

Listen Link Cards

Listen to words and signals, check meaning, and connect ideas.

GRADE 5 • TEKS 5.1.A

5.1.A "listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;"

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Listen fully before replying; let the speaker finish.

2 Notice words and signals without assuming everyone signals the same way.

3 Ask the speaker to check your interpretation.

4 Make space for every voice and respond to the actual topic.

HOW TO PLAY Teams of 3 or 4

1. Use pencils and scissors. Print two card sheets per team and one rules page per student. Choose a topic; think quietly before sharing.
2. Assign Signal Scout, Question Coach and Link Leader. A fourth player is Turn Tracker; with three, Link Leader also tracks turns. Read the jobs. Pass roles clockwise next round; keep the combined jobs together.
3. Combine the move cards from both sheets. Deal each player one of each of the four move types. Set extras aside; do not shuffle into random hands.
4. Take turns discussing. Use each move when it fits a real contribution, then set it down. A signal may be a gesture, expression or vocal pause; ask its meaning and listen to the answer. Do not force eye contact.
5. Finish after each player uses all four moves, receives a reply to both Hear the Meaning and Check the Signal, and asks and answers a relevant question. Invite more detail when a move needs a genuine use. Reflect; repeat with a new topic and rotated roles.

AFTER THE ROUND Check what you did

☐ I checked a speaker's words and listened to the reply.

☐ I described a signal, checked its meaning and heard the answer.

☐ I asked and answered a relevant question about our topic.

☐ I made a comment that connected to someone's actual idea.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Fair Class Jobs How could our class assign classroom jobs fairly?	Rainy Recess Which indoor recess choices help most students have fun, and why?	Morning Routine What two steps could make the start of school days smoother?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Signal Scout Remind the group to check a signal's meaning with its speaker.	Question Coach Help each person ask a useful question and hear a response.	Link Leader Invite comments that connect to the idea being discussed.	Turn Tracker Help every player use all four moves and answer a question.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
HEAR THE MEANING "I heard you say _____. Do you mean _____?"	CHECK THE SIGNAL "I noticed _____. Does that mean _____?"	ASK A DETAIL "How would _____ work for _____?"	BUILD A COMMENT "Your idea about _____ connects to _____ because _____."
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
HEAR THE MEANING "I heard you say _____. Do you mean _____?"	CHECK THE SIGNAL "I noticed _____. Does that mean _____?"	ASK A DETAIL "How would _____ work for _____?"	BUILD A COMMENT "Your idea about _____ connects to _____ because _____."

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Two sheets yield sixteen moves: four of each type. For four players, give one of each type to everyone. For three, set aside one complete four-type hand. Use only one set of topic and role cards; combine Turn Tracker with Link Leader in a three-person team. Pass jobs clockwise between rounds, keeping the combined jobs together. No draw pile is needed. The model is a short example, not a complete round; continue until every student practices all four moves and answers a question. A pause, gesture or expression can have many meanings. Invite clarification; accept the speaker's explanation. Do not stage a false emotion to earn a card. If a signal is subtle, allow a natural pause during explanation and ask what it meant. Observe actual listening and relevant comments; the checkboxes alone do not establish completion.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	We could rotate the classroom jobs each Friday.
Noah	I heard you say rotate. Do you mean everyone gets a different job each week?
Mia	Yes. I paused because I was thinking about how to keep track.
Noah	I noticed that pause. Does it mean you are still deciding how to record the jobs?
Mia	Yes. A chart could help. What should we put on it?

LISTEN FOR

- Accurate interpretation of spoken words, confirmed with the speaker
- An observed signal checked with its speaker, without stereotyping
- Relevant questions and responsive answers from every student
- Pertinent comments that build on real ideas

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