LESSON MAKER PRO

Listen and Link

Use what you hear to move the conversation forward.

GRADE 6 · 6-8.R1

6-8.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 respond.
2. Talk about ideas, not people.
3. Invite others to speak, and let anyone pass.
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 player takes one ROLE card. With three players, each takes a different role, and all three share the Idea Tracker job.
3. Shuffle two printed sets of MOVE cards. Deal four to each player and set any extras aside.
4. Talk about the topic for 8 minutes. When you genuinely use a card's starter and finish its blank, place that card in the middle.
5. Stop when 8 minutes are up, even if cards remain. Check only the reflection statements that are true for you.

AFTER THE ROUND Check what you did

- [ ] I let speakers finish before I responded.
- [ ] I checked that I understood someone's idea.
- [ ] I followed our rules for taking turns.
- [ ] I described another person's idea fairly, even if my view stayed the same.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Quiet Start

How could our class begin independent work so people can focus and still get help?

TOPIC

Lunch Line

What could students do to make the lunch line feel fair and move smoothly?

TOPIC

Shared Table

How should a group share a table when some students need room to write and others need supplies?

ROLE CARDS · one per player

ROLE

Echo Checker

Listen for chances to restate someone's idea and check that you understood it.

ROLE

Turn Keeper

Watch whose voice has been heard and invite others in without making anyone speak.

ROLE

Question Finder

Listen for ideas you do not understand yet and ask for more detail.

ROLE

Idea Tracker

Listen for ideas the group shares or sees differently and describe them fairly.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK MEANING

"I heard you say ____; did I get that right?"

MOVE CARD

CHECK MEANING

"So your point is ____, right?"

MOVE CARD

ASK MORE

"Can you tell me more about ____?"

MOVE CARD

ASK MORE

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

MOVE CARD

INVITE IN

"____, would you like to add anything?"

MOVE CARD

INVITE IN

"____, what do you think about this idea?"

MOVE CARD

SUM UP

"So far, I heard ____ from our group."

MOVE CARD

SUM UP

"After listening, my view is ____ because ____, and I heard others say ____"

Cards last longer on thick paper.

Listen and Link

RUNNING THE ROUNDS

Print two sets of the eight MOVE cards per group so four players can each receive four; three-player groups set aside the four undealt cards and share the Idea Tracker job. Run each round for exactly 8 minutes, then stop without requiring players to use every card. If some students speak much more than others, use the Turn Keeper role to invite quieter students in while respecting their choice to pass.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think we should have two quiet minutes to get our things ready.
Eli	I heard you say we should have two quiet minutes to get ready; did I get that right?
Maya	Yes. I also think we could put questions on sticky notes.
Jo	When you said questions, what did you mean?
Maya	Questions about our work. So far, I heard two ideas from our group: a quiet start and a place to put questions.

LISTEN FOR

- Accurate restatements followed by a check with the original speaker
- Questions that clarify what a speaker meant
- Invitations that make room for a response or a pass
- Fair summaries that allow agreement, differences, or an unchanged view

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