

# Listen Link Cards

*Use clues, questions, and connected comments.*

**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 without interrupting.

**2** Watch words and body signals.

**3** Play a card only when it fits.

**4** Make space for every voice.

## HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question aloud.
2. Each player takes a different Role card. Use two move-card sets and deal four Move cards to each player.
3. Discuss the topic, listening to the words and signals of each speaker.
4. When you genuinely use a card's starter, place that card in the middle.
5. When every player has played four cards, end the round and complete the reflection.

## AFTER THE ROUND Check what you did

☐ I listened for words and body signals.

☐ I checked what a speaker meant.

☐ I asked a question connected to our topic.

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

**TOPIC CARDS** · pick one per round

| TOPIC                                                                              | TOPIC                                                                                          | TOPIC                                                                                     |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Fair Class Jobs</b><br>How could our class assign classroom jobs in a fair way? | <b>Rainy Recess</b><br>Which indoor recess choices would help most students have fun, and why? | <b>Morning Routine</b><br>What two steps could make the start of our school day smoother? |

**ROLE CARDS** · one per player

| ROLE                                                                                                                               | ROLE                                                                                                              | ROLE                                                                                                        | ROLE                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Signal Scout</b><br>Watch for facial expressions and body language, then invite the group to check what those signals may mean. | <b>Question Coach</b><br>Listen for questions and help the group make questions clear and connected to the topic. | <b>Link Leader</b><br>Listen for ideas that connect and point out when a comment builds on an earlier idea. | <b>Turn Tracker</b><br>Notice who has spoken and invite a quieter player to share when there is an opening. |

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

| MOVE CARD                                                          | MOVE CARD                                                     | MOVE CARD                                                               | MOVE CARD                                                                 |
|--------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>BUILD ON</b><br>“I want to add to ____ because ____.”           | <b>ASK DETAIL</b><br>“Can you explain why ____?”              | <b>NOTICE SIGNAL</b><br>“I noticed you ____, so I think you mean ____.” | <b>INVITE VIEW</b><br>“What do you think about ____?”                     |
| MOVE CARD                                                          | MOVE CARD                                                     | MOVE CARD                                                               | MOVE CARD                                                                 |
| <b>CONNECT IDEAS</b><br>“That idea connects to ____ because ____.” | <b>CHECK MEANING</b><br>“Do you mean ____ when you say ____?” | <b>ASK DETAIL</b><br>“What makes you think ____?”                       | <b>NOTICE SIGNAL</b><br>“I saw you ____, so I think you might mean ____.” |

Print one card sheet per team. Cards last longer on thick paper.

**RUNNING THE ROUNDS**

For groups of four, print two complete move-card sets and deal four cards to each player. For groups of three, use two sets, deal four cards per player, and set aside four cards. If participation is uneven, the Turn Tracker invites a quieter player to respond, and players wait for a natural opening rather than forcing a starter.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                           |
|-------------|-------------------------------------------------------------------------------------------|
| <b>Mia</b>  | I want to add to the idea of changing jobs each week because everyone could try each job. |
| <b>Noah</b> | Do you mean each student would have every job when you say everyone could try each job?   |
| <b>Mia</b>  | Yes. I saw you nod, so I think you might mean you agree that a schedule could help.       |
| <b>Noah</b> | Can you explain why a schedule would be helpful?                                          |
| <b>Mia</b>  | That idea connects to fairness because a schedule could show whose turn comes next.       |

**LISTEN FOR**

- Questions that ask for clear details or reasons
- Comments that build on a speaker's exact idea
- Checks for the meaning of words or body signals
- Nonverbal clues noticed and interpreted respectfully

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