LESSON MAKER PRO

Common Ground Cards

Track what your group shares and what it sees differently.

GRADE 9 · 9.C.1.A.vi

9.C.1.A.vi "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes: Summarizing points of agreement and disagreement."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1 Share your own idea before you summarize the group.	**2** Listen for ideas people share and ideas they see differently.
3 Play a Move card only when its starter fits what was actually said.	**4** Let another player speak before you play another card.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic and different Role Cards. Set an 8–10-minute limit.
2. In a group of 3, set aside the Bridge Builder role. Keep the Recap Reporter role in every group.
3. Cut two complete copies of the 8 Move cards, combine the 16 cards, shuffle them, and deal 4 cards to each player.
4. Discuss the topic. When you genuinely use a starter on one of your cards, place that card in the middle. In a group of 3, leave the 4 extra cards face down and out of the round.
5. Stop at the agreed time; unused cards are allowed. Recap actual agreements and differences, or full agreement. Reflect honestly.

AFTER THE ROUND Check what you did

- ☐ I named at least one point of agreement.
- ☐ I fairly named a difference or accurately stated that none remained.
- ☐ I checked that my summary matched what people said.
- ☐ I helped create a final group summary.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Lunch Phone Rules

Should school set limits on phone use during lunch? Discuss possible rules, then prepare a summary of actual agreements and any differences, or full agreement.

TOPIC

Homework Balance

What homework limit, if any, should ninth-grade classes follow on a typical night? Discuss your ideas, then prepare a summary of actual agreements and any differences, or full agreement.

TOPIC

Service Requirement

Should students complete community service to graduate? Discuss what requirement, if any, would be fair, then prepare a summary of actual agreements and any differences, or full agreement.

ROLE CARDS · one per player

ROLE

Recap Reporter

Give a clear final summary of actual shared ideas and differences, or full agreement.

ROLE

Agreement Mapper

Listen for shared ideas and ask the group to confirm them.

ROLE

Difference Detective

Listen for any different views; fairly name them, or confirm no difference remains.

ROLE

Bridge Builder

Help the group connect related ideas and make sure each person has a chance to speak.

MOVE CARDS · deal 4 to each player

MOVE CARD

SHARED IDEA

"____ and ____ both said ____."

MOVE CARD

SHARED IDEA

"I hear us agreeing that ____."

MOVE CARD

DIFFERENT VIEWS

"____ and ____ see ____ differently because ____."

MOVE CARD

DIFFERENT VIEWS

"I hear a disagreement about ____."

MOVE CARD

CHECK AGREEMENT

"Is it accurate to say we agree that ____?"

MOVE CARD

CHECK DIFFERENCE

"Is it accurate to say we disagree about ____?"

MOVE CARD

BUILD SUMMARY

"Our shared point so far is ____."

MOVE CARD

ADD DIFFERENCE

"A difference remains on ____ / no difference remains. Our reason is ____."

Cards last longer on thick paper.

Common Ground Cards

RUNNING THE ROUNDS

Set an 8–10-minute round per topic. Stop at that time even with unused cards, then have the Recap Reporter summarize actual shared points and any differences or full agreement. In groups of 3, set aside Bridge Builder and keep Recap Reporter, Agreement Mapper, and Difference Detective. If one student speaks much more than others, pause card play until a quieter player adds an idea or confirms a summary. Inapplicable cards may be set aside with an honest explanation. Accept resolved differences and full consensus in both summary and reflection; never require invented disagreement.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think phones should be limited at lunch so students can talk face to face.
Jordan	I agree that lunch should help students connect, but I think students should be able to use phones to contact family.
Luis	Maya and Jordan both said lunch should help students connect.
Aisha	Maya and Jordan see phone access differently because Maya wants limits and Jordan wants access for family contact.
Maya	We agree that lunch should help students connect, but we disagree about how much phone access students should have.

LISTEN FOR

- Specific shared ideas, not just "we agree."
- Clear statements of the exact issue under disagreement.
- Checks that ask peers to confirm a summary.
- Final recaps accurately state agreement and any differences, including full agreement.

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