

# Talk Move Match

*Ask a precise question. Answer with a useful detail.*

**GRADE 6 • SL.6.1c**

**CCSS.ELA-Literacy.SL.6.1c** "Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Listen and respond to what a classmate actually says.

**2** Use a starter only when it fits; exchange cards freely.

**3** Give everyone a turn before taking another.

**4** Use a specific reason or detail, not just agreement.

## HOW TO PLAY Teams of 3 or 4

1. Choose one topic and think of a useful idea or example before talking.
2. Take different Role cards; in a group of three, set one role aside. Everyone practices every target skill.
3. Print 2 copies of this card sheet per team of 3 or 4. Deal four Move cards each; set extras aside.
4. Discuss using fitting starters. Place used cards in the middle; freely exchange or reuse them. No one must empty a hand.
5. Finish after everyone asks a specific question, answers one with detail, and makes a comment that develops the topic.

## AFTER THE ROUND Check what you did

☐ I asked about a specific idea in our discussion.

☐ I answered a question with a reason, example or detail.

☐ I made a comment that developed the topic.

☐ I responded honestly and helped everyone take part.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                | TOPIC                                                                                | TOPIC                                                                                             |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Busy Evenings</b><br>How can students manage homework, chores and activities on the same evening? | <b>Better Recess</b><br>What could make recess fair and enjoyable for more students? | <b>Shared Supplies</b><br>What routines would help everyone share classroom supplies responsibly? |

**ROLE CARDS** · one per player

| ROLE                                                                          | ROLE                                                                                 | ROLE                                                                         | ROLE                                                                            |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Question Captain</b><br>Help the group make broad questions more specific. | <b>Detail Detective</b><br>Ask for a reason or example when an answer needs support. | <b>Link Scout</b><br>Notice connections and invite speakers to explain them. | <b>Turn Tracker</b><br>Check that everyone asks, answers and adds to the topic. |

**MOVE CARDS** · deal 4 to each player

| MOVE CARD                                               | MOVE CARD                                                       | MOVE CARD                                                             | MOVE CARD                                                                     |
|---------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>ASK QUESTION</b><br>“What makes you think ____?”     | <b>ASK QUESTION</b><br>“What do you mean by ____ in your plan?” | <b>ADD DETAIL</b><br>“For example, ____, which matters because ____.” | <b>ADD DETAIL</b><br>“One detail that answers your question is ____.”         |
| MOVE CARD                                               | MOVE CARD                                                       | MOVE CARD                                                             | MOVE CARD                                                                     |
| <b>BUILD IDEA</b><br>“I want to add ____ because ____.” | <b>BUILD IDEA</b><br>“Your idea connects to ____ because ____.” | <b>TEST IDEA</b><br>“How would ____ work if ____?”                    | <b>CONSIDER OPTIONS</b><br>“Another option to consider is ____ because ____.” |

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**

A round is one discussion of one topic. The printed two-copy instruction supplies sixteen Move cards: twelve for three players or sixteen for four. Extras are set aside. Cards are reusable prompts, not points or a completion test; allow exchanges whenever a starter does not fit. Observe the target skills for each learner before ending. In later rounds rotate roles; an unassigned role never removes a skill requirement. The sample illustrates a few turns, not a complete round: Each learner still needs any target turns missing from this sample. Topics may be discussed from experience; no missing source text is required.

**WHAT A STRONG ROUND SOUNDS LIKE**

|               |                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b>   | What makes you think a homework list would help when two assignments are due tomorrow?                                                              |
| <b>Jordan</b> | I could put both deadlines on the list, then estimate how long each task needs so I can plan when to begin.                                         |
| <b>Ava</b>    | I would add a short break between tasks because I focus better after moving around.                                                                 |
| <b>Leo</b>    | How would your plan work if one assignment takes longer than you expected?                                                                          |
| <b>Jordan</b> | I could leave some extra time and check my progress before the break. If I still need help, I could ask for it instead of simply skipping the task. |

**LISTEN FOR**

- Specific questions tied to the current discussion
- Answers with an explained reason, example or detail
- Comments that develop the topic or connect ideas
- All students asking, answering and contributing

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