

# Speak It Forward

*Build a clear group presentation, one move at a time.*

**GRADE 5 • 5.C.2**

**5.C.2** "Speaking and Presentation of Ideas Report orally on a topic or text or present an opinion in an organized manner. This includes: Using content specific vocabulary..."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Speak one at a time and listen closely.

**2** Use a clear voice that your group can hear.

**3** Play a card only after you use its starter.

**4** Use precise, respectful words about people and ideas.

## HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card and read its question aloud.
2. Each player takes one Role Card and follows that job during the round.
3. Use two copies of the Move Cards, shuffle them, and deal four cards to each player.
4. Take turns speaking. When you naturally use a card's starter, place that card in the middle.
5. When every dealt card is in the middle, put your ideas in order and give a 30-second group response.

## AFTER THE ROUND Check what you did

☐ I shared an organized opinion with supporting details.

☐ I used a clear voice and pronounced my words carefully.

☐ I used facial expressions or gestures that matched my message.

☐ I used precise, respectful words and invited others to respond.

**TOPIC CARDS** · pick one per round

| TOPIC                                                                                                                                 | TOPIC                                                                                      | TOPIC                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Reading Corner</b><br>Should our class set up a quiet reading corner? Plan what it should include and give an oral recommendation. | <b>Recess Choice</b><br>Which new recess choice would help more students join in, and why? | <b>Morning Routine</b><br>What one change would make our class morning routine smoother, and why? |

**ROLE CARDS** · one per player

| ROLE                                                                                                | ROLE                                                                                                                    | ROLE                                                                                           | ROLE                                                                                                                      |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Flow Finder</b><br>Watch for an opinion first, supporting details next, and a closing idea last. | <b>Voice Coach</b><br>Listen for enough volume and clear words, and give a quiet signal when a speaker needs to adjust. | <b>Gesture Guide</b><br>Watch for facial expressions and hand gestures that match the message. | <b>Word Wise</b><br>Listen for precise, respectful words and ask for a clear meaning when a word could confuse listeners. |

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

| MOVE CARD                                                                         | MOVE CARD                                                 | MOVE CARD                                                      | MOVE CARD                                                                      |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>STATE VIEW</b><br>“I recommend ____ because ____.”                             | <b>STATE VIEW</b><br>“My opinion is ____ because ____.”   | <b>ADD DETAIL</b><br>“A detail that supports my idea is ____.” | <b>ADD DETAIL</b><br>“For example, ____.”                                      |
| MOVE CARD                                                                         | MOVE CARD                                                 | MOVE CARD                                                      | MOVE CARD                                                                      |
| <b>USE VOCABULARY</b><br>“A useful word for this idea is ____, which means ____.” | <b>EXPLAIN MEANING</b><br>“When I say ____, I mean ____.” | <b>INVITE AUDIENCE</b><br>“What do you think about ____?”      | <b>GATHER RESPONSE</b><br>“Show a thumbs-up if ____, and thumbs-down if ____.” |

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, then shuffle and deal four cards to each student. Listen for genuine use of each starter before a card is played. If participation is uneven, require every student to play one card before anyone plays a second card.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                                                   |
|-------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Mia</b>  | [Looks at the group and speaks clearly.] I recommend a quiet reading corner because it could help students focus. |
| <b>Noah</b> | A detail that supports my idea is that our classroom can be noisy during independent reading.                     |
| <b>Ava</b>  | A useful word for this idea is distraction, which means something that pulls your attention away from reading.    |
| <b>Leo</b>  | [Points to an empty area of the room.] What do you think about adding a small sign that says, "Quiet reading"?    |
| <b>Mia</b>  | [Nods.] For example, the sign could remind us to use soft voices near the reading corner.                         |

**LISTEN FOR**

- An opinion presented before relevant supporting details
- Accurate topic vocabulary explained in student-friendly language
- Audible volume, clear pronunciation, and gestures that fit the message
- Respectful wording and planned questions that gather audience responses

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