

Talk Move Challenge

Agree on rules and put your assigned role into action.

GRADE 5 • SL.5.1b

CCSS.ELA-Literacy.SL.5.1b "Follow agreed-upon rules for discussions and carry out assigned roles."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time and listen to the whole idea.

2 Use your assigned role to help the group.

3 Connect your comment to the topic.

4 Invite others and respond respectfully.

HOW TO PLAY Teams of 3 or 4

1. Read the four ground rules together. Agree to follow them, or agree on a clear change before starting. Choose a topic.
2. Take one different role each. Say what you will do. In a group of three, leave Card Coach aside and check card use together.
3. Print two card sheets. Keep one set of topics and roles; combine the 16 move cards. Deal four per player. Set undealt cards aside.
4. Discuss the topic and carry out your role. Use a starter when it fits, then play that card. You may agree to trade an unused card if it does not fit.
5. Finish after each player has used four cards. Each person names a rule they followed and a specific action they took in their role. Check the reflection.

AFTER THE ROUND Check what you did

☐ I followed the rules we agreed on.

☐ I can name a specific action I took in my assigned role.

☐ I used move cards to help the discussion make sense.

☐ I listened and helped others take part.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Fair Recess Rule Choose one rule that would make recess fairer for everyone. Explain why it would help.	Helpful Group Work Choose one rule that would help classmates work well in groups. Explain why it would help.	Class Job Choice Choose one classroom job students should take turns doing. Explain why.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Rule Keeper Notice when the group needs an agreed rule and give a calm reminder.	Turn Tracker Notice who has spoken and invite someone who has not yet had a turn.	Task Guide Keep the talk on the topic and name what still needs to be decided.	Card Coach Check that a starter fits the idea before a move card is played.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
INVITE IN “I want to hear from _____. What do you think?”	INVITE IN “_____, would you like to add an idea?”	BUILD ON “I can add to ____'s idea by saying _____.”	BUILD ON “I agree with _____ because _____.”
ASK CLEARLY “Can you explain what you mean by _____?”	NAME A RULE “Our rule says _____, so we should _____.”	SHARE TURNS “_____ has not had a turn yet. What do you think?”	CHECK TASK “To answer the question, we still need to decide _____.”

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

Use two copies of the eight move cards: 16 available, 12 dealt for three players or 16 for four. Keep undealt cards out of the round. Coach role holders to act while discussing; naming a role or emptying a hand alone is not evidence. In the illustrative exchange, Jordan invites a quieter learner and Ava identifies an unresolved decision. Rotate roles in later rounds; judge rule-following and role actions, not a preferred opinion.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	I think taking turns with the jump rope would make recess fairer. We could give each person ten jumps.
Jordan	Ava has not had a turn yet. What do you think?
Ava	Can you explain what you mean by ten jumps?
Jordan	I can add to Mia's idea by saying each person could try again until they reach ten jumps.
Ava	To answer the question, we still need to decide how to keep the waiting time fair.

LISTEN FOR

- Learners agree on rules before discussion and follow them during it.
- Each learner carries out a specific assigned role action.
- Reminders, invitations, and questions help the actual discussion.
- Each learner can identify a rule followed and evidence of their role action.

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