LESSON MAKER PRO

Talk Card Lab

Use real examples to build a group plan.

GRADE 5 · 5.SL.1

5.SL.1 "Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1 Listen without interrupting.	**2** Ask about ideas, not people.
3 Use examples you know, not made-up ones.	**4** Make room for everyone to speak.

HOW TO PLAY Teams of 3 or 4

1. Choose a TOPIC card and agree to the four rules. Spend one minute jotting down a real example you know.
2. Each take one ROLE card. With three players, take the Guide, Linker, and Example Scout roles. The Guide and Linker also share the Recap Keeper job.
3. Shuffle two copies of the eight MOVE cards and deal four to each player. Set a six-minute discussion timer.
4. Discuss the TOPIC and do your role job. Play a MOVE card only when you use its starter and finish the blank with your own words.
5. In the last minute, review your ideas. Stop at six minutes, even if cards remain, then check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I drew on an example I knew before we talked.
- ☐ I followed my role and our discussion rules.
- ☐ I asked a clear question or added to someone else's idea.
- ☐ I considered our main ideas and what the examples helped us conclude.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Poster Project Jobs

How could a group divide jobs fairly when making a class poster?

TOPIC

Recess Game Choices

How could students choose recess games so everyone who wants to join has a fair chance?

TOPIC

Quiet Reading Time

What plan could help our class make quiet reading time work for students who need different levels of quiet?

ROLE CARDS · one per player

ROLE

Guide

Keep the group on the topic and invite anyone who has not spoken to share.

ROLE

Linker

Listen for ways one person's idea connects to another person's idea.

ROLE

Example Scout

Ask speakers to explain how their real examples support their ideas.

ROLE

Recap Keeper

Help the group name its main ideas and what it can conclude from the examples shared.

MOVE CARDS · deal 4 to each player

MOVE CARD

ASK WHY

"What makes you think ____?"

MOVE CARD

ASK HOW

"How would ____ work for our group?"

MOVE CARD

BUILD ON

"Your idea about that makes me think ____."

MOVE CARD

ADD DETAIL

"To add to your idea, ____."

MOVE CARD

RECALL EXAMPLE

"Before we talked, I remembered ____."

MOVE CARD

SUPPORT IDEA

"A real example that supports that idea is ____."

MOVE CARD

REVIEW IDEAS

"Our main ideas so far are ____."

MOVE CARD

DRAW CONCLUSION

"From the examples we heard, I conclude ____."

Cards last longer on thick paper.

Talk Card Lab

RUNNING THE ROUNDS

Run another six-minute round with a new topic and shuffled cards, rotating roles. If participation is uneven, have the Guide invite quieter students to speak without treating card play as a contest. Accept full agreement, unresolved differences, or an unchanged position supported by examples; students do not need to play every card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Before we talked, I remembered our science poster: we chose jobs after everyone shared what they liked, and we finished on time.
Leo	How would choosing jobs after everyone shares what they like work for our group?
Nia	Your idea about that makes me think we could each name two jobs we'd be willing to do.
Omar	A real example that supports that idea is our class mural: when we offered second choices, every job got done.
Maya	From the examples we heard, I conclude we should ask for two job choices before we assign poster jobs.

LISTEN FOR

- Students draw on specific examples they recalled before the discussion.
- Questions ask for reasons or details, and replies address those questions.
- Students connect their comments to a classmate's idea while carrying out their roles.
- The recap accurately reports main ideas and an evidence-supported conclusion.

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