LESSON MAKER PRO

Word Moves Lab

Use new words to shape, test, and extend ideas.

GRADE 11 · 11.RV.1.G

11.RV.1.G "Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Choose two or three newly learned class words or phrases before you begin.
2. Use each word accurately, not just as a name.
3. Listen, then build on or clarify an idea.
4. Make room for every player to speak.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and select two or three newly learned words or phrases that fit it.
2. Take one Role card each. Shuffle the Move cards and deal four to each player, using duplicate copies if needed.
3. Discuss the topic. When you genuinely use a card's starter and a selected word or phrase, place the card in the middle.
4. Keep talking until every dealt Move card is in the middle.
5. After the round, write two sentences using one selected word or phrase in a context different from the topic.

AFTER THE ROUND Check what you did

- [ ] I used a newly learned word or phrase accurately when I spoke.
- [ ] I used a word or phrase in more than one context.
- [ ] I built on or clarified another person's use of a word or phrase.
- [ ] I used a selected word or phrase in my writing.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Later Start Times

Should high schools begin later in the morning? Develop a recommendation for your school.

TOPIC

AI Boundaries

What rules should a school set for students' use of AI tools on assignments?

TOPIC

Phone-Free Lunch

Should students put away phones during lunch? Decide what policy, if any, would be fair.

ROLE CARDS · one per player

ROLE

Word Wrangler

Listen for accurate word use and ask a speaker to explain why a word fits if needed.

ROLE

Context Scout

Notice when a word could fit another situation and invite the group to name that situation.

ROLE

Bridge Builder

Listen for connected ideas and point out when one speaker builds on another speaker's word use.

ROLE

Turn Tracker

Track who has spoken and invite a quieter player to use a Move card.

MOVE CARDS · deal 4 to each player

MOVE CARD

APPLY WORD

"The term ____ strengthens my point that ____."

MOVE CARD

APPLY WORD

"This situation makes ____ seem ____ because ____."

MOVE CARD

BUILD IDEA

"Building on ____, ____ also helps explain ____."

MOVE CARD

BUILD IDEA

"____ connects to that idea because ____."

MOVE CARD

CLARIFY MEANING

"Here, ____ does not simply mean ____; it suggests ____."

MOVE CARD

CLARIFY MEANING

"To use ____ accurately, we should consider ____."

MOVE CARD

TRANSFER WORD

"In another setting, ____ could describe ____."

MOVE CARD

TRANSFER WORD

"Compared with ____, this situation makes ____ seem ____."

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

Word Moves Lab

RUNNING THE ROUNDS

Before each round, have groups choose two or three terms or phrases from current instruction that could genuinely fit the topic. Listen for accurate, meaningful use rather than isolated definitions. If participation is uneven, have the Turn Tracker pause the discussion after each card and invite a player who has fewer cards in the middle.

WHAT A STRONG ROUND SOUNDS LIKE

Amira	The term circadian rhythm strengthens my point that schools should begin later.
Leo	Building on Amira, equity also helps explain why a later start could matter for students with long commutes.
Priya	Here, equity does not simply mean treating everyone the same; it suggests giving students a fair chance to learn.
Noah	In another setting, circadian rhythm could describe why a night-shift worker needs a different sleep schedule.
Amira	This situation makes a later start seem feasible because bus schedules can be adjusted.

LISTEN FOR

- A newly learned term accurately supports a specific claim
- The same term is applied to a second context
- A student clarifies a term's meaning or nuance
- Students build on one another's word choices instead of repeating them

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