

# Talk It Forward

*Listen, plan, and present together.*

**GRADE 5 • TEKS 5.1**

**5.1** "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** Listen until each speaker finishes.

**2** Use your role job during the round.

**3** Play a Move card only after you say its starter.

**4** Make space for every voice.

## HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 and choose one Topic card.
2. Each player takes a different Role card.
3. Shuffle two sets of Move cards, deal 4 cards to each player, and set extra cards aside.
4. Discuss the topic. When your card starter truly fits what you want to say, say it and play that card in the middle.
5. When all dealt cards are played, give your group's short presentation or directions.

## AFTER THE ROUND Check what you did

☐ I listened for spoken words and body-language clues.

☐ I asked a question or made a comment that fit our plan.

☐ I followed, restated, or gave directions with several steps.

☐ I used clear presentation skills and helped share our group's jobs.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                                                                                                  | TOPIC                                                                                                                                                                                | TOPIC                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recess Game Guide</b><br>Plan a one-minute guide that teaches a new student how to join a recess game your group knows. Include at least three steps and assign each speaker a job. | <b>Backpack Rescue</b><br>Plan a short spoken guide for a student who keeps losing needed school supplies. Include at least three actions and decide who will say or show each part. | <b>Club Launch</b><br>Plan a one-minute presentation that invites classmates to join a new lunchtime club. Explain what members do, give three joining steps, and assign speaking jobs. |

**ROLE CARDS** · one per player

| ROLE                                                                                                                                | ROLE                                                                                                         | ROLE                                                                                                                                | ROLE                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Signal Spotter</b><br>Notice body-language clues and ask for clarification when a speaker seems confused, unsure, or interested. | <b>Step Keeper</b><br>Listen for the order of actions and restate the group's steps before the presentation. | <b>Voice Coach</b><br>During practice, check eye contact, rate, volume, clear words, and natural gestures, then suggest one change. | <b>Job Juggler</b><br>Help the group divide speaking and showing jobs so each person has a shared responsibility. |

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

|                                                                                                        |                                                                                        |                                                                           |                                                                                                            |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>MOVE CARD</b><br><b>NOTICE CLUE</b><br>“I noticed ____, so could you explain ____?”                 | <b>MOVE CARD</b><br><b>NOTICE CLUE</b><br>“I noticed ____, so could you explain ____?” | <b>MOVE CARD</b><br><b>ADD IDEA</b><br>“I want to add ____ because ____.” | <b>MOVE CARD</b><br><b>ADD IDEA</b><br>“I want to add ____ because ____.”                                  |
| <b>MOVE CARD</b><br><b>RESTATE PLAN</b><br>“I heard our plan is first ____, then ____, and last ____.” | <b>MOVE CARD</b><br><b>GIVE STEPS</b><br>“First ____, then ____, and finally ____.”    | <b>MOVE CARD</b><br><b>SHARE JOBS</b><br>“____ can ____, and I can ____.” | <b>MOVE CARD</b><br><b>PRESENTATION CHECK</b><br>“For our presentation, let's ____ so listeners can ____.” |

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

**RUNNING THE ROUNDS**

Print two sets of Move cards for each group, then deal four cards per student and set aside any extras for groups of three. Accept a played card only when the student uses its starter naturally and the words fit the group discussion. If one student dominates, pause the round and ask the group to hear from a player who has played fewer cards.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                                                |
|-------------|----------------------------------------------------------------------------------------------------------------|
| <b>Maya</b> | I noticed you leaned closer when Sam named the game, so could you explain how many players we need?            |
| <b>Sam</b>  | I want to add that we should tell players where to stand because new students need to know.                    |
| <b>Liam</b> | I heard our plan is first choose two teams, then stand behind the cones, and last pass the ball to a teammate. |
| <b>Ava</b>  | Sam can explain the teams, and I can show the passing step.                                                    |
| <b>Maya</b> | For our presentation, let's speak slowly and point to the cones so listeners can follow the steps.             |

**LISTEN FOR**

- Questions connected to spoken words or body-language clues
- Accurate restatements of the group's multi-step plan
- Clear directions with actions in a logical order
- Shared jobs and specific presentation choices

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