

Talk It Clear

Use complete sentences to add details and clear up ideas.

GRADE 3 • SL.3.6

CCSS.ELA-Literacy.SL.3.6 "Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak in complete sentences.

2 Answer the detail or meaning someone asks about.

3 Cards help you speak; you may speak without one.

4 Listen to each answer before asking more.

HOW TO PLAY Teams of 3 or 4

1. Print two card sheets. Choose one Topic card. Take one role each; with three players, combine Turn Tracker and Question Keeper.
2. Combine both sets of Move cards. Deal four per player and set extras aside. Share an idea about the topic; play a card when its starter fits.
3. Go around the team. Each player asks the next person for a detail. That person answers in a complete sentence. Continue until everyone has asked and answered.
4. Go around again. Each player asks the next person to explain what an idea means. That person answers clearly in a complete sentence. Rephrase or add details if still unclear.
5. Finish when everyone has answered both kinds of request. Unused cards may remain. Check your reflection and share one helpful answer.

AFTER THE ROUND Check what you did

☐ I answered a request for a detail in a complete sentence.

☐ I explained my meaning in a complete sentence.

☐ I asked a question and listened to the answer.

☐ I added or changed words when someone needed more help.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Recess Game Plan What game should your group play at recess, and what rule would make the game fair?	Indoor Recess Choice What should your group choose to do during indoor recess, and why?	Morning Helper Plan How could the class make arrival time smoother, and why would your idea help?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Detail Detective Notice whether an answer gives the detail that was requested.	Question Keeper Help questions stay on the chosen topic.	Clarity Checker Say whether a new explanation clears up the meaning.	Turn Tracker Check that everyone answers a detail request and a meaning request.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
GIVE A DETAIL “One detail is that ____.”	ASK FOR MORE “Could you tell me more about ____?”	ADD AN IDEA “I want to add that ____.”	EXPLAIN CLEARLY “To be clear, I mean ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
GIVE A REASON “I think ____ because ____.”	CHECK MEANING “What do you mean by ____?”	SHARE A DETAIL “Another detail is that ____.”	ASK WHY “Can you tell why ____?”

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

Provide two card sheets per team and scissors for supervised cutting. Use one set of topics and roles; combine move cards and set extra cards aside after dealing. The model shows two requests answered by one learner; repeat the cycles so every learner answers both kinds. A random hand cannot excuse a missing skill: learners may use a starter from the middle or speak without a card. Check actual answers rather than whether all cards were played. These are discussion plans; the recess activities need not be carried out.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think we should play four square and take fair turns.
Jordan	Could you tell me more about how everyone gets a turn?
Maya	One detail is that a player goes to the end of the waiting line after losing a turn.
Liam	What do you mean by a waiting line?
Maya	To be clear, I mean that players stand in order behind the court until it is their turn to join.

LISTEN FOR

- Each learner answers an actual request for a detail.
- Each learner clarifies an idea after a meaning question.
- Answers are complete sentences appropriate to the request.
- Listeners get a clearer explanation, not just the same unclear words.

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