

Talk It Together

Build ideas with summaries, details, and conclusions.

GRADE 6 • 6.C.1.A.v

6.C.1.A.v "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes: Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen until the speaker finishes.

2 Use your own words when you restate an idea.

3 Support opinions with specific examples or details.

4 Disagree respectfully by responding to the idea.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player chooses a different 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. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. Keep discussing until each player has played all four cards, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I paraphrased a classmate's key idea in my own words.

☐ I summarized more than one idea from the discussion.

☐ I used specific examples or details to support an opinion.

☐ I used discussion evidence to support or revise a conclusion.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Better Group Work What two or three class rules would help group projects work fairly? Use examples from school experiences to support your recommendation.	Screen Time Plan What screen-time plan would help sixth graders balance fun, sleep, homework, and family time? Support your recommendation with details.	Lunchroom Changes What change would make school lunch better for more students? Support your idea with examples and consider different student needs.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Summary Scout Listen for key ideas and ask the group to pause for a summary when several ideas have been shared.	Detail Detective Listen for opinions and ask for a specific example or detail when an idea needs support.	Meaning Matcher Listen for paraphrases and check that the restated idea matches what the speaker meant.	Turn Keeper Notice who has spoken and invite someone who has not shared to respond to an idea.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
RESTATE IDEA “So you are saying that ____.”	PUT IT SIMPLY “In other words, your main point is ____.”	SUM IT UP “So far, we agree that ____.”	GATHER IDEAS “The main ideas we have shared are ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ADD DETAIL “One detail or example that supports this is ____.”	SHOW EVIDENCE “I can support that idea with the example of ____.”	DRAW CONCLUSION “Because of these details, I think ____.”	REFINE CLAIM “After hearing the evidence, my conclusion is ____.”

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

RUNNING THE ROUNDS

For each round, use one Topic card and two printed sets of Move cards so every player can receive four cards. Count a card only when the student uses its starter naturally and completes the thought with a relevant idea, detail, or conclusion. If participation is uneven, have the Turn Keeper invite a quieter speaker before the group continues playing cards.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	Because of these details, I think each group should use a job list, since students can end up doing uneven amounts of work.
Leo	So you are saying that a job list can prevent one person from carrying the whole project.
Sam	I can support that idea with the example of our poster project, when we did not assign jobs and two people researched the same fact.
Nia	The main ideas we have shared are that job lists make responsibilities clear and prevent repeated work.
Ava	After hearing the evidence, my conclusion is that groups should make a job list and check it before they begin.

LISTEN FOR

- Accurate restatements that preserve the original speaker's meaning
- Summaries that combine two or more ideas from the group
- Specific school or life examples clearly linked to a claim
- Conclusions that grow from, or change because of, discussed evidence

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