LESSON MAKER PRO

Plan to Talk

Use a short plan to build a discussion.

GRADE 6 · 6.SL.1.a

6.SL.1.a "Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Use details from the plan, not made-up facts.
2. Listen to each idea before you respond.
3. You may agree, disagree, or stay unsure.
4. Leave a card unplayed if it does not fit the talk.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Read its plan silently, then set an 8-minute timer.
2. Each player takes one ROLE card. With three players, take the first three roles. All three also share Fair Reporter: check that each recap matches what people said.
3. Make two copies of each MOVE card. Shuffle the 16 cards and deal four to each player.
4. When a starter fits, use it and play the card. For a question card, play it only after someone answers with a plan detail.
5. Stop when the timer rings, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I read the plan before speaking.
- [ ] I used a plan detail to explain an idea.
- [ ] I asked or answered a question using a plan detail.
- [ ] I noticed whether my view stayed the same or changed, and why.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Library Choice

Plan: Our class has 10 minutes to pick a book. We can browse shelves or use the catalog. A book return cart is by the door. How should we use our time to find a book, and why?

TOPIC

Group Poster

Task: Your group has 20 minutes to make a poster. It needs a title, two facts, and a picture. How should your group use its time, and why?

TOPIC

Classroom Supplies

Plan: The class shares one shelf for paper, pencils, and markers. Students collect what they need before work time. How could the class arrange the shelf, and why?

ROLE CARDS · one per player

ROLE

Detail Detective

Listen for details from the plan and point to the words when someone needs to check one.

ROLE

Question Scout

Notice ideas that need a question to help the group use the plan.

ROLE

Idea Tracker

Keep track of which ideas people have shared and which are still open.

ROLE

Fair Reporter

Check that any recap shows what people actually agreed on or still see differently.

MOVE CARDS · deal 4 to each player

MOVE CARD

NAME EVIDENCE

"The plan says ____, so I think..."

MOVE CARD

FIND EVIDENCE

"One detail I noticed is ____; it matters because..."

MOVE CARD

BUILD ON

"Your idea connects to ____ in the plan because..."

MOVE CARD

WEIGH IDEA

"I see your idea the same way or differently because the plan says ____..."

MOVE CARD

ASK HOW

"The plan mentions ____; how does that support your idea?"

MOVE CARD

ASK WHAT

"The plan says ____; what might that mean for our choice?"

MOVE CARD

REPORT IDEAS

"So far, our ideas about ____ are... One plan detail we used is..."

MOVE CARD

REFLECT BACK

"After hearing the ideas, I still think or now think ____ because the plan says..."

Cards last longer on thick paper.

Plan to Talk

RUNNING THE ROUNDS

Run an 8-minute round, then choose a new topic and redeal if time allows. Invite quieter students to speak, but do not require every card to be played. A recap may report full agreement, unresolved differences, or an undecided speaker, and a reflection may support an unchanged position.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The plan says we have 10 minutes to pick a book, so I think we should start with the catalog.
Leo	The plan mentions browsing shelves; how might that help us find a book within 10 minutes?
Noor	The plan says we can browse shelves. That could help someone who does not know a title, but I would start with the catalog.
Maya	So far, Noor and I favor the catalog first, and Leo has not chosen yet. One plan detail we used is that we have 10 minutes.
Maya	After hearing the ideas, I still think we should start with the catalog because the plan says we have 10 minutes.

LISTEN FOR

- Students refer to a specific detail in the assigned plan.
- Responses connect a plan detail to an idea already shared.
- Questions lead to answers grounded in the plan.
- Recaps and reflections accurately represent agreement, uncertainty, or an unchanged view.

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