LESSON MAKER PRO

Listen and Notice

Use listening moves to plan together.

GRADE 7 · 7.1.L.1

7.1.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 before you respond.
2. Notice pauses, tone, and gestures. Ask instead of guessing what they mean.
3. Invite others to speak, but let them pass.
4. Respect a view even when you do not share it.

HOW TO PLAY Teams of 3 or 4

1. Read the four rules together and agree to use them. Set a six-minute timer.
2. Choose one TOPIC card for your group to discuss.
3. Give each player one ROLE card. With three players, all three share the Clock Guide job.
4. Make one eight-card MOVE set per player. Shuffle each set and deal four cards to its player.
5. Discuss the topic. Play a MOVE card only when you genuinely use its starter. Stop when the timer ends, even if cards are unused.

AFTER THE ROUND Check what you did

- [ ] I let speakers finish before I responded.
- [ ] I checked a pause, tone, or gesture instead of guessing what it meant, if one came up.
- [ ] I gave someone a chance to speak or pass.
- [ ] I can state what others said and whether we agreed, still differed, or had an open question.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Presentation Parts

How should a group decide who speaks and who handles other tasks in a class presentation?

TOPIC

Game Choice

How could a class choose a celebration game while including students who would rather not play?

TOPIC

Music Plan

How could a class decide whether to play music during independent work time?

ROLE CARDS · one per player

ROLE

Echo Scout

Listen for ideas the group should restate accurately before responding.

ROLE

Signal Spotter

Notice pauses, changes in tone, or gestures, and help the group check what a speaker needs without guessing.

ROLE

Door Opener

Offer others a chance to speak or pass without putting them on the spot.

ROLE

Clock Guide

Watch the timer and ask for a quick, accurate summary near the end.

MOVE CARDS · deal 4 to each player

MOVE CARD

ECHO BACK

"So you're saying ____; did I get that right?"

MOVE CARD

CHECK MEANING

"When you said ____, did you mean something else too?"

MOVE CARD

NOTICE PAUSE

"You paused. Would you like ____?"

MOVE CARD

CHECK SIGNAL

"I noticed ____; would you like us to wait or keep going?"

MOVE CARD

OPEN DOOR

"Would you like to share ____, or would you rather pass?"

MOVE CARD

MAKE SPACE

"We haven't heard your view on ____; would you like to add it or pass?"

MOVE CARD

BUILD CAREFULLY

"Building on your point about ____, I think we could..."

MOVE CARD

SUM UP

"So far, I heard ____; what, if anything, do we still need to check?"

Cards last longer on thick paper.

Listen and Notice

RUNNING THE ROUNDS

Run a six-minute round with one topic, then allow time for students to check their reflections. Do not require every card to be played or every player to change a view. If participation is uneven, prompt the group to offer a chance to speak or pass, then honor the choice.

WHAT A STRONG ROUND SOUNDS LIKE

Sam	For Presentation Parts, I think we should ask which jobs people want before we assign any.
Maya	So you're saying we should hear people's choices before assigning jobs; did I get that right?
Eli	You paused, Sam. Would you like more time to explain?
Sam	Yes, thanks. I also think someone could choose a job that does not involve speaking.
Maya	So far, I heard that we could ask about job choices and allow jobs without speaking; what, if anything, do we still need to check?

LISTEN FOR

- Restates a speaker's idea accurately before responding.
- Checks a pause or other cue without claiming to know what it means.
- Offers a genuine choice to speak or pass.
- Summarizes what was said without inventing agreement or disagreement.

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