

Talk It Forward

Use moves that grow a group discussion.

GRADE 4 • SL.4.1

CCSS.ELA-Literacy.SL.4.1 "Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen without interrupting.

2 Talk about ideas, not people.

3 Use a move card honestly.

4 Make space for every voice.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player takes a different Role card.
3. Shuffle enough copied Move cards so each player gets 4 cards.
4. Take turns sharing ideas. When you genuinely use a card's starter, place that card in the middle.
5. Keep talking until every dealt Move card is in the middle. Then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I listened carefully to another person's idea.

☐ I added to or connected with someone else's idea.

☐ I asked a question or checked what someone meant.

☐ I shared my own idea clearly and gave a reason.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Better Recess What one change would make recess more fun and fair for everyone? Explain your thinking.	Classroom Space What is one change that could make your classroom a better place to learn? Explain why.	Helpful Class Job What new class job could help the classroom run better? Explain why it would help.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Idea Builder Notice an idea someone shares and look for a way to add to it.	Question Scout Listen for an idea you want to understand better and ask about it.	Turn Keeper Notice who has not spoken and invite that person into the discussion.	Clear Voice Listen for unclear ideas and ask the group to explain or restate them.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD ON “I want to add to ____’s idea by saying ____.”	BUILD ON “I agree with ____ because ____.”	ASK MORE “Can you explain what you mean by ____?”	ASK MORE “What makes you think ____?”
EXPLAIN WHY “I think ____ because ____.”	EXPLAIN WHY “For example, ____.”	CHECK MEANING “So, are you saying ____?”	CHECK MEANING “I heard ____ say _____. Did I get that right?”

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

RUNNING THE ROUNDS

Print enough copies of the eight Move cards so every player receives four cards. Run a new round with a different Topic card and rotate roles. If one student is speaking much more than others, prompt the Turn Keeper to invite a quieter player before the next turn.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think a quiet reading corner would help because some students need a calm place to focus.
Leo	Can you explain what you mean by a quiet reading corner?
Maya	So, are you saying you want to know what the corner would be like?
Leo	I heard Maya say the corner would be a calm place to read. Did I get that right?
Ava	I want to add to Maya's idea by saying the corner could have pillows and books.

LISTEN FOR

- Students name a classmate's idea before adding to it.
- Students ask questions that seek details or reasons.
- Students restate an idea and check for accuracy.
- Students state an opinion with a clear reason or example.

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