

Talk It Forward

Prepare, connect, and explore ideas.

GRADE 5 • 5LS1.a

5LS1.a "Come to discussions prepared, having read or studied required material; 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 your notes or true experiences.

2 Speak one at a time.

3 Listen so you can build on ideas.

4 Play a card only after you use its starter.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4, choose a Topic card, and take different Role cards.
2. Study the question quietly and write two details you know or have noticed.
3. Shuffle two copies of the Move cards and deal four cards to each player.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. End when all dealt cards are in the middle. Check the reflection statements, then switch roles and topics.

AFTER THE ROUND Check what you did

☐ I prepared details before I talked.

☐ I used my notes or what I know about the topic.

☐ I built on another person's idea.

☐ I asked or answered a question that helped the group explore ideas.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Better Recess What one change would make recess safer and more fun for everyone?	Library Makeover What one change would help more students find and enjoy books in the classroom library?	Calmer Lunch What one change would make the cafeteria calmer while still giving students time to eat and talk?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Note Scout Listen for prepared notes or true examples, and ask the group to use them.	Link Maker Notice connected ideas, and invite speakers to explain how ideas fit together.	Question Keeper Make sure the group asks questions that help it think more deeply.	Turn Guide Make sure each player gets a chance to speak before anyone speaks twice.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SHARE PREP “In my notes, I wrote that ____.”	SHARE PREP “Before we started, I noticed that ____.”	BUILD ON “I want to add to ____'s idea because ____.”	BUILD ON “____'s idea makes me think that ____.”
ASK MORE “Can you say more about ____?”	USE EXAMPLE “For example, ____.”	COMPARE IDEAS “This is like ____, but ____.”	CHECK THINKING “Does this idea work if ____?”

Cards last longer on thick paper.

RUNNING THE ROUNDS

Give students two minutes to make notes before each round, then use two printed sets of Move cards so every student can receive four. Run another round by changing topics and roles. If participation is uneven, have the Turn Guide pause new turns until each player has spoken, then invite a quiet student to use a question or preparation card.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	In my notes, I wrote that the swings get crowded near the end of recess.
Mateo	I want to add to Ava's idea because I have waited a long time for a turn.
Zoe	Can you say more about how we could make turns fair?
Liam	For example, students could use a short line and take turns after a set time.
Ava	Does this idea work if only one student is watching the line?

LISTEN FOR

- Students refer to notes, observations, or relevant experiences.
- Students connect their ideas to a classmate's specific idea.
- Students ask questions that extend or test an idea.
- Students explain why an example or detail supports a suggestion.

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