LESSON MAKER PRO

Clue Catchers

Listen to the words around a word to work out its meaning.

GRADE 7 · 7.VL.31

7.VL.31 "Infer word meaning through active listening in various contexts for purposeful, effective communication."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Use a real or realistic spoken example, not a word by itself.
2. Listen to the words said before and after the unfamiliar word.
3. Play a MOVE card only when you use its starter. Unused cards are fine.
4. You may agree, stay unsure, or keep your view. Say which clue supports it.

HOW TO PLAY Teams of 3 or 4

1. Pick one TOPIC card and read its question aloud.
2. Take one ROLE card each. With three players, share the fourth role, Clear Speaker.
3. Shuffle enough MOVE cards to deal four to each player. Keep your cards in your hand.
4. Set a timer for seven minutes. Discuss the topic and place a MOVE card in the middle when you use its starter.
5. Stop when the timer ends, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I listened for words said near an unfamiliar word.
- [ ] I used a spoken clue to suggest a meaning, or said I needed more clues.
- [ ] I asked about a clue or listened to someone check one.
- [ ] I explained what I understood without claiming agreement or a change of mind that did not happen.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Game Directions

How can the words around an unfamiliar word in game directions help your group explain the rule to a new player?

TOPIC

Group Project

How can the words spoken around an unfamiliar word during a group project help your group understand what to do next?

TOPIC

Friend Plans

How can the words around an unfamiliar word in a friend's plan help your group explain the plan clearly?

ROLE CARDS · one per player

ROLE

Scene Setter

Give a spoken example for the topic and tell what was happening when the word was used.

ROLE

Clue Catcher

Listen for useful words said before or after the unfamiliar word and repeat them to the group.

ROLE

Meaning Mapper

Suggest what the word might mean and name the spoken clue that supports your idea.

ROLE

Clear Speaker

Help the group explain its best guess or any remaining question to someone who was not there.

MOVE CARDS · deal 4 to each player

MOVE CARD

BEFORE CLUE

"Right before that word, I heard ____, which might help."

MOVE CARD

AFTER CLUE

"Right after that word, I heard ____, which might help."

MOVE CARD

MEANING GUESS

"I think the word means ____ because of what you said."

MOVE CARD

ANOTHER GUESS

"The words I heard make me think it could mean ____."

MOVE CARD

ASK AGAIN

"Could you say what ____ means in that situation?"

MOVE CARD

CHECK CLUE

"What else did the speaker say or do near ____?"

MOVE CARD

CLEAR REPLY

"To explain this clearly to someone else, I'd say ____."

MOVE CARD

GROUP SUMMARY

"Based on the clues we heard, our conclusion or open question is ____."

Cards last longer on thick paper.

Clue Catchers

RUNNING THE ROUNDS

Print two copies of the eight MOVE cards per group, then shuffle and deal four to each player. Run seven-minute rounds, changing the topic and redealing roles and moves for each round. If participation is uneven, invite a quieter player to share a clue they heard, but do not require every card to be played or every student to change their view.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	For Game Directions, I remember a coach saying, 'Rotate stations after two minutes. When I clap, go to the next activity.'
Ben	Right after that word, I heard 'after two minutes,' which might help.
Cora	I think the word means move to a different station because of what you said about going to the next activity.
Dani	To explain this clearly to someone else, I'd say, 'When the coach claps after two minutes, go to the next activity.'
Ava	Based on the clues we heard, our conclusion or open question is that 'rotate stations' means move to the next activity when the coach claps.

LISTEN FOR

- Repeats words heard near the unfamiliar word, not just the word alone
- Connects a possible meaning to a specific spoken clue
- Asks for more of the spoken situation when clues are thin
- Explains a likely meaning clearly while naming any uncertainty

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