detail and explains its relevance.
- Explanations that connect a detail to a claim
- Questions that ask for evidence or reasoning
- Responses that name and extend another speaker's idea

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