LESSON MAKER PRO

Draft Share Studio

Write a guide, improve it together, and publish it.

GRADE 5 · 5.W.6

5.W.6 "Use technology to enhance writing with guidance as needed. Produce and publish writing. Interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Type your own guide. Your group can help you plan and revise.
2. Say a card's starter and play it only when you really do that move.
3. Use parts of a draft to explain your comments.
4. It is fine to agree, disagree, or keep an idea. Leave unused cards unplayed.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Take one ROLE card each and deal four MOVE cards to each player from copies of the deck. With three players, take the first three roles and share the fourth. Use five minutes to plan.
2. For 40 minutes, each of you types a one- to two-page guide in one sitting. Use a MOVE card when it fits what you do.
3. For 10 minutes, read each other's drafts, give specific comments, and make any changes you choose.
4. For five minutes, publish your guides in the class folder and check that your group can open them.
5. Stop at 60 minutes, even if cards remain. Leave unused cards unplayed and check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I typed one to two pages in one sitting.
- [ ] I used a digital tool to improve my writing.
- [ ] I gave or used a comment about a specific part of a draft.
- [ ] I published my guide and used my draft to decide what to keep or change.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

New Student Guide

What would you put in a one- to two-page guide to help a new student through a school day?

TOPIC

Indoor Recess Guide

What would you put in a one- to two-page guide to indoor recess activities you can do with classroom supplies?

TOPIC

Team Game Guide

What would you put in a one- to two-page guide to a game you can play with friends without special gear?

ROLE CARDS · one per player

ROLE

Typing Coach

Watch the time so everyone has one full sitting to type their own guide.

ROLE

Tool Scout

Watch for chances to use headings, spell-check, or other writing tools.

ROLE

Comment Guide

Help the group give comments about specific parts of each draft.

ROLE

Share Checker

Check that each published file is in the class folder and opens for the group.

MOVE CARDS · deal 4 to each player

MOVE CARD

NEXT SECTION

"I'm typing a section about ____ next."

MOVE CARD

ADD DETAIL

"I'll add an example of ____ to my draft."

MOVE CARD

SPELLING CHECK

"I'll use spell-check to inspect ____, then decide if its suggestion fits."

MOVE CARD

HELPFUL HEADING

"I'll add a heading for ____ so readers can find it."

MOVE CARD

DRAFT COMMENT

"Your draft says ____; that helps me understand ____."

MOVE CARD

SHARED VIEW

"Our drafts agree on ____; I can point to ____ in the writing."

MOVE CARD

DIFFERENT VIEWS

"We still differ about ____; I kept ____ because my draft shows ____."

MOVE CARD

PUBLISH CHECK

"I published ____ in the class folder and checked that ____ can open it."

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Before the round, set up the class folder and provide enough copies of the move deck to deal four cards per student. Keep the 60-minute schedule; if participation is uneven, invite a quieter writer to share one draft-based observation, without requiring disagreement or a change of opinion.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	I'm typing a section about finding the library next.
Leo	I'll add a heading for places to go so readers can find it.
Asha	Your draft says the library is beside the office; that helps me understand where to look.
Mia	Our drafts agree on naming places a new student may need; I can point to our sections about the library and office in the writing.
Leo	I published my new student guide in the class folder and checked that Mia can open it.

LISTEN FOR

- Students describe sections they are typing in their own guides.
- Students use digital tools to make specific writing improvements.
- Comments and summaries point to words or details in drafts.
- Students check that published files open for their readers.

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