LESSON MAKER PRO

Write It Together

Turn a group conversation into a short piece of writing.

GRADE 5 · 5.W.6.b

5.W.6.b "Interact and collaborate with others."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Let each person finish speaking before you respond.
2. Listen for ideas you can use in the group's writing.
3. Give a reason when you suggest keeping or changing words.
4. You may agree, see things differently, or keep your first view.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one TOPIC card and read its task.
2. Take one ROLE card each. With three players, share the Reader Scout job among all three.
3. Make two copies of each MOVE card. Shuffle the 16 cards, deal four to each player, and set any extras aside.
4. Agree to stop after 10 minutes and set a timer. Write together. When a starter fits what you truly want to say, finish it aloud and play the card to the middle.
5. Stop when the timer ends, even if cards remain. Read your writing and check the reflection statements that are true for you.

AFTER THE ROUND Check what you did

- [ ] I listened to a teammate's idea before I responded.
- [ ] I helped turn our ideas into words for a reader.
- [ ] I gave a reason for keeping or changing words in our writing.
- [ ] I helped check what we agreed on or still saw differently.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

New Student Note

What three or four sentences could you write together to help a new student feel welcome in your class?

TOPIC

Recess Welcome Poster

What three or four sentences could you write together for a poster about including others at recess?

TOPIC

Group Work Tips

What three or four sentences could you write together to help younger students work well in a group?

ROLE CARDS · one per player

ROLE

Idea Finder

Offer ideas that fit the topic and ask others for theirs.

ROLE

Link Maker

Notice when two people's ideas could work together in the writing.

ROLE

Draft Keeper

Write the group's sentences and make changes after the group discusses them.

ROLE

Reader Scout

Check whether someone outside your group would understand the writing.

MOVE CARDS · deal 4 to each player

MOVE CARD

ASK MORE

"What do you mean by ____?"

MOVE CARD

ASK MORE

"Can you give an example of ____ that we could include?"

MOVE CARD

CONNECT IDEAS

"I heard you say ____; that connects to ____."

MOVE CARD

CONNECT IDEAS

"I can build on your idea about ____ by adding ____."

MOVE CARD

SHAPE WORDS

"Could our writing say ____ so a reader understands?"

MOVE CARD

SHAPE WORDS

"Let's change ____ to ____ because ____."

MOVE CARD

CHECK TOGETHER

"We could write ____; do we all agree, or is anything still open?"

MOVE CARD

CHECK TOGETHER

"I think we should ____ because ____; what do you think?"

Cards last longer on thick paper.

Write It Together

RUNNING THE ROUNDS

Print two sets of move cards per group and run 10-minute rounds, changing topics or roles between rounds if time allows. Invite quieter students to offer a line or question, but do not require equal card counts or opinion changes; accept full agreement, unresolved differences, and positions kept for a stated reason.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Could our writing say 'Ask someone where to put your things' so a reader understands?
Leo	What do you mean by 'your things'?
Zoe	I mean a backpack. Let's change 'your things' to 'your backpack' because it names something a student brings.
Noah	I heard you say 'your backpack'; that connects to helping someone know what to do first.
Maya	We could write 'Ask someone where to put your backpack'; do we all agree, or is anything still open?

LISTEN FOR

- Questions that clarify a teammate's meaning before words are added to the draft
- Suggestions that connect one person's idea to another's
- Reasons for keeping or revising wording for the intended reader
- Honest checks for agreement or unresolved differences, without pressure to change views

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