LESSON MAKER PRO

Listening Moves

Use what you hear to keep a group talk going.

GRADE 4 · 4-5.R1

4-5.R1 "Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Let each speaker finish before you speak.
2. Listen to understand, not just to reply.
3. Check that you heard an idea correctly.
4. You may agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its question aloud.
2. Each take one ROLE card. With three players, all share the fourth job, Check Captain.
3. Shuffle copies of the MOVE cards and deal four to each player.
4. Talk for 8 minutes. When you truly use a card's starter, finish it and play the card to the middle.
5. Stop at 8 minutes, even if you have cards left. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I let others finish before I spoke.
- [ ] I checked that I understood someone's idea.
- [ ] I helped make room for others to speak.
- [ ] I can name a reason from our talk for keeping or changing my view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Fair Game Turns

How could players make sure everyone gets a turn choosing a recess game?

TOPIC

Shared Work Space

How could classmates share a small table during a group project?

TOPIC

Indoor Break

How could our class plan an indoor break that works for different classmates?

ROLE CARDS · one per player

ROLE

Echo Ear

Listen for chances to repeat a classmate's idea accurately.

ROLE

Question Scout

Notice ideas that need a question to make them clearer.

ROLE

Turn Guide

Notice who has not had a chance to speak and invite them in.

ROLE

Check Captain

Check that descriptions of the group's ideas match what people actually said.

MOVE CARDS · deal 4 to each player

MOVE CARD

ECHO IDEA

"I heard you say ____, is that right?"

MOVE CARD

ECHO REASON

"It sounds like your reason is ____, did I get that right?"

MOVE CARD

ASK MEANING

"When you said ____, what did you mean?"

MOVE CARD

ASK EXAMPLE

"Can you give an example of ____?"

MOVE CARD

INVITE VOICE

"We haven't heard from ____ yet. What do you think?"

MOVE CARD

CONNECT IDEAS

"Your idea about ____ connects to what ____ said because ____."

MOVE CARD

CHECK GROUP

"Our ideas about ____ are ____, and a reason I heard was ____. Did I get that right?"

MOVE CARD

NAME MY VIEW

"After hearing ____, my view is ____ because ____."

Cards last longer on thick paper.

Listening Moves

RUNNING THE ROUNDS

Print enough copies of the eight MOVE cards to deal four to every player. Run 8-minute rounds, then rotate topics and roles. If participation is uneven, prompt students to use the Turn Guide job, but do not require every card to be played or anyone to change a view.

WHAT A STRONG ROUND SOUNDS LIKE

Ana	For Fair Game Turns, we could let a different person choose the recess game each day.
Ben	I heard you say a different person should pick the game each day, is that right?
Ana	Yes. Then one person would not always choose.
Cora	When you said a different person each day, what did you mean?
Ana	We could write each player's name beside a day on a list.

LISTEN FOR

- Accurate restatements followed by a check for understanding
- Questions that clarify a classmate's meaning
- Invitations that make space for quieter group members
- Accounts of agreement or differences that match what was said

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