

Talk Move Challenge

Use roles, discussion moves, and reflection.

GRADE 8 • 8.C.1.A.viii

8.C.1.A.viii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes: Using self-reflection to evaluate one's own role in preparation and participation in..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak one at a time and listen until each idea is finished.

2 Play a Move card only after you truly use its starter.

3 Make room for every group member's voice.

4 Disagree with ideas respectfully and give reasons.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4 players.
2. Choose one Topic card and give each player a different Role card.
3. Mix two sets of Move cards and deal 4 cards to each player.
4. Discuss the topic, using your role and playing a card after you say its starter naturally.
5. End the round when every player has played 4 cards, then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I prepared an idea, reason, or example before I spoke.

☐ I used my role to help the group work.

☐ I noticed how my speaking and listening affected the group.

☐ I made a specific change when I noticed participation was uneven.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Transitions What fair rule should guide student phone use during class transitions?	Weekend Homework What should teachers consider before assigning homework for a weekend?	Lunch Break What one change would make lunch break work better for most students, and why?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Prep Checker Ask each group member to share one idea, reason, or example they prepared before the group chooses an answer.	Voice Balancer Notice who has spoken and invite a group member who has had less time to share.	Idea Linker Point out when two ideas connect, conflict, or need more explanation.	Reflection Coach Near the end, ask each group member to name one participation choice they will continue or change.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
INVITE A VOICE “____, what is your view of this idea?”	INVITE A VOICE “I want to hear a new voice on ____.”	BUILD AN IDEA “I want to build on ____ because ____.”	BUILD AN IDEA “One detail that supports this idea is ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ASK TO CLARIFY “Can you say more about ____?”	ASK TO CLARIFY “So, are you saying that ____?”	CHECK MY ROLE “I have mostly ____. For the rest of the discussion, I will ____.”	CHECK MY ROLE “One thing I will change in my participation is ____.”

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

RUNNING THE ROUNDS

Print two sets of Move cards for each group so every player can receive four cards. During rounds, accept a card only when the student genuinely uses the move in context. If one student dominates, direct the Voice Balancer to invite another speaker and have the dominating student use a Check My Role card before speaking again.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think a phone rule should protect learning and still let students handle important messages.
Aiden	Maya, what is your view of allowing phone checks only near the end of a transition?
Zoe	I want to build on Aiden's idea because a short check could keep students from being late.
Leo	Can you say more about what you mean by a short check?
Maya	I have mostly shared my own ideas. For the rest of the discussion, I will listen for concerns from students who need to contact family.

LISTEN FOR

- Students name a specific contribution and a next step for themselves.
- Students invite a peer and leave space for the response.
- Students connect or question ideas using reasons.
- Students adjust turns when participation becomes uneven.

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