

Step Speak Solve

Give directions, carry them out, and check the result.

GRADE 8 • TEKS 8.1.B

8.1.B "follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;"

NAME _____

DATE _____

OUR GROUND RULES Read together first

- | | |
|---|---|
| 1 The performer follows spoken directions without seeing the hidden plan. | 2 Use five or more ordered steps, precise details, and an if/then condition. |
| 3 Ask for repetition or clarification when needed; then act on the answer. | 4 Rotate roles so each learner both directs and performs a task. |

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Provide blank paper and pencils for everyone. Print two card sheets. Deal one Move Card per category to each learner; set extras aside.
2. Assign Director, Performer, Accuracy Checker, and Clarity Coach. For three learners, one observer takes both checking roles. Choose a Topic Card.
3. The Director privately draws or writes a target plan and prepares at least five ordered oral steps plus an if/then condition. Keep the plan hidden from the Performer.
4. The Director speaks; the Performer actually completes the paper task. Observers note unclear language. Clarify and revise orally, then reveal the plan and compare the result.
5. Follow the role rotation on the card sheet for three or four rounds so everyone directs AND performs once. Use fresh paper and a new plan each round. Discuss the reflections after all performances.

AFTER THE ROUND Check what you did

- ☐ Describe the task you directed and the if/then condition you gave.
- ☐ Show the paper result you made by following oral instructions.
- ☐ Explain a clarification that affected an action.
- ☐ Name a difference you found and a clearer direction you tried.

TOPIC CARDS · choose a task; the Director makes a private target plan

TOPIC	TOPIC	TOPIC
Hidden Map Director: design a 3-by-3 grid with rows A-C top to bottom and columns 1-3 left to right. Place three distinct symbols, a connecting path, and a shaded cell. Give directions to reproduce it, including a conditional correction.	Schedule Code Director: make a three-row, two-column schedule with a task and duration in each row. Choose durations totaling 12 minutes. Orally direct its creation, calculation of the total, and an if/then correction when the total differs.	Sorting Plan Director: choose six two-digit numbers and arrange them in two labeled groups using a rule such as odd/even. Orally direct listing, labeling, sorting, and circling one specified result. Include what to do if a number is in the wrong group.

ROLE CARDS · Rotate Director to Performer to Accuracy Checker to Clarity Coach, then back to Director. With three learners, combine the checking roles into one slot.

ROLE	ROLE	ROLE	ROLE
Director Prepare a private target plan; give at least five ordered steps with a useful if/then condition.	Performer Carry out the spoken task on paper; ask questions instead of looking at the target.	Accuracy Checker After the reveal, compare the actual result with the target and identify differences.	Clarity Coach Listen for sequence, precise details, and conditions; suggest one oral revision.

MOVE CARDS · Use each dealt starter aloud in the relevant round or role. Every learner must use all four cards during the activity; keep and reuse them.

MOVE CARD GIVE DIRECTIONS “First _____. Next _____. Before _____, make sure _____.”	MOVE CARD GIVE DIRECTIONS “If _____ occurs, then _____. Otherwise _____.”	MOVE CARD CLARIFY “By _____, do you mean _____?”	MOVE CARD CLARIFY “Please repeat the step after _____.”
MOVE CARD ACT / RESTATE “I heard _____. I will now do that on my paper.”	MOVE CARD ACT / RESTATE “I completed _____. My next action is _____.”	MOVE CARD CHECK / REVISE “The result differs at _____. A clearer direction is _____.”	MOVE CARD CHECK / REVISE “The condition was _____. Did the response follow it?”

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

Provide blank paper and pencils; these are required task surfaces. Two card sheets supply sixteen Move Cards; cards are reusable prompts, not a finish condition. In three-person groups the observer holds both checking roles. Rotate Director -> Performer -> observer role(s) -> Director so every learner has both performance roles once. The sample is one complete map-direction sequence plus checking talk; the teacher must observe the actual drawing. Keep target plans private until the reveal. Assess directions and performance, not artistic neatness. Tasks have checkable constraints; different valid hidden plans are expected.

WHAT A STRONG ROUND SOUNDS LIKE

Director	Draw a three-by-three grid. Label rows A, B, C from top to bottom and columns 1, 2, 3 from left to right. Put a star in A1, a circle in B2, and a triangle in C3. Draw a path from A1 through B2 to C3. Shade C1. If a symbol is in the wrong cell, erase it and redraw it before adding the path.
Performer	Does C1 mean the bottom-left cell? I will shade it after adding the path.
Director	Yes. C is the bottom row, and 1 is the left column.
Accuracy Checker	After the reveal, I compare all three symbols, the path, and the shaded cell with the hidden plan.
Clarity Coach	Labeling the rows and columns first made the position directions easier to follow.

LISTEN FOR

- Every learner gives a complete complex sequence and a usable conditional instruction.
- Every learner produces an actual paper result from another learner's spoken directions.
- Listeners clarify meaning and carry out the corrected direction.
- The group compares results, revises instructions, and completes all role rotations.

Assess every learner both as Director and Performer: a complex oral sequence, an actual paper result, clarification, and checking against the private target. Valid plans differ, but the chosen task constraints and directions must be met.