LESSON MAKER PRO

Evidence in Motion

Use what you know to build a discussion.

GRADE 8 · 8.SL.1.a

8.SL.1.a "Come to discussions prepared, having read or researched material under study; 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 real examples, not made-up evidence.
2. Let a speaker finish before you respond.
3. Explain how your example connects to your point.
4. You may agree, differ, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Set a 10-minute timer and stop when it rings.
2. Take one ROLE card each. With three players, share the fourth role's job.
3. Spend two quiet minutes jotting a specific example you have seen or experienced about the topic.
4. Shuffle two copies of each MOVE card and deal four cards to each player.
5. Discuss the topic. Play a card when you genuinely use its starter. Keep any unused cards.

AFTER THE ROUND Check what you did

- [ ] I prepared a specific example before speaking.
- [ ] I used an example to support a point.
- [ ] I asked about or responded to someone else's evidence.
- [ ] I considered the group's ideas without pretending my view changed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Group Work Roles

What is a fair way to divide work on a group project, based on what you have observed?

TOPIC

Homework Plans

What planning habit should a student try when several assignments are due, based on your experiences?

TOPIC

Getting Unstuck

What should a student try when stuck on an assignment, based on a time you have seen something work?

ROLE CARDS · one per player

ROLE

Example Scout

Listen for claims without examples and ask speakers what they have seen or experienced.

ROLE

Link Finder

Listen for how each example supports a point and ask about any unclear link.

ROLE

Question Keeper

Ask follow-up questions that help speakers explain their examples.

ROLE

Idea Tracker

Keep track of supported ideas the group agrees on and ideas still open.

MOVE CARDS · deal 4 to each player

MOVE CARD

NAME EVIDENCE

"In ____, I noticed ____."

MOVE CARD

ADD EVIDENCE

"One example from my own experience is ____, which shows ____."

MOVE CARD

CONNECT IDEAS

"Your point about ____ fits with my example of ____ because ____."

MOVE CARD

OFFER ANOTHER VIEW

"I see ____ differently because in ____, ____."

MOVE CARD

REQUEST EVIDENCE

"What example from your experience supports ____?"

MOVE CARD

PROBE CONNECTION

"How does your example of ____ connect to ____?"

MOVE CARD

SUM UP EVIDENCE

"From our examples of ____, we can say ____."

MOVE CARD

REFLECT ON EVIDENCE

"After hearing ____ and recalling ____, I think ____ because ____."

Cards last longer on thick paper.

Evidence in Motion

RUNNING THE ROUNDS

The 10-minute round includes two minutes of silent preparation; run another round with a new topic if time allows. Invite quieter students to share a prepared example, but do not require every card to be played or anyone to change a view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	In our history slideshow, I noticed one person had to fix every slide at the end, so I suggest sharing the final check.
Eli	Your point about sharing the final check fits with my example of our video project because our editor ran out of time checking clips alone.
Noor	How does your example of the video project connect to sharing the final check?
Eli	In our video project, I noticed our editor had six clips to check and missed a sound problem near the end. Sharing the check could have helped us catch it.
Zara	From our examples of the history slideshow and video project, we can say sharing the final check may help. We have not decided how to split the other jobs.

LISTEN FOR

- Specific, firsthand examples named during the discussion
- Clear links between an example and the point it supports
- Questions that probe another speaker's evidence
- Accurate summaries that leave room for agreement or unresolved ideas

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