

Talk Move Challenge

Use questions and connections to build understanding together.

GRADE 4 • 4.C.1.A.iii

4.C.1.A.iii "Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes: Asking and answering specific questions to clarify concepts, share, or follow up on information..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen until the speaker finishes.

2 Use a Move card only when it fits the talk.

3 Ask about a specific idea, not just "Why?"

4 Let every player have a turn.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read its question aloud.
2. Each player takes a different Role card.
3. Shuffle enough Move cards and deal four to each player.
4. Discuss the topic. When you naturally use a card's starter, play that card in the middle.
5. End the round when all players have played their cards. Choose new roles and a new topic for another round.

AFTER THE ROUND Check what you did

☐ I asked or answered a specific question to share or learn information.

☐ I followed up on someone else's idea.

☐ I made a connection between ideas.

☐ I checked that I understood an idea correctly.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Better Recess What one change could make recess fairer and more fun for everyone? Explain your reasons.	Classroom Setup How could our classroom setup help students learn and work together better?	Welcome Plan What could our class do during a new student's first week to help the student feel included?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Question Detective Listen for an unclear idea and ask a specific question about it.	Link Builder Listen for ideas that connect and point out how they fit together.	Meaning Checker Restate an idea and check whether the group understands it the same way.	Turn Guide Notice who has not spoken and invite that player to share an idea.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
CLARIFY MEANING “What do you mean by ____?”	CLARIFY STEPS “Can you explain how ____ works?”	ASK REASONS “What makes you think ____?”	ASK EXAMPLE “What is one example of ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
MAKE CONNECTION “That connects to ____ because ____.”	LINK IDEAS “I have seen ____, and it makes me think ____.”	CHECK UNDERSTANDING “So, you are saying ____, right?”	SHARE EXPERIENCE “One detail from my experience is ____.”

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

RUNNING THE ROUNDS

Use two copies of the eight Move cards for groups of three or four, shuffle them, and deal four to each student. Start with one Topic card, then rotate topics and roles in later rounds. If participation is uneven, the Turn Guide invites a quieter student by name before the group continues.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One detail from my experience is that students often wait a long time for the swings.
Noah	What do you mean by a long time?
Maya	I have seen six students stand in line, and it makes me think we need to look at sharing equipment.
Ava	Can you explain how sharing equipment could make recess fairer?
Liam	So, you are saying a sharing plan could give more students a turn, right?

LISTEN FOR

- Specific questions name an idea, reason, example, or step.
- Students answer questions with details from experience.
- Follow-up comments build on a previous speaker's idea.
- Students restate ideas and ask for confirmation.

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