

Talk Style Switch

Choose words that fit the situation.

GRADE 4 • L.4.3c

CCSS.ELA-Literacy.L.4.3c "Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a card's starter before you play it.

2 Talk about both group talk and class presentation.

3 Let each player finish speaking.

4 Play every card you were dealt.

HOW TO PLAY Teams of 3 or 4

1. Cut two copies of each Move Card and shuffle the cards.
2. Choose one Topic Card and give each player one Role Card.
3. Deal four Move Cards to each player.
4. Discuss the topic, using a Move Card starter when it fits.
5. Put a used card in the middle, and end when all dealt cards are played.

AFTER THE ROUND Check what you did

☐ I used informal language that fit a small-group talk.

☐ I used formal English that fit a class presentation.

☐ I changed casual words into more formal words.

☐ I thought about my audience before I spoke.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Game Instructions Pick a game your group knows. How would you work out its rules together, then explain the rules to the class?	Classroom Fix Choose one classroom problem, such as noisy supplies or a messy floor. How would you talk about a solution with your group, then present it to the class?	Rainy Recess Choose a recess activity for a rainy day. How would you decide with your group, then announce the plan to your class?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Context Captain Listen for whether the group is talking to classmates in a small group or presenting to the class.	Formal Finder Listen for clear, complete words that would fit a class presentation.	Chat Coach Listen for relaxed but respectful words that fit small-group talk.	Card Keeper Make sure each player uses a starter before putting a card in the middle.

MOVE CARDS · deal 4 to each player

MOVE CARD NAME CONTEXT “The audience is ____, so I should use ____ English.”	MOVE CARD NAME CONTEXT “The audience is ____, so I should use ____ English.”	MOVE CARD GROUP TALK “With my small group, I could say, “____.””	MOVE CARD GROUP TALK “With my small group, I could say, “____.””
MOVE CARD PRESENT CLEARLY “For a class presentation, I would say, “____.””	MOVE CARD PRESENT CLEARLY “For a class presentation, I would say, “____.””	MOVE CARD SWITCH WORDING “A more formal way to say “____” is “____.””	MOVE CARD SWITCH WORDING “A more formal way to say “____” is “____.””

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

RUNNING THE ROUNDS

Print and cut two copies of each Move Card so groups of four can each receive four cards. For groups of three, set aside four cards after dealing. If one student speaks less, have that student choose and use a card first before the group continues.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	The audience is my small group, so I should use informal English.
Leo	With my small group, I could say, "Let's use cones for the goals."
Ana	A more formal way to say "Let's use cones for the goals" is "We will use cones to mark each goal."
Diego	For a class presentation, I would say, "Our game uses cones to mark each goal."
Maya	The audience is the class, so I should use formal English.

LISTEN FOR

- Names the audience before choosing a speaking style
- Uses clear, complete sentences for a class presentation
- Uses relaxed but respectful wording for small-group talk
- Changes a casual phrase into a more formal phrase

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