

Question Quest Cards

Use questions to understand each person's point of view.

GRADE 6 • 6.C.1.A.iii

6.C.1.A.iii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes: Asking relevant questions to clarify others' perspectives."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Ask to understand, not to trap someone.

2 Listen fully before you ask.

3 Use your own words and ideas.

4 Make space for every person to speak.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic Card, read the question, and each take a Role Card.
2. Use two copies of the Move Cards, shuffle them, and deal four cards to each player.
3. Take turns sharing an early idea about the topic.
4. When you use a Move Card starter to ask a question that fits what someone said, place that card in the middle.
5. Keep discussing until every dealt Move Card is in the middle, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I asked questions that fit what a classmate said.

☐ I used a question to learn what someone meant.

☐ I asked for a reason, example, or effect.

☐ I listened to an answer before sharing my next idea.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone Use Rules What rules would make phone use fair and helpful during the school day?	Homework Balance What amount and type of homework would help students learn without taking all evening?	Group Grade Plans How should a group grade show both teamwork and each person's effort?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Question Catcher Keep track of questions that help the group understand a person's view.	View Finder Notice when a view is unclear and invite the group to ask a clarifying question.	Example Hunter Listen for ideas that need an example and ask for one when needed.	Space Maker Make sure each person has time to explain their point of view.

MOVE CARDS · deal 4 to each player

MOVE CARD ASK WHY "What makes you think ____?"	MOVE CARD ASK WHY "Why does ____ matter to you?"	MOVE CARD CHECK MEANING "When you say ____, what do you mean?"	MOVE CARD CHECK MEANING "Could you explain what you mean by ____?"
MOVE CARD ASK EXAMPLE "Can you give an example of ____?"	MOVE CARD ASK EXAMPLE "What is a time when ____ happened?"	MOVE CARD ASK IMPACT "How would ____ affect you or others?"	MOVE CARD ASK IMPACT "Who might see ____ differently, and why?"

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

RUNNING THE ROUNDS

Print two copies of the Move Cards for each group, then deal four cards to each player. Run each topic as a separate round, and have students rotate roles for the next round. If one student is taking over, use the Space Maker role to pause the discussion until another player asks or answers.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	I think students should be able to use phones at lunch.
Eli	When you say use phones at lunch, what do you mean?
Mia	I mean students could text or listen to music after they finish eating.
Noah	What makes you think that would help students?
Mia	A short break could help some students relax before afternoon classes.

LISTEN FOR

- Questions connect directly to a speaker's words or idea.
- Students ask what a classmate means, not only whether they agree.
- Students ask for reasons, examples, or effects.
- Students use answers to shape their next question or comment.

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