

Talk Move Match

Listen carefully and build a decision together.

ELA.K12.EE.4.1 "Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the routines. Underline how you check someone's meaning. Circle how you can make room for another voice.

Three situations, the same listening habits

- ① In every discussion, take turns and hear the whole idea before replying. Restate a classmate's idea and ask, "Did I understand you?" Ask a question that helps explain a detail or reason. Add a connected idea with "I want to build on that." If a voice is missing, invite it kindly. You may disagree with an idea while respecting the person.
- ② First, work with a partner to plan a welcome for a new student. Each partner suggests something, restates the other's idea, checks its meaning, asks a useful question and replies. Choose one action you could do together. Next, join another pair to decide which classroom helper job would be most useful and how the job would work. Agree on turns and a six-minute time limit.
- ③ In the group, everyone explains an idea, checks a classmate's meaning, asks and answers a question, and builds on another idea. Share responsibility for inviting anyone who has not spoken; do not interrupt just to use a phrase. Finish with a plan or an explanation of your disagreement. Finally, join a teacher-led circle to recommend a recess choice that includes classmates with different interests. Use the same listening habits in this new situation.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Complete the partner welcome plan. Record your partner's idea, how you checked its meaning, and the reply you received.

- 2** Complete the helper-job group discussion. Record one peer idea, a related idea you added, and how the group made room for every voice.

- 3** In a teacher-led circle of 6-8, discuss inclusive recess choices. Everyone responds to a peer, asks a useful question and checks a meaning. Record a question and its answer.

3 YOUR TURN _____ Your own words

After all three discussions, reflect on your own listening and collaboration. Use examples from two different situations.

Two real examples

For each situation, name an idea you heard and explain how your reply, question or invitation helped the discussion.

Your next discussion

Name one habit to keep and one specific improvement to try.

PART 1 • READ AND MARK

Read the routines. Underline how you check someone's meaning. Circle how you can make room for another voice. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Complete the partner welcome plan. Record your partner's idea, how you checked its meaning, and the reply you received.	Observe both partners suggesting, restating, checking, questioning and replying. Example: I heard that we could offer a tour. Did you mean during recess? My partner said before class. Require an actual exchange rather than an invented checklist.
2	Complete the helper-job group discussion. Record one peer idea, a related idea you added, and how the group made room for every voice.	Observe all learners contributing and checking understanding. Example: Sam suggested a supply helper; I added that the helper could check caps before putting markers away. We offered a turn to each person before deciding.
3	In a teacher-led circle of 6-8, discuss inclusive recess choices. Everyone responds to a peer, asks a useful question and checks a meaning. Record a question and its answer.	Allow enough time for every learner. Questions and replies must connect to actual peer ideas, such as whether a suggested game has a seated role. Do not accept a record alone as proof of active listening.

PART 3 • YOUR TURN (SAMPLE ANSWER)

In the welcome pair, I checked whether the tour would happen during recess. My partner clarified that it would be before class, so I suggested meeting by the classroom door. In the helper-job group, I built on Sam's supply-helper idea by suggesting a cap check. We offered everyone a turn before choosing. I will keep checking meanings before deciding. Next time, I will wait for the full explanation before asking my question.

Use grade-5 expectations for this cross-grade standard. Complete all three situations, across lessons if needed; written work records the live performance but does not replace it. Observe respectful turns, accurate restatement, checking, relevant questions/replies, connected contributions and shared inclusion. Do not require a forced invitation when everyone has already contributed. The sample is illustrative, not a record learners should copy.