LESSON MAKER PRO

Listen, Then Speak

Use your voice, attention, and timing to keep a discussion moving.

GRADE 10 · 10.1.L.1

10.1.L.1 "Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Let each speaker finish, then leave a brief pause.
2. Speak at a clear volume and a pace others can follow.
3. Turn toward speakers and notice when someone wants a turn.
4. Check what you heard before you respond; describe others' views accurately.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Read its question and agree to the four ground rules.
2. Each player takes one ROLE card. With three players, share the Cue Coach job.
3. Use two copies of each MOVE card. Shuffle all 16 cards and deal four to each player.
4. Set a six-minute timer. Discuss the topic and play a MOVE card only when you genuinely use its starter.
5. Stop when the timer rings, even if cards remain. Leave unused cards aside and check your reflection statements.

AFTER THE ROUND Check what you did

- [ ] I let speakers finish and left space before I spoke.
- [ ] I used a volume, pace, and posture that helped others follow me.
- [ ] I checked an idea I heard instead of guessing what it meant.
- [ ] I described our actual views and reasons, even if a question stayed open or my view stayed the same.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Talking at Once

What should a group do when two people begin speaking at the same time?

TOPIC

Unheard Member

How can a group notice and respond when someone has not had a chance to speak?

TOPIC

Mixed Signals

How can a group tell when a listener needs more time or a clearer explanation?

ROLE CARDS · one per player

ROLE

Turn Tracker

Notice who has spoken and make space for anyone who wants a turn.

ROLE

Meaning Checker

Listen for ideas that need a question or an accurate restatement.

ROLE

Thread Keeper

Track what the group agrees on, what remains open, and the reasons people give.

ROLE

Cue Coach

Watch your own pace, volume, and posture, and pause when someone else starts speaking.

MOVE CARDS · deal 4 to each player

MOVE CARD

ECHO CHECK

"I heard you say ____"

MOVE CARD

ECHO CHECK

"So your point is ____"

MOVE CARD

CLARIFY MEANING

"Could you explain what you mean by ____"

MOVE CARD

CLARIFY MEANING

"What would ____ look like in a real conversation?"

MOVE CARD

INVITE IN

"Does anyone want to add to ____"

MOVE CARD

INVITE IN

"I'd like to hear what someone else thinks about ____"

MOVE CARD

SUM UP

"Our views so far are ____"

MOVE CARD

SUM UP

"The reasons we've named so far are ____"

Cards last longer on thick paper.

Listen, Then Speak

RUNNING THE ROUNDS

Print two copies of each MOVE card so every player can receive four; run each round for exactly six minutes. In a three-player group, all players share the Cue Coach job by monitoring their own cues. Uneven card use is fine: invite quieter students without forcing a turn, and accept full agreement, unresolved differences, or an evidence-supported unchanged position.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	If two people start together, I think both should pause and then one should offer the other a turn.
Jon	I heard you say both people should stop, then one can offer the other a turn. Is that right?
Maya	Yes.
Lina	Could you explain what you mean by offering a turn?
Jon	Our views so far are that both speakers should pause, but we still need to work out how they decide who goes next.

LISTEN FOR

- Speakers finish without being interrupted, and others leave a brief pause.
- Students use an audible, steady voice and turn toward speakers without requiring eye contact.
- Restatements and questions check meaning rather than assume it.
- Summaries distinguish settled ideas from open questions and accurately report unchanged views.

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