

Talk Plan Play

Use clear talk to build a shared plan.

GRADE 4 • TEKS 4.1

4.1 "Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Look at your group while you speak.

2 Listen without interrupting.

3 Use a clear voice at a steady pace.

4 Play a move card only when it fits.

HOW TO PLAY Teams of 3 or 4

1. Form a team of 3 or 4. Print two identical copies of the card sheet.
2. Keep one Topic and Role set. Combine both copies of the 8 Move cards (16 total). Deal four each; set extras aside.
3. Choose a Topic and take one Role each. Read the topic aloud; plan steps in order and a job for each person.
4. Use a Move-card starter naturally, then place that card in the middle. Listen and respond to others.
5. After all dealt cards are played, restate and act out the plan in order. Say each job aloud and check the reflection.

AFTER THE ROUND Check what you did

- ☐ I listened closely and asked a useful question.
- ☐ I followed the group's ideas and restated a key idea or step.
- ☐ I shared an opinion supported by true information.
- ☐ I spoke clearly and helped make a fair job plan.

**TOPIC CARDS** · pick one per round

TOPIC Collage Setup Make a plan for setting up a shared art table for a collage, including steps in order and a job for each person.	TOPIC Recess Game Guide Plan how to teach a new student a playground game your group knows, including clear directions and shared jobs.	TOPIC Library Return Plan Make a plan for returning a stack of classroom books neatly, including steps in order and a job for each person.
--	---	--

ROLE CARDS · one per player

ROLE Listening Lens Make sure the group listens, asks questions about unclear ideas, and restates key ideas.	ROLE Step Scout Make sure the group says the plan in a clear first, next, and last order.	ROLE Fact Finder Make sure each opinion is supported by accurate facts or observations.	ROLE Team Captain Make sure each person has a job and speaks with clear words and a voice the group can hear.
--	---	---	---

MOVE CARDS · deal 4 to each player

MOVE CARD ASK A QUESTION “Can you explain why ____?”	MOVE CARD ASK A QUESTION “What do you mean by ____?”	MOVE CARD GIVE DIRECTIONS “First, we should ____.”	MOVE CARD GIVE DIRECTIONS “After that, we should ____.”
MOVE CARD RESTATE AN IDEA “I heard ____ say _____. Is that right?”	MOVE CARD SUPPORT OPINION “I think ____ because we know ____.”	MOVE CARD SHARE A JOB “Could ____ be responsible for ____?”	MOVE CARD ADD A COMMENT “I want to add that ____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two card sheets per team; keep one topic/role set and combine the 16 Move cards. Deal four per player and set extras aside. After the round, have students restate and act out the plan in order, then describe who will do each job. Observe attentive listening, eye contact as appropriate, understandable words, steady pace and audible volume. Invite quieter members without requiring everyone to use the same speaking style.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	I think we should keep the scissors in one middle spot because we know scissors can hurt someone if they are left around the table.
Noah	What do you mean by one middle spot?
Mia	First, we should put the paper, glue, and scissors where everyone can reach them.
Lina	I heard Mia say we should put the supplies within reach. Is that right?
Noah	Could Lina be responsible for checking that the glue has a cap?

LISTEN FOR

- Relevant questions that clarify a speaker's meaning
- Accurate restatements of another student's idea
- Directions stated in a clear, logical sequence
- Opinions supported by accurate information; a plan with shared responsibilities

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