

Talk Style Switch

Match your words to the audience and situation.

GRADE 4 • SL.4.6

CCSS.ELA-Literacy.SL.4.6 "Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Talk about both the formal and informal situations on the Topic Card.

2 Use a Move Card only after you say its starter aloud and finish it.

3 Listen for the audience and purpose before you choose your words.

4 Take turns so each person can play every card.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and read its question aloud.
2. Each player takes one Role Card. Give each player four Move Cards. Use extra printed Move Card sets if needed.
3. Discuss the topic. When you genuinely use a card starter, place that card in the middle.
4. Do the job on your Role Card as you listen and speak.
5. End the round when every player has played all four cards. Then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I named the audience or situation before I chose my words.

☐ I used formal English for the presentation or adult audience.

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

☐ I changed my words to match the task and situation.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
New Playground How would you ask the principal for a new playground feature in a formal presentation, and how could you discuss the same idea informally with your group?	Class Pet How would you ask your teacher for a class pet in a formal presentation, and how could you discuss the same idea informally with your group?	Book Nook How would you ask the principal for a quiet reading space in a formal presentation, and how could you discuss the same idea informally with your group?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Audience Scout Point out who is listening and whether the group needs formal or informal English.	Formal Finder Listen for formal words during the presentation part and ask for a clearer formal version if needed.	Casual Coach Listen for a natural informal version during the small-group part.	Turn Keeper Notice who has spoken and invite a player with cards left to take the next turn.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
FORMAL SAY “For a formal presentation, I would say, ‘____.’”	FORMAL SAY “I would use formal English and say, ‘____.’”	INFORMAL SAY “With my small group, I could say, ‘____.’”	INFORMAL SAY “To my friends, I might say, ‘____.’”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
AUDIENCE CHECK “Because we are speaking to ____, we should use ____ English.”	AUDIENCE CHECK “Our audience is ____, so I would speak ____.”	STYLE COMPARE “The formal version sounds ____ because ____.”	STYLE COMPARE “The informal version works when ____.”

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

RUNNING THE ROUNDS

Print enough Move Card sets so every player receives four cards, then assign roles and choose one Topic Card for each round. Students may use the same Move Card type more than once if they have duplicate cards. If participation is uneven, pause the discussion, give a quieter player first choice of the next card, and ask a more talkative player to wait until another player speaks.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	For a formal presentation, I would say, 'We would like a quiet reading space near the library.'
Noah	Because we are speaking to the principal, we should use formal English.
Ava	With my small group, I could say, 'Let's make a cozy spot for reading.'
Liam	The formal version sounds respectful because it asks politely.
Mia	To my friends, I might say, 'A book nook would be awesome.'

LISTEN FOR

- Students name the audience, purpose, or setting before choosing language.
- Formal wording is clear, complete, and respectful for a presentation.
- Informal wording fits peer or small-group conversation without being rude.
- Students explain how the same idea changes across contexts.

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