

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. Cut apart the cards and choose one Topic card.
2. Each player takes one Role card, then deal four Move cards to each player.
3. Read the topic aloud and begin making a plan together.
4. When you genuinely use a Move card starter, place that card in the middle.
5. When every card is played, say your plan and jobs aloud in order, then 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	TOPIC	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.	Recess Game Guide Plan how to teach a new student a playground game your group knows, including clear directions and shared jobs.	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	ROLE	ROLE	ROLE
Listening Lens Make sure the group listens, asks questions about unclear ideas, and restates key ideas.	Step Scout Make sure the group says the plan in a clear first, next, and last order.	Fact Finder Make sure each opinion is supported by true information or a shared experience.	Team Captain Make sure each person has a job and speaks with eye contact, clear words, and a voice the group can hear.

MOVE CARDS · deal 4 to each player

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

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Print enough copies of the Move cards so every player receives four cards, and set aside one unused Role card when only three students play. After every card is played, have the group state its plan and jobs aloud before beginning a new topic. If participation is uneven, pause the group until the quiet student asks, restates, or adds a relevant idea using a card.

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 true information and shared responsibilities

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