

Talk It Together

Use ideas, details, and media choices to make a group plan.

GRADE 4 • 4.C

4.C "The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. Communication, Listening..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen while one person speaks.

2 Use names and respectful words.

3 Speak clearly at a conversation voice level.

4 Let every group member share.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question aloud.
2. Each player takes one different Role card.
3. Shuffle two sets of Move cards and deal four cards to each player.
4. Discuss the topic. When you naturally use a card starter, place that card in the middle.
5. End the round when all dealt cards are played. Share your group plan aloud.

AFTER THE ROUND Check what you did

☐ I listened without interrupting and followed a discussion rule.

☐ I built on an idea or asked a specific question.

☐ I used a detail or example to support an idea.

☐ I helped explain which message types fit our audience.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Welcome Message Plan a welcome message for a new student. Which two ways, such as speaking, a poster, photos, or a short audio message, will you use? What will each way say or show, and why?	Lost Item Alert Create a plan to help find a lost water bottle. Which two message types, spoken, written, visual, or audio, will you use? What will each include, and why?	Game Directions Plan how to teach a younger student a playground game. What will you say, show, or write, and what question will you ask to check understanding?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Turn Captain Invite a group member who has not spoken to share an idea.	Detail Detective Ask the group to give a detail, reason, or example for an idea.	Question Scout Notice whether the group asks and answers a clear follow-up question.	Mode Matcher Help the group explain why each message type fits the audience.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
BUILD ON “I want to add to ____’s idea because ____.”	BUILD ON “I agree with ____ because ____.”	ASK CLEARLY “What do you mean when you say ____?”	CHECK UNDERSTANDING “So, are we saying ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
USE DETAIL “One detail from my experience is ____.”	GIVE EXAMPLE “For example, ____.”	COMPARE MODES “A ____ can ____, while a ____ can ____.”	CHOOSE MODE “I think we should use ____ because ____.”

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

RUNNING THE ROUNDS

Print two copies of the Move cards for each group of three or four, then deal four cards to each player. Run one topic per round and rotate roles for the next round. If one student is taking over, have the Turn Captain invite a quieter member before the next card is played.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think we should use a poster because a new student can look at it during the day.
Luis	I want to add to Maya's idea because we could also give a spoken welcome at the classroom door.
Ava	What do you mean when you say spoken welcome?
Luis	For example, we could tell the student where to get help and where to put a backpack.
Noah	So, are we saying we will use a poster with place pictures and a spoken welcome with helpful directions?

LISTEN FOR

- Respectful additions that name or refer to a partner's idea
- Specific questions that clarify or confirm meaning
- Details or examples from experience used as support
- Clear reasons for choosing and comparing message types for an audience

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