

Ready Set Discuss

Use what you know to move the discussion forward.

GRADE 4 • SL.4.1a

CCSS.ELA-Literacy.SL.4.1a "Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use true details from your notes, experience, or class learning.

2 Listen and connect your idea to another person's idea.

3 Take turns so each player can speak.

4 Play a card only after you use its starter.

HOW TO PLAY Teams of 3 or 4

1. Pick a Topic card. Quietly jot two true details you know about the topic.
2. Each player takes a different Role card. Use two sets of Move cards and deal four cards to each player.
3. Take turns using a Move card starter and finishing it with a relevant idea.
4. Put the card in the middle after you genuinely use its starter. Do your role job as the group talks.
5. Keep talking until every dealt card is in the middle. Then share your group's best answer.

AFTER THE ROUND Check what you did

☐ I prepared true details before I spoke.

☐ I used a detail from my notes, experience, or learning.

☐ I connected my idea to another person's idea.

☐ I asked or answered a question that helped us explore the topic.



TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Safer Recess Rules Which one new recess rule would make recess safer and still fun? Use details you know from recess.	Reading Spot Plan How should our class set up a reading spot that many students can use? Use details you know about reading in class.	Poster Project Start What two steps should a group take before making a class poster? Use details you know from past group work.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Detail Detective Listen for a true detail from preparation, experience, or class learning before someone plays a card.	Link Builder Notice when one idea connects to another idea, and point out the link.	Question Scout Listen for a question that helps the group think more deeply about the topic.	Turn Guide Make sure each player gets a chance to use a card before anyone takes a second turn.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
PREPARED DETAIL “One detail I prepared is ____.”	KNOWN DETAIL “From my notes or memory, I know ____.”	ADD ON “I can add that ____.”	BUILD IDEA “I agree with ____ because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
DIFFERENT VIEW “I see it differently because ____.”	ASK CONNECTION “How does ____ connect to our question?”	ASK SUPPORT “What detail supports ____?”	PREPARED DETAIL “Before we began, I wrote down that ____.”

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

RUNNING THE ROUNDS

Run each Topic card as a separate round. Give groups one minute to jot two details, then deal four Move cards to each player; a card counts only when its starter is completed with a relevant, true idea. If participation is uneven, have the Turn Guide invite a quieter player to choose the next card, and pause a player who has already spoken twice until others have had a turn.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	One detail I prepared is that students sometimes run near the swings.
Jay	I can add that the swing area is crowded when many students wait.
Ana	I agree with Mia because a no-running rule near swings could stop bumps.
Mia	How does a no-running rule help recess stay fun?
Jay	From my notes or memory, I know that students can still play games away from the swings.

LISTEN FOR

- "I wrote down..." followed by a true, relevant detail
- "I know..." that adds class learning or experience
- Agreement or disagreement linked to a reason
- Questions that connect details to the group's decision

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