

# Plan It Together

*Build a fair plan where everyone has a job.*

**GRADE 5 • TEKS 5.1.D**

**5.1.D** “work collaboratively with others to develop a plan of shared responsibilities.”

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Speak one at a time.

**2** Give each person a real responsibility.

**3** Listen before changing the plan.

**4** Use a card only when it fits the talk.

## HOW TO PLAY Teams of 3 or 4

1. Choose a Topic Card and read the task aloud.
2. Each player takes one different Role Card.
3. Cut two sets of Move Cards and deal four cards to each player.
4. Take turns using a card starter in a real sentence, then play that card in the middle.
5. When all dealt cards are played, read your shared plan and check the reflection.

## AFTER THE ROUND Check what you did

☐ I helped name jobs our group needed.

☐ I offered or accepted a responsibility.

☐ I asked about a job that still needed a person.

☐ I helped the group agree on a clear plan.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                    | TOPIC                                                                                                        | TOPIC                                                                                                            |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Book Swap</b><br>Make a plan for a class book swap that helps students choose and trade books fairly. | <b>Welcome Table</b><br>Make a plan for a welcome table that helps a new student learn about your classroom. | <b>Art Cleanup</b><br>Make a plan for cleaning up after an art project so supplies are ready for the next class. |

**ROLE CARDS** · one per player

| ROLE                                                                                                  | ROLE                                                                                                   | ROLE                                                                                   | ROLE                                                                                    |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Plan Pilot</b><br>Make sure the group answers the Topic Card question and gives each person a job. | <b>Voice Coach</b><br>Notice who has not shared and invite that person to add an idea or choose a job. | <b>Time Tracker</b><br>Keep the group moving and ask when each job should be finished. | <b>Clarity Checker</b><br>Ask what each job includes and listen for a clear final plan. |

**MOVE CARDS** · deal 4 to each player

|                                                                              |                                                                                                 |                                                                                  |                                                                                                 |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>MOVE CARD</b><br><br><b>NAME TASK</b><br>“Our group needs to ____.”       | <b>MOVE CARD</b><br><br><b>NAME GOAL</b><br>“The plan should help us ____.”                     | <b>MOVE CARD</b><br><br><b>OFFER JOB</b><br>“I can be responsible for ____.”     | <b>MOVE CARD</b><br><br><b>TAKE JOB</b><br>“I will take charge of ____.”                        |
| <b>MOVE CARD</b><br><br><b>ASK JOB</b><br>“Who can be responsible for ____?” | <b>MOVE CARD</b><br><br><b>MATCH JOB</b><br>“____ would be a good person to ____ because ____.” | <b>MOVE CARD</b><br><br><b>CHECK BALANCE</b><br>“We still need someone to ____.” | <b>MOVE CARD</b><br><br><b>CONFIRM PLAN</b><br>“Our plan is for ____ to ____ and ____ to ____.” |

Print one card sheet per team. Cards last longer on thick paper.

**RUNNING THE ROUNDS**

Use a new Topic Card for each round, while students keep or trade roles as needed. Listen for a final plan with a clear responsibility for every player, not just a list of ideas. If participation is uneven, have the Voice Coach invite a quieter player to choose or shape one responsibility before the group confirms its plan.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                                                 |
|-------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Maya</b> | Our group needs to make a fair class book swap.                                                                 |
| <b>Noah</b> | I can be responsible for collecting the books.                                                                  |
| <b>Liam</b> | Who can be responsible for sorting the books?                                                                   |
| <b>Ava</b>  | Maya would be a good person to make signs because she makes clear letters.                                      |
| <b>Maya</b> | Our plan is for Noah to collect books and Liam to sort them. Ava will explain the rules, and I will make signs. |

**LISTEN FOR**

- Students name the jobs needed to complete the task.
- Students offer and accept specific responsibilities.
- Students assign jobs based on strengths or interests.
- Students restate a plan that includes every group member.

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