

# Talk Move Challenge

*Listen, respond, and keep the discussion moving.*

**GRADE 5 • 5.C.1.A.i**

**5.C.1.A.i** "Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes: Listening actively and speaking using agreed-upon discussion rules."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Listen without interrupting.

**2** Speak one at a time.

**3** Use kind words when you disagree.

**4** Respond to ideas, not just your own.

## HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read the question together.
2. Each player takes one ROLE card. Shuffle two sets of MOVE cards and deal four cards to each player.
3. Take turns sharing ideas about the topic.
4. When you genuinely use a MOVE card starter, place that card in the middle.
5. Keep talking until every player has played four cards, then complete the reflection.

## AFTER THE ROUND Check what you did

☐ I listened without interrupting.

☐ I used a move card to respond to another idea.

☐ I spoke using kind and clear words.

☐ I helped make space for every voice.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                | TOPIC                                                                                           | TOPIC                                                                                               |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Recess Choices</b><br>What new choice should recess offer so more students can enjoy it, and why? | <b>Fair Class Jobs</b><br>How should your class choose classroom jobs so the system feels fair? | <b>Morning Start</b><br>What one change would help your class begin learning each morning, and why? |

**ROLE CARDS** · one per player

| ROLE                                                                                       | ROLE                                                                              | ROLE                                                                                                             | ROLE                                                                                                         |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Turn Tracker</b><br>Watch for one speaker at a time and signal when someone interrupts. | <b>Voice Finder</b><br>Notice who has not spoken and invite that person to share. | <b>Rule Referee</b><br>Listen for kind words and respectful disagreement, and give a quiet reminder when needed. | <b>Idea Linker</b><br>Notice when a speaker responds to an earlier idea and point to the matching MOVE card. |

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

| MOVE CARD                                                                | MOVE CARD                                                           | MOVE CARD                                                           | MOVE CARD                                                   |
|--------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|
| <b>SHARE IDEA</b><br>“I think ____ would be a good choice because ____.” | <b>BUILD ON</b><br>“I heard ____ say ____, and I want to add ____.” | <b>BUILD ON</b><br>“I want to build on ____'s idea by adding ____.” | <b>ASK MORE</b><br>“Can you explain what you mean by ____?” |
| MOVE CARD                                                                | MOVE CARD                                                           | MOVE CARD                                                           | MOVE CARD                                                   |
| <b>ASK MORE</b><br>“What makes you think ____?”                          | <b>INVITE VOICE</b><br>“____, what do you think about ____?”        | <b>DIFFERENT VIEW</b><br>“I see it differently because ____.”       | <b>SUM UP</b><br>“To sum up, we think ____.”                |

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

**RUNNING THE ROUNDS**

Print two copies of the eight MOVE cards for each group so four players can each receive four cards. For a group of three, set aside the four extra cards. Rotate roles and topics in later rounds, and if one student dominates, have the Voice Finder invite a student who has spoken less.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                                       |
|-------------|-------------------------------------------------------------------------------------------------------|
| <b>Maya</b> | I think a drawing table would be a good choice because students could have a calm activity at recess. |
| <b>Eli</b>  | I heard Maya say a drawing table, and I want to add colored pencils and paper.                        |
| <b>Zoey</b> | Can you explain what you mean by a calm activity?                                                     |
| <b>Maya</b> | I want to build on Zoey's question by adding that some students may want a quiet choice.              |
| <b>Ben</b>  | To sum up, we think a drawing table could give students a calm recess choice.                         |

**LISTEN FOR**

- Students wait and respond after a partner speaks.
- Students refer to a partner's idea before adding their own.
- Students ask clear questions to understand an idea.
- Students use respectful language when they add or disagree.

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