LESSON MAKER PRO

Listen and Link

Use your cards to make listening visible.

GRADE 11 · 11.1.L.1

11.1.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 before you respond.
2. Use a calm voice at a volume everyone can hear.
3. Turn toward the speaker when you can, and leave room for others to speak.
4. Ask about a pause or expression instead of guessing what it means.

HOW TO PLAY Teams of 3 or 4

1. Agree to an 8-minute round. Stop when the 8 minutes are up.
2. Choose one TOPIC card for your group to discuss.
3. Each player takes one ROLE card. With three players, set aside Cue Watcher; Time Guide and Turn Steward share that job.
4. Make two copies of the eight MOVE cards. Shuffle them and deal four to each player. Set aside any extras.
5. Do your role, and play a MOVE card to the middle only when you genuinely use its starter. Stop at the agreed time, leave unused cards unplayed, and check your reflection statements.

AFTER THE ROUND Check what you did

- [ ] I let speakers finish and checked that I understood a point before responding.
- [ ] I used my voice and posture to show I was ready to listen.
- [ ] I followed our turn-taking rules and left space for other voices.
- [ ] I described agreement or differences without claiming anyone had to change their mind.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Group Chat Norms

What norms would make a group project chat useful without expecting replies at all hours?

TOPIC

Shared Study Space

What norms would help students share a quiet study space?

TOPIC

Long Work Sessions

How should a group use short breaks during a long work session?

ROLE CARDS · one per player

ROLE

Time Guide

Watch the time and let the group know when two minutes remain.

ROLE

Turn Steward

Notice who has spoken and invite quieter players in without putting them on the spot.

ROLE

Meaning Checker

Listen for points the group may have misunderstood and ask speakers to clarify them.

ROLE

Cue Watcher

Notice changes in voice, posture, or pauses and help the group make space without guessing what anyone feels.

MOVE CARDS · deal 4 to each player

MOVE CARD

REFLECT BACK

"I hear you saying ____; is that right?"

MOVE CARD

REFLECT BACK

"It sounds like your main point is ____; did I get that?"

MOVE CARD

CHECK MEANING

"Could you say more about ____?"

MOVE CARD

CHECK MEANING

"When you say ____, what do you mean?"

MOVE CARD

OPEN SPACE

"We haven't heard from everyone; would anyone like to add ____?"

MOVE CARD

GIVE REASON

"My reason for thinking ____ is ____."

MOVE CARD

SUM UP

"What we agree on, if anything, is ____."

MOVE CARD

SUM UP

"Where we stand now is ____, based on ____."

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Run the 8-minute round with two printed copies of the MOVE cards; three-player groups set aside the four undealt cards. If participation is uneven, prompt the Turn Steward to offer an opening without requiring anyone to speak on demand. Unused cards are acceptable, and students may end with full agreement, unresolved differences, or an unchanged position supported by a reason.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	My reason for thinking a daily check-in would help is that I can plan around practice.
Jules	(Waits for Maya to finish.) I hear you saying a set time helps you plan; is that right? I still prefer flexible check-ins because my work shifts change.
Maya	Yes. Could you say more about how flexible replies would work?
Jules	I would post when I finish work, with no need for anyone to answer right away.
Nia	Where we stand now is that Maya favors a daily check-in and Jules favors flexible replies, based on Maya's need to plan and Jules's changing shifts.

LISTEN FOR

- Paraphrases that the original speaker can confirm or correct
- Clarifying questions asked before a response or assumption
- Calm voices, attentive posture, and pauses that make room for others
- Accurate summaries of agreement or unresolved differences, with reasons

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