LESSON MAKER PRO

# Listen and Notice

*Use what you hear and see to guide a group discussion.*

**GRADE 6 · 6.1.L.1**

**6.1.L.1** "Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly."

**NAME** _____ **DATE** _____

## OUR GROUND RULES Read together first

1. Let each speaker finish.
2. Raise a hand when you want a turn.
3. Invite others in, but let them pass.
4. Ask what a pause or expression means instead of guessing.

## HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Agree to the ground rules and set a timer for eight minutes.
2. Each player takes a different ROLE card. With three players, share the Time Watcher job.
3. Shuffle two copies of the eight MOVE cards. Deal four cards to each player.
4. Discuss the topic. When you genuinely use a MOVE card's starter, finish it aloud and play the card to the middle.
5. Stop when the timer rings, even if you have unused cards. Check the reflection statements.

## AFTER THE ROUND Check what you did

- [ ] I followed our rules for taking turns.
- [ ] I checked that I understood someone's words.
- [ ] I noticed a spoken or unspoken cue and responded without guessing its meaning.
- [ ] I can explain, using what I heard, why I kept or changed my view.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

### Indoor Recess

Plan an indoor recess with things usually found in a classroom. What could students do, and how could everyone join?

**TOPIC**

### Shared Supplies

How could your class share a limited set of art supplies during a project?

**TOPIC**

### New Student

What could students do during the first week to help a new classmate feel welcome?

**ROLE CARDS** · one per player

**ROLE**

**Turn Guide**

Watch for people waiting to speak and help them get a turn.

**ROLE**

**Cue Detective**

Notice pauses and expressions, and ask about them without guessing what they mean.

**ROLE**

**Meaning Keeper**

Listen for each person's idea and check that group summaries match what was said.

**ROLE**

**Time Watcher**

Watch the timer and tell the group when the eight minutes are up.

**MOVE CARDS** · deal 4 to each player

**MOVE CARD**

**CHECK MEANING**

"I hear you saying ____; did I get that right?"

**MOVE CARD**

**CHECK MEANING**

"So your idea is ____, right?"

**MOVE CARD**

**NOTICE HAND**

"I see your hand up. Would you like to ____?"

**MOVE CARD**

**NOTICE PAUSE**

"You paused. Would you like time to ____?"

**MOVE CARD**

**INVITE VOICE**

"We haven't heard from ____ yet. Would you like to share?"

**MOVE CARD**

**HEAR A CLUE**

"You said ____; would you like to tell us more?"

**MOVE CARD**

**EXPLAIN POSITION**

"After hearing that, I still think ____ because ____."

**MOVE CARD**

**SUM UP**

"What I hear our group saying so far is ____."

Cards last longer on thick paper.

# Listen and Notice



## RUNNING THE ROUNDS

Use two copies of the MOVE cards per group so four players can each receive four cards. Run eight-minute rounds and stop at the agreed time; unused cards are fine. If participation is uneven, prompt the Turn Guide to offer a turn without requiring anyone to speak.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Ava** | I think table games could work for indoor recess because several people can play together. |
| **Ben** | [Ben raises his hand.] |
| **Cam** | I see your hand up. Would you like to share? |
| **Ben** | I hear you saying table games let several people play together; did I get that right? I would add a drawing table for people who want a quieter choice. |
| **Ava** | Yes. What I hear our group saying so far is that we could offer table games and drawing so students have a choice. |

## LISTEN FOR

- Students wait for a speaker to finish before responding.
- Students check an idea in their own words rather than assuming they understood.
- Students respond to an observed hand raise or pause without assigning it a meaning.
- Students summarize agreement or open questions accurately, without forcing a change of opinion.

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