LESSON MAKER PRO

Listen and Link

Use what you hear to move a group discussion forward.

GRADE 4 · 4.1.L.1

4.1.L.1 "Students will actively listen using agreed-upon discussion rules."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Let each speaker finish before you talk.
2. Use what you heard when you reply.
3. Ask when an idea is not clear.
4. Make room for everyone to speak.

HOW TO PLAY Teams of 3 or 4

1. Cut out two copies of each MOVE card. Choose one TOPIC card for your group.
2. Each player takes one ROLE card. With three players, share the fourth role: everyone listens for ideas and reasons.
3. Shuffle the MOVE cards and deal four to each player. Agree on an end time eight minutes from now.
4. Discuss the topic. When you truly use a card's starter, play that card to the middle.
5. Stop at the agreed time, even if you have cards left. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I let others finish speaking.
- [ ] I listened for a classmate's idea before I replied.
- [ ] I asked when I needed to understand an idea better.
- [ ] I can tell what ideas I heard, even if my own idea stayed the same.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Quiet Work Plan

What can our class do to keep the room calm during quiet reading or writing, and why might it help?

TOPIC

Movement Break

What could our class do during a five-minute movement break so everyone can join?

TOPIC

Cleanup Jobs

How could our class share cleanup jobs so the room is ready quickly?

ROLE CARDS · one per player

ROLE

Turn Guide

Watch that each speaker finishes before the next person talks.

ROLE

Idea Echo

Listen for an idea you can say back in your own words.

ROLE

Question Finder

Listen for an idea that needs a clearer reason, then ask about it.

ROLE

Idea Keeper

Listen for the group's ideas and reasons, including any differences.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK MEANING

"Did I hear you say ____?"

MOVE CARD

CHECK MEANING

"So you mean ____, right?"

MOVE CARD

ASK MORE

"Can you explain why ____?"

MOVE CARD

ASK MORE

"What do you mean by ____?"

MOVE CARD

INVITE SOMEONE

"____, what do you think about that?"

MOVE CARD

INVITE SOMEONE

"____, would you like to add an idea?"

MOVE CARD

SUM UP

"So far, an idea I heard is ____."

MOVE CARD

SUM UP

"At this point, our ideas and reasons are ____."

Cards last longer on thick paper.

Listen and Link

RUNNING THE ROUNDS

Run each round for the agreed eight minutes and stop when time is up; unused cards are fine. If participation is uneven, prompt the Turn Guide to make space for quieter students without requiring anyone to play a card. Accept accurate summaries of full agreement, unresolved differences, or a position that remains the same for a stated reason.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	We could get our supplies before quiet work so we do not walk around while others read.
Leo	Did I hear you say we should get supplies first to help readers focus?
Sam	Can you explain why walking around might bother readers?
Mia	Yes. Walking around can make noise, so I still think getting supplies first would help.
Leo	So far, an idea I heard is getting supplies first because that could keep the room quieter.

LISTEN FOR

- Students let speakers finish before responding.
- Students check that they heard an idea accurately.
- Students ask questions tied to what a classmate said.
- Students sum up ideas without claiming agreement that was not stated.

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