LESSON MAKER PRO

Hear It Again

Share an idea, then put a classmate's idea in your own words.

GRADE 5 · 5.CC

5.CC "Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Listen to each short spoken idea before you respond.
2. Keep the meaning when you restate someone's idea.
3. Use real examples from your experience.
4. Agree or disagree honestly. You do not have to change your mind.

HOW TO PLAY Teams of 3 or 4

1. Form a group of 3 or 4. Choose one TOPIC card.
2. Take one ROLE card each. With 3 players, leave Wrap Maker unclaimed and take turns doing that job.
3. Use two sets of the 8 MOVE cards. Deal 4 MOVE cards to each player.
4. Set a 7-minute timer. Each person shares a short idea with a real example. Discuss the topic, and play a MOVE card when you truly use its starter.
5. Stop when the timer ends, even if cards remain. Check the reflection statements that are true for you.

AFTER THE ROUND Check what you did

- [ ] I shared an idea using an example from my experience.
- [ ] I restated a classmate's idea accurately in my own words.
- [ ] I asked about or checked something a classmate said.
- [ ] I described where our discussion ended without making up agreement or disagreement.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Read-Aloud Plan

How could our class make a read-aloud easy for everyone to follow? Use examples from read-alouds you have experienced.

TOPIC

Shared Supply Spot

How could our class set up shared supplies so people can find what they need? Use examples from times you have shared supplies.

TOPIC

Indoor Recess Ideas

What could make indoor recess fun and fair for a whole class? Use examples from indoor recess you have experienced.

ROLE CARDS · one per player

ROLE

Turn Keeper

Watch for anyone who has not shared an idea yet, and invite that person to speak.

ROLE

Echo Scout

Listen for restated ideas and check with the original speaker that the meaning is right.

ROLE

Detail Finder

Ask speakers for details from their experience that help explain their ideas.

ROLE

Wrap Maker

Near the end, say what ideas you heard, including any questions the group has not settled.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK MEANING

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

MOVE CARD

SAY IT DIFFERENTLY

"In my own words, your idea is ____."

MOVE CARD

ASK MORE

"Could you explain what you mean by ____?"

MOVE CARD

FIND DETAIL

"What happened that makes you think ____?"

MOVE CARD

SHARE EXAMPLE

"From my experience, one example is ____."

MOVE CARD

GIVE REASON

"I think that because I once saw ____."

MOVE CARD

SUM UP

"Here is what I heard us say: ____."

MOVE CARD

COMPARE IDEAS

"Our ideas match or differ in this way: ____."

Cards last longer on thick paper.

Hear It Again

RUNNING THE ROUNDS

Print two sets of MOVE cards per group so every player can receive four. Run 7-minute rounds with a new topic, and let players keep cards that do not fit the conversation. If one student speaks much more than others, prompt the Turn Keeper to invite someone who has not shared yet.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	From my experience, one example is when our teacher paused for a few seconds after a page and I could picture the story.
Ben	I heard you say a short pause helped you picture the story; did I get that right?
Cy	Could you explain what you mean by a short pause?
Ava	I think that because I once saw more hands go up when our teacher paused for about five seconds after a page.
Ben	Here is what I heard us say: Ava suggests a five-second pause because it helped her picture the story, and she saw more hands go up. We have not decided whether to use that plan.

LISTEN FOR

- Accurate paraphrases of classmates' spoken ideas, rather than repeated wording
- Speakers checking whether a paraphrase keeps their meaning
- Questions that draw out details from a classmate's example
- Summaries that report agreement, open questions, or differing views as they actually stand

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