

Talk Turn Quest

Agree on discussion rules, then put them into practice.

CCSS.ELA-Literacy.SL.3.1b "Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the three class situations together. Choose one topic to discuss. Underline its question and circle a detail your group should keep in mind.

Three choices for a group talk

- ① Rainy recess: Our class needs an indoor plan. We have drawing paper, puzzles, and two board games. We must leave space for people to walk. Some classmates like quiet activities. What choices could help everyone enjoy recess?
- ② Class helpers: The book shelf needs straightening, and pencils need sorting. Helpers have five minutes at the end of the day. No one should miss the class story. How could classmates share these jobs fairly?
- ③ A new game: Our class wants to learn a playground game. We have one soft ball and a large open space. Some classmates have never played a ball game. What game and simple rules would help everyone join?

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 After talking, name your topic and one detail someone else shared.

2 How did you get a turn respectfully? Name the rule you followed.

3 What did you say that connected to a classmate's idea?

3 YOUR TURN _____ Your own words

Work in a group of 3 or 4. Each person needs this worksheet and a pencil. Everyone practices all the rules; no cards are needed. Answer the questions after the discussion.

1. Agree before speaking

Discuss and agree on these rules: wait until a speaker finishes; raise a hand to ask for a turn; let a turn guide invite one speaker at a time; listen carefully; stay on the topic. Each person says they agree. Pick a first turn guide. Write the topic and one agreed rule.

2. Hold the discussion

Use the rules to discuss your chosen question. The guide invites people who have not spoken, including themselves after others. Each person gives an idea, listens to others, and takes another turn that connects to something heard. Pause and try again if two people speak at once. Record one way a rule helped.

3. Try another round

Choose another situation and a new guide. Agree to the rules again and discuss it the same way. Each learner listens and contributes. Afterward, name one rule you followed and one you will practice more. Write a real example from your turn.

PART 1 • READ AND MARK

Read the three class situations together. Choose one topic to discuss. Underline its question and circle a detail your group should keep in mind. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	After talking, name your topic and one detail someone else shared.	Accept the chosen topic and an actual relevant idea from another speaker. Example: rainy recess; a classmate suggested keeping a clear path between activity areas.
2	How did you get a turn respectfully? Name the rule you followed.	Example: I waited for the speaker to finish, raised my hand, and waited for the turn guide to invite me, as our group had agreed.
3	What did you say that connected to a classmate's idea?	Example: I heard that you want puzzles. We could place them at the back table so the walkway stays clear. Assess the actual connection.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Illustrative agreement: We choose rainy recess and agree to wait, raise a hand, let the guide invite one voice, listen, and stay on topic.

Illustrative exchange: The guide invites Mia, who suggests drawing. Leo raises a hand and waits. When invited, Leo says, "I heard Mia suggest drawing. We could also have a puzzle table." Mia later waits for a turn and asks how to keep the walkway open. The guide invites Zuri, who has not spoken yet, before taking their own turn.

Illustrative reflection: Waiting let me hear Leo's whole idea before adding mine. Next round I will remember to raise my hand rather than starting as soon as a speaker stops.

Observe each child's actual discussion behavior in both rounds. The named rules are a starting proposal; allow sensible group revisions that still preserve respectful entry, attentive listening, one speaker at a time, and topic focus. Agreement must happen before each round. Judge rule following, not which opinion the group chooses. Read instructions aloud as needed; use the reflection as evidence alongside observation.