LESSON MAKER PRO

Listen and Link

Use words and cues to follow the group's thinking.

GRADE 5 · 5.1.L.1

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

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Let a speaker finish before you speak.
2. Listen to words and notice gestures or pauses. Ask instead of guessing what they mean.
3. Invite others to speak, but let them pass.
4. Be honest about where you agree and what is still open.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Agree to stop when an 8-minute timer ends.
2. Take one ROLE card each. With three players, take the first three roles and share the Thread Tracker job.
3. Shuffle two sets of MOVE cards and deal four cards to each player. Set aside any extras.
4. Discuss the topic. Play a MOVE card to the middle only when you truly use its starter and fill in the blank.
5. Stop when the timer ends, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I let a speaker finish before I spoke.
- [ ] I checked that I understood someone's words.
- [ ] I noticed a gesture or pause without guessing what it meant.
- [ ] I helped name our ideas or open questions without pushing for agreement.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Rainy Day Plan

What indoor recess choices could our class offer without needing special supplies?

TOPIC

Shared Supplies

How could our class make it easier to share supplies that everyone uses?

TOPIC

Class Celebration

What could make a class celebration welcoming to classmates with different interests?

ROLE CARDS · one per player

ROLE

Turn Keeper

Watch for chances to invite others to speak, and let them pass if they choose.

ROLE

Cue Scout

Notice gestures or pauses, and ask what they mean instead of guessing.

ROLE

Idea Echo

Restate a classmate's idea and check if you heard it correctly.

ROLE

Thread Tracker

Keep track of the group's ideas, shared views, and any open questions.

MOVE CARDS · deal 4 to each player

MOVE CARD

CHECK MEANING

"So you mean ____; is that right?"

MOVE CARD

CHECK MEANING

"I heard you say ____; did I understand?"

MOVE CARD

ASK MORE

"Can you explain what you mean by ____?"

MOVE CARD

ASK MORE

"Could you give an example of ____?"

MOVE CARD

NOTICE CUE

"I noticed ____; would you like a turn?"

MOVE CARD

NOTICE CUE

"I noticed ____; would you like more time?"

MOVE CARD

TRACK IDEAS

"What I hear so far is ____; did I get that right?"

MOVE CARD

TRACK IDEAS

"Our ideas and any open questions are ____; is that right?"

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Print two sets of the eight MOVE cards per group, then run each round for the agreed eight minutes. Allow unused cards, since a cue or question may not come up naturally. If one student dominates, prompt the Turn Keeper to invite another student, who may pass, and rotate roles in the next round.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	For our rainy day plan, I suggest a drawing table and a puzzle area.
Leo	So you mean we could offer art and puzzles; is that right?
Mei	I noticed you raised your hand; would you like a turn?
Sam	Yes. Can you explain what you mean by a drawing table?
Ava	What I hear so far is that we have ideas for art and puzzles, and Sam has a question about the drawing table; did I get that right?

LISTEN FOR

- Waits for a speaker to finish before responding
- Restates or asks about another student's words, then checks understanding
- Notices a gesture or pause and asks rather than assuming its meaning
- Summarizes shared ideas and open questions without forcing agreement

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