

Talk It Forward

Use listening moves to build a stronger group discussion.

GRADE 6 • 6.C.1

6.C.1 "Communication, Listening, and Collaboration Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Face the speaker and do not interrupt.

2 Use a move card only after you say its starter naturally.

3 Disagree with ideas, not people.

4 Make space for every group member to speak.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic Card. Each player takes a different Role Card. If there are three players, set one role aside.
2. Use two printed sets of Move Cards. Shuffle them and deal four cards to each player.
3. Discuss the topic. When a Move Card fits, say the starter and finish it with your own words.
4. After you genuinely use a card, place it in the middle. Keep listening and responding until every player has played all four cards.
5. Read the Reflection statements. Check the statements that describe your discussion, then name one way the group can improve next round.

AFTER THE ROUND Check what you did

☐ I listened with my eyes and body, then responded to others' ideas.

☐ I built on or paraphrased a classmate's idea before adding my own.

☐ I asked a question to understand a viewpoint, and I agreed or disagreed respectfully.

☐ I used a reason, example, or detail, and I can name one way to improve our group talk.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Better Mornings What one routine could help students begin class ready to learn and feel included? Discuss choices and agree on the strongest idea.	Phone Boundaries What rules, if any, should sixth graders follow for phones during the school day? Create a fair plan and explain why.	Lunch Improvements What one realistic change could make lunch better for students? Choose a change and support it with details from student experience.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Listening Lead Watch for facing the speaker, respectful body language, and no interruptions, then name one strong listening habit at the end.	Idea Linker Notice when ideas connect or differ, then invite someone to build on or respond to an idea.	Detail Seeker Ask the group for a reason, example, or detail when an idea needs more support.	Balance Coach Track whose voice has been heard and invite a quieter group member into the discussion.

MOVE CARDS · deal 4 to each player

MOVE CARD ADD ON “I want to add ____ because ____.”	MOVE CARD BUILD IDEA “You said ____, and that connects to ____.”	MOVE CARD ASK CLEARLY “What do you mean by ____?”	MOVE CARD ASK EXAMPLE “Can you give an example of ____?”
MOVE CARD PARAPHRASE CHECK “So, you are saying ____, right?”	MOVE CARD SUM IT UP “The key point I heard was ____.”	MOVE CARD AGREE RESPECTFULLY “I agree with ____ because ____.”	MOVE CARD DISAGREE TACTFULLY “I see it differently 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, then deal four cards to each player. Give groups 8 to 10 minutes, and require students to say a starter naturally before placing a card in the middle. If participation is uneven, have the Balance Coach invite a quieter voice first and pause the group until each player has played one card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I want to add a five-minute quiet start because some students arrive feeling rushed.
Jordan	What do you mean by a quiet start?
Maya	I mean students could unpack and read or write quietly before the lesson begins.
Avery	So, you are saying the quiet start would help students settle before learning, right?
Luis	I see it differently because some students may need to ask a teacher a question right away.

LISTEN FOR

- Students paraphrase an idea before extending or challenging it.
- Questions ask for meaning, reasons, examples, or details.
- Agreement and disagreement identify an idea and give a respectful reason.
- Students refer to classmates' contributions and make room for each voice.

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