

Link It Together

Build a plan with time, place, and precise words.

GRADE 3 • 3L6

3L6 "Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert)."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a move card only after you say its starter.

2 Add to the group plan, not just your own idea.

3 Listen for words that tell when and where.

4 Let each player finish speaking before you respond.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card for your group.
2. Each player takes a different Role card.
3. Use two printed sets of Move cards, shuffle them, and deal 4 cards to each player.
4. Take turns building an answer to the topic. Say a card's starter and finish the thought before placing that card in the middle.
5. Keep talking until every dealt card is in the middle. Then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I used a word or phrase that told when.

☐ I used a word or phrase that told where.

☐ I used a clear word for something in our plan.

☐ I added to the group answer by using a move card.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Recess Course How could your group set up a recess obstacle course and explain what happens from start to finish?	Supply Station How could your group organize a classroom supply station and explain how students would use it?	Picnic Spot How could your group plan a picnic area and explain what the group does before, during, and after the picnic?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Time Tracker Listen for words that tell when, and help the group put ideas in order.	Space Scout Listen for words that tell where, and ask where things belong.	Word Finder Listen for clear topic words and ask for a more exact word when needed.	Card Coach Watch for each player to say a starter before playing a card.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
TIME ORDER “First, we should ____.”	TIME ORDER “After that, we can ____.”	SHOW PLACE “Near ____, we could put ____.”	SHOW PLACE “On the other side of ____, we could add ____.”
ADD IDEA “Also, we could ____.”	ADD IDEA “Another idea is to ____.”	GIVE REASON “This would help because ____.”	GIVE DETAIL “For example, ____.”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Run one topic as a round, using two printed sets of Move cards so every student receives four cards. In a group of three, set aside four cards after dealing. If participation is uneven, have the Card Coach invite the player with the fewest cards in the middle to use a card next.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	First, we should put a start cone by the blacktop.
Jalen	Near the start cone, we could put a hoop for jumping.
Sofia	On the other side of the hoop, we could add a tunnel.
Mia	After that, we can run to the finish line.
Jalen	This would help because everyone would know where to crawl and run.

LISTEN FOR

- Accurate time words and phrases, such as first, after that, before, and during
- Accurate location words and phrases, such as near, next to, between, and on the other side of
- Clear content words connected to the group's topic
- Ideas that build in a logical order from one speaker to the next

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