LESSON MAKER PRO

Draft to Publish

Build a class post together in a shared document.

HIGH SCHOOL · 11-12.W.6

11-12.W.6 "Use technology to produce and publish writing and to interact and collaborate with others."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Make edits and comments in the shared document, not just out loud.
2. Play a MOVE card only when you do what its starter says.
3. Agree honestly. You do not need to invent a disagreement or change your view.
4. Stop when the 12-minute timer ends. Unused cards are fine.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Open one shared document and choose a TOPIC card.
2. Take one ROLE card each. With 3 players, all three share the fourth role's job.
3. Deal each player 4 MOVE cards. You may reuse cards from the deck so everyone gets 4.
4. Start a 12-minute timer. Create a 60 to 90 word class post with two specific tips. Use document comments to respond to one another, and play a card when you use its starter.
5. Before time ends, make the document viewable to classmates and post its link on the class board. Stop at 12 minutes, even if cards remain.

AFTER THE ROUND Check what you did

- [ ] I added or improved text in our shared document.
- [ ] I used a document comment to interact with a teammate.
- [ ] I helped decide what to revise or keep based on a reason or example.
- [ ] I helped make our post ready for classmates to view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Project Check-Ins

What two realistic habits would help classmates keep a group project on track?

TOPIC

Missed Work Plan

What two practical steps would help a classmate catch up after missing a school day?

TOPIC

Study Notifications

What two choices could help a classmate manage phone notifications while studying?

ROLE CARDS · one per player

ROLE

Draft Driver

Keep the shared post focused on the topic and its two specific tips.

ROLE

Comment Coach

Watch for document comments that need a reply or a decision.

ROLE

Link Pilot

Check class viewing access and post the document link on the class board.

ROLE

Reader Lens

Check that classmates can understand and use the post without hearing your discussion.

MOVE CARDS · deal 4 to each player

MOVE CARD

ADD TEXT

"I'll add ____ to our shared draft so readers can ____."

MOVE CARD

ADD EXAMPLE

"I'll write ____ in the shared document to show ____."

MOVE CARD

ASK IN COMMENTS

"In a doc comment, could we check ____ for ____?"

MOVE CARD

REPLY IN COMMENTS

"I'll reply to your doc comment with ____ because ____."

MOVE CARD

REVISE WORDING

"After your comment, I'll change ____ to ____ because ____."

MOVE CARD

KEEP WORDING

"I'll keep ____ as written because ____ supports it."

MOVE CARD

CHECK ACCESS

"I'll make the document viewable to classmates and check ____ before we share it."

MOVE CARD

POST OUTCOME

"Our outcome is ____; I'll post the viewable link to the class board now."

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Provide a shared-document space and class board before the round, then use a visible 12-minute timer. For another round, rotate roles and choose a new topic; when participation is uneven, ask a quieter student to make a document edit or reply to a comment without requiring them to play an inapplicable card.

WHAT A STRONG ROUND SOUNDS LIKE

Ari	I'll add a shared deadline list and a changed-deadline example to our shared draft so readers can see how the list helps.
Mina	In a doc comment, could we check whether the changed-deadline example has a clear next step for readers who missed the meeting?
Ari	After your comment, I'll change the example to 'update the shared list as soon as the deadline shifts' because that gives readers a clear action.
Jay	I'll keep the shared deadline list as written because the changed-deadline example supports it.
Mina	Our outcome is two tips, update a shared deadline list and assign someone to flag changes; I'll post the viewable link to the class board now.

LISTEN FOR

- Students refer to changes they are making in the shared document.
- Document comments receive specific replies or lead to a reasoned decision.
- Students test whether the post makes sense to classmates outside their group.
- The group checks viewing access and shares the link, whether members fully agree or note an unresolved difference.

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