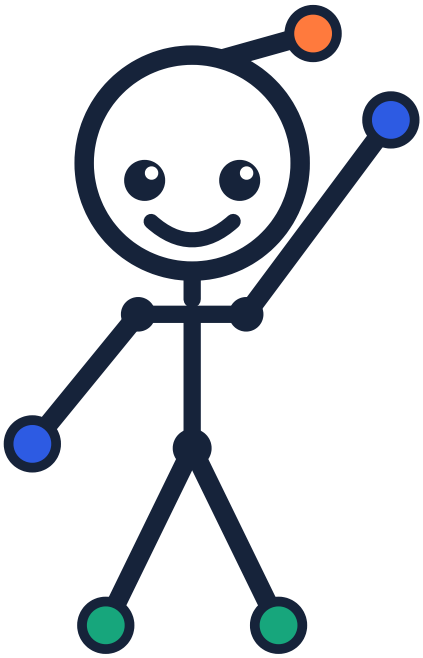
Young Innovators
FOR CHANGE
innovateyouth.org

A FULL-YEAR LEADERSHIP PROGRAM · GRADE 4

Listen First

36 weekly practices with one other person.
Hear them out, say it back, disagree well, and explain so they get it.



This book belongs to

Teacher

School year

Free to print, copy and use. No license, no account, no cost to any student or school.

START HERE HOW THIS BOOK WORKS

The other person comes first.

Two pages a week, plus about ten minutes in the room.

The shape of a week

Page 1 teaches one move and sets up a short task to do in the room. **Page 2** is where you write what happened, and a partner checks off what they saw.

Weeks 1 to 12 are about hearing one person all the way. Weeks 13 to 24 are about meeting them: disagreeing well and finding common ground. Weeks 25 to 36 are about getting an idea across to them.

The boxes on the page

IN CLASS	The standard this week sits beside, usually speaking and listening. Some weeks sit beside none, and say so.
WARM-UP	Two minutes on your own, before the room gets busy.
IN THE ROOM	One short task, almost always with one partner. It says the minutes, the group size, and how long a turn is. A round is one turn each.
WHAT THEY SAW	A partner checks off what they saw or heard you do. An empty box is fine.
ONLY YOU READ THIS	On some weeks, a private box. Nobody reads it, and you never share it.
LISTENING LOG	A separate notebook you build all year: one entry for each thing you tried with a partner, 36 entries by week 36. Private boxes stay in this book.
TALK ABOUT IT	A question to ask a grown-up you trust.
CHALLENGE ZONE	Harder, and usually open. For when you want more.

Three promises this book makes

Nobody is compared with anybody. There are no scores. In week 35 you hold your year up against your own week 1, and nobody else's.

Face the person. Turn your shoulders toward them. You never have to look in anyone's eyes.

If a task is hard, make the audience smaller. Do it with one partner first. Smaller is still doing it.

WEEK	TITLE	STRAND	SITS BESIDE
TRIMESTER 1 · WEEKS 1–12 · HEAR THEM			
1	**Where I Start**	Self	SL.4.2
2	**Listen to the End**	Voice	SL.4.1b
3	**What Pulls You Away**	Presence	none
4	**The Second Question**	Voice	SL.4.1c
5	**Their Story, Not Yours**	Self	SL.4.1c
6	**In Your Own Words**	Voice	SL.4.2
7	**Remember What They Said**	Presence	none
8	**Ask What They Meant**	Voice	SL.4.1c
9	**Hear the Feeling Too**	Self	SL.4.1d
10	**When You Want to Jump In**	Self	none
11	**Find Their Reasons**	Voice	SL.4.3
12	**Hear Them**	Review	SL.4.1d
TRIMESTER 2 · WEEKS 13–24 · MEET THEM			
13	**It Is About the Idea**	Self	SL.4.1d
14	**Say Their Side First**	Voice	SL.4.3
15	**Agree With Part**	Voice	SL.4.1d
16	**How Do You Know?**	Voice	SL.4.3
17	**Write It, Then Say It**	Voice	W.4.1
18	**Cool Down, Come Back**	Self	none

WEEK	TITLE	STRAND	SITS BESIDE
19	**Say Sorry Properly**	Presence	none
20	**Formal or Friendly?**	Presence	SL.4.6
21	**Say No, Kindly**	Presence	none
22	**Same and Different**	Self	SL.4.1d
23	**Say Whose Idea It Was**	Presence	SL.4.1c
24	**Meet Them**	Review	SL.4.1d
TRIMESTER 3 · WEEKS 25–36 · GET IT ACROSS			
25	**Start With What They Know**	Voice	SL.4.4
26	**Show, Then Tell**	Voice	SL.4.4
27	**Check They Got It**	Voice	SL.4.2
28	**Teach One Thing**	Presence	SL.4.4
29	**When They Do Not Get It**	Self	none
30	**Say It Another Way**	Voice	SL.4.4
31	**A Promise to One Person**	Presence	none
32	**Pass It On Exactly**	Presence	none
33	**Plan a Story Talk**	Voice	SL.4.4a
34	**Tell Your Story**	Voice	SL.4.4a
35	**Look Back**	Review	SL.4.1d
36	**Listen First**	Review	SL.4.4

WEEK 1 SELF

Where I Start

This year is about one other person. First, find out how you listen now.

IN CLASS THIS WEEK
Paraphrasing information presented out loud (SL.4.2)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you made or did that you could talk about for 45 seconds.

_____

WORDS TO KEEP

listen	Take in what someone says, all of it, before you answer.
partner	The one person you are practicing with this week.

Listening is something you do

Leading starts with yourself. This year you practice with one other person: listening, saying it back, disagreeing well, and explaining.

Listening is not just being quiet. It is something your partner can see: you face them, you wait, and you can say back what they meant.

Today you find out where you start. Nobody gets a score. In week 35 you do this task again and hold it up against today.

Two things to know

Face the person. Turn your shoulders toward them. You never have to look in anyone's eyes.

An empty checkbox is fine. It shows where you start, and nobody compares your boxes with anyone else's.

IN THE ROOM

5 minutes · pairs · 1 minute a turn · 1 round

1. Sit or stand facing your partner.
2. Partner A talks for up to 45 seconds about something they made or did.
3. Partner B listens, then says back what A meant and asks one question.
4. A checks off what B did on page 2 of B's book. Then swap.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

What my partner talked about:

What I said back:

The question I asked:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Faced me while I talked
- [ ] Waited until I had finished before speaking
- [ ] Said back my main point
- [ ] Used their own words, not only mine
- [ ] Asked one question about what I said
- [ ] Kept their own story out of it

● ONLY YOU READ THIS

While your partner talked, what was going on inside you? Use any words you like.

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR LISTENING LOG

On the first page of your Listening Log, write the date and copy your partner's check marks. Leave the private box here. Week 35 comes back to it.

💬 TALK ABOUT IT

Ask a grown-up: who is the best listener you know? What do they do?



STUCK? TRY THIS

Say back the main point first. Then ask about the part you want to know more about.

★ CHALLENGE ZONE

Listen to someone for one minute without talking. Then say back what they meant.

WEEK 2 VOICE

Listen to the End

A breath is not the end. Waiting for the real end is the first thing a listener does.

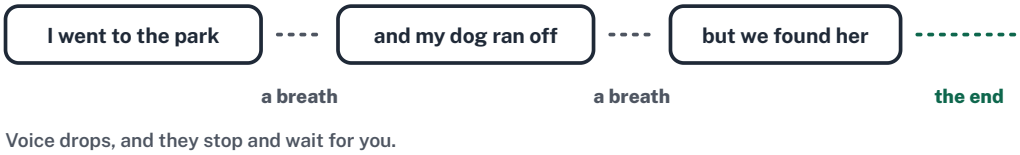
IN CLASS THIS WEEK
Following the rules for a discussion (SL.4.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write two ways you can tell a person has finished talking.

_____

WORDS TO KEEP

the end When someone has really finished, not just stopped for a breath.



Voice drops, and they stop and wait for you.

Nobody will tell you

When we practice, a speaker can say "that is all" when they finish. In real talking, nobody says that.

People stop for a breath in the middle. If you jump in then, you cut off the best part.

The end usually sounds different. The voice drops, the person stops, and they wait for you. Wait for that.

How the end sounds

A breath	The end
The voice stays up, as if more is coming.	The voice drops.
A word like and or but comes next.	They stop and wait for you.

IN THE ROOM **6 minutes · pairs · 50 seconds a turn · 2 rounds**

1. Partner A tells about something that happened to them, up to 45 seconds.
2. A may stop for a breath in the middle. Partner B waits for the end.
3. When B thinks A has finished, B counts one beat and asks one question.
4. Swap. Two rounds each.

What happened

A breath I almost mistook for the end:

How I knew my partner had really finished:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Waited through my breaths without cutting in
- [ ] Paused before speaking after I finished
- [ ] Asked a question about what I said
- [ ] Faced me the whole time

▶ ADD TO YOUR LISTENING LOG

Add a page headed The End. Write how you can tell someone has finished.

💬 TALK ABOUT IT

Ask a grown-up: what do people at work or at home do when they want to cut in?



STUCK? TRY THIS

Listen for the voice dropping. Then wait one more second before you start.

★ CHALLENGE ZONE

Watch two people talking in a class discussion for one minute. Count how often one cuts in on a breath.

WEEK 3 PRESENCE

What Pulls You Away

Your mind wanders while someone talks. Noticing where it goes is how you bring it back.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three things that pull your mind away in class.

WORDS TO KEEP

distracted When your mind goes somewhere else while someone is talking.

Where your mind goes

Everyone gets distracted while someone talks. The mind wanders to a noise, a screen, or what you want to say next.

The most common pull is planning your own answer. While you plan, you stop hearing them.

The fix is small. Notice where your mind went, and bring it back to the person. Do it as often as it takes.

Three common pulls

The pull	What brings you back
Planning what you will say	Hold the thought. Your turn will come.
Something you can see or hear	Turn your body back to the person.
Something in your hands	Put it down.

IN THE ROOM **5 minutes · groups of 3 · 40 seconds a turn · 1 round**

1. Three people: a speaker, a listener, and a watcher.
2. The speaker talks for 30 seconds. The listener says back the main point.
3. The watcher notices when the listener seems pulled away, and how they came back.
4. Change jobs each turn, so everyone does each job once.

Finding this hard? Do it with one partner, who also checks off the boxes.

What happened

Where my mind went while I listened:

_____

_____

What brought it back:

_____

_____

What the watcher saw

Checked by the watcher. Check only what you saw or heard. An empty box is fine.

- ☐ Kept facing the speaker
- ☐ Put down what was in their hands
- ☐ Turned their body back toward the speaker
- ☐ Said back the main point

▶ ADD TO YOUR LISTENING LOG

Add a page headed Pulled Away. Write your biggest pull and what brings you back.

💬 TALK ABOUT IT

Ask a grown-up: what pulls your attention away when someone is talking to you?



STUCK? TRY THIS

Notice it, name it in your head, come back. It counts every time you come back.

★ CHALLENGE ZONE

Try listening to someone at home with nothing in your hands and no screen nearby. Write what was different.

WEEK 4 VOICE

The Second Question

The first question gets an answer. The second question shows you heard it.

IN CLASS THIS WEEK
Asking questions to clarify or follow up, and linking to what others said (SL.4.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a question you could ask a friend about their weekend or their week.

_____

WORDS TO KEEP

follow-up A question built from the answer you just heard.

Build on the answer

A first question can be about anything. A follow-up is built from the answer you just heard.

If your friend says "I made a fort," a follow-up is "What did you make it out of?" It uses their words, so they know you heard them.

Changing the subject is not a follow-up. Neither is a question you had ready before they answered.

First, then follow-up

First question	The answer	Follow-up
What did you do at recess?	We played tag.	Who was it first in tag?
What are you reading?	A book about sharks.	What surprised you about sharks?

IN THE ROOM — **6 minutes · pairs · 1 minute a turn · 2 rounds**

1. Partner B asks a first question. Partner A answers.
2. B asks a follow-up that uses a word from A's answer.
3. A answers, and B asks one more follow-up.
4. Swap. Two rounds each.

What happened

My first question:

The word from the answer I used:

My follow-up question:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Asked a follow-up that used my words
- [ ] Waited for my whole answer before asking
- [ ] Asked about what I said, not a new subject
- [ ] Faced me while asking

▶ ADD TO YOUR LISTENING LOG

Add a page headed Follow-Ups. Write your best follow-up and the answer it got.

💬 TALK ABOUT IT

Ask a grown-up one question, then two follow-ups. What did you learn on the third answer?



STUCK? TRY THIS

Listen for one word in the answer. Ask about that word.

★ CHALLENGE ZONE

Keep going with follow-ups for five questions. When does it stop being interesting? Why?

WEEK 5 SELF

Their Story, Not Yours

When someone tells you something, it is their turn. Your story can wait.

IN CLASS THIS WEEK
Asking questions to clarify or follow up, and linking to what others said (SL.4.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time someone answered your story with a bigger one of their own.

WORDS TO KEEP

topping a story Answering someone's story with a bigger one of your own.

The pull to top it

A friend says, "I fell off my bike." You say, "I fell off a wall once and broke my arm!" Now the talk is about you.

That is called topping a story. Almost everyone does it, usually to be friendly.

This week, keep their story theirs. Ask about it instead. Your story can come later, if they ask.

Top it, or ask about it?

They say	Topping it	Asking about it
I lost a tooth.	I lost three at once!	Did it hurt?
We got a puppy.	We have two dogs.	What is its name?

IN THE ROOM **6 minutes · pairs · 50 seconds a turn · 2 rounds**

1. Partner A tells something that happened to them, up to 30 seconds.
2. Partner B asks two questions about it, and tells no story of their own.
3. If B starts a story, A says "My turn still," and B goes back to asking.
4. Swap. Two rounds each.

What happened

My partner's story:

A story of my own I wanted to tell, and kept for later:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Asked two questions about my story
- [ ] Kept their own story out of it
- [ ] Went back to asking when I said "My turn still"
- [ ] Waited until I finished each answer

▶ ADD TO YOUR LISTENING LOG

Add a page headed Their Story. Write the questions you asked.

💬 TALK ABOUT IT

Ask a grown-up: do you know someone who tops other people's stories? What does it do to the conversation?



STUCK? TRY THIS

When your story pops into your head, turn it into a question about theirs.

★ CHALLENGE ZONE

At lunch, count how many times people top each other's stories. Do not say anything. Just notice.

WEEK 6 VOICE

In Your Own Words

Saying back someone's exact words proves you heard. Saying their meaning in yours proves you understood.

IN CLASS THIS WEEK
Paraphrasing information presented out loud (SL.4.2)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a sentence someone said to you today.

_____

WORDS TO KEEP

paraphrase Say what someone meant, in your own words, not theirs.

Their meaning, your words

Saying back the main idea is a start. This year you paraphrase: say what they meant without using their key words.

Repeating their words can be done without understanding. A parrot can do it. Changing the words cannot be done without understanding.

Which one is a paraphrase?

They said: **"The bus was late because the driver had to wait for a train to pass."**

	Said back
a	So the bus was late because the driver had to wait for a train.
b	So a train crossing held everyone up, and that is why it came late.
c	So you are saying the bus was late.

One of these keeps the whole meaning in new words. Which one? _____

IN THE ROOM **6 minutes · pairs · 45 seconds a turn · 2 rounds**

1. Partner A explains a rule of a game they know, in 30 seconds.
2. Partner B paraphrases it without using A's key words, then asks "Is that what you meant?"
3. A says yes, or explains again and B tries again.
4. Swap. Two rounds each.

What happened

The rule my partner explained:

My paraphrase:

A word of theirs I had to change:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said my meaning in new words
- [ ] Asked "Is that what you meant?"
- [ ] Tried again when I said no
- [ ] Kept my meaning the same

▶ ADD TO YOUR LISTENING LOG

Add a page headed In My Words. Write one paraphrase you got right.

💬 TALK ABOUT IT

Ask a grown-up to say one sentence. Paraphrase it. Did they say you got it?



STUCK? TRY THIS

Ask yourself what they wanted you to know. Say that, in the words you would use.

★ CHALLENGE ZONE

Paraphrase a sentence from your reading book. Then ask a friend if it means the same thing.

WEEK 7 PRESENCE

Remember What They Said

Bring back something a person told you days ago. It tells them you were really listening.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write something a friend told you last week that you still remember.

WORDS TO KEEP

remember	Keep something a person told you, and bring it back later.

Listening that lasts

Listening does not end when the talk ends. The proof can come days later.

Say a friend tells you on Monday about a game on Saturday. The next Monday, ask: "How did your game go?"

It takes one sentence, and it tells them they matter to you. Writing it down helps you remember it.

A small way to remember

When someone tells you about something coming up, write one line in your Listening Log: who, what, and when.

Look at it at the start of each week.

IN THE ROOM — **6 minutes · pairs · 40 seconds a turn · 2 rounds**

1. Partner A tells one thing that is coming up for them this week.
2. Partner B writes one line about it: who, what, and when.
3. Next week, B asks A about it. Today, B says the line back to check it is right.
4. Swap. Two rounds each.

What happened

What my partner has coming up:

The line I wrote to remember it:

Next week, the question I will ask:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Wrote down what I told them
- [ ] Said it back correctly
- [ ] Asked when it was happening
- [ ] Faced me while I talked

▶ ADD TO YOUR LISTENING LOG

Add a page headed Coming Up. Write your one line about your partner's week.

💬 TALK ABOUT IT

Ask a grown-up: has someone ever remembered something small you told them? What did it mean to you?



STUCK? TRY THIS

Write it the moment you hear it. One line is enough.

★ CHALLENGE ZONE

Next week, ask your partner about the thing they told you. Write what they said.

WEEK 8 VOICE

Ask What They Meant

When you do not understand, asking is better than guessing.

IN CLASS THIS WEEK
Asking questions to clarify or follow up, and linking to what others said (SL.4.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a word or saying you once did not understand.

_____

WORDS TO KEEP

clarify	Ask so that something unclear becomes clear.

Guessing causes mix-ups

When someone says something unclear, it is tempting to nod and guess. Most mix-ups start right there.

Ask a clarifying question instead. It points at the exact part you did not get.

"What do you mean by after?" is better than "What?" It shows which part you missed.

Three ways to clarify

"Do you mean ___ or ___?"

"What do you mean by ___?"

"Can you give me an example?"

IN THE ROOM — **6 minutes · pairs · 45 seconds a turn · 2 rounds**

1. Your teacher gives each pair a card with an unclear instruction, like "Put it over there later."
2. Partner A reads the card. Partner B asks clarifying questions until it is clear.
3. B says back the clear version.
4. Swap with a new card. Two rounds each.

What happened

The unclear instruction:

My clarifying question:

The clear version:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Asked about one exact part
- [ ] Used "Do you mean" or "What do you mean by"
- [ ] Said back the clear version
- [ ] Waited for my answer each time

▶ ADD TO YOUR LISTENING LOG

Add a page headed Clarify. Write your best clarifying question.

💬 TALK ABOUT IT

Ask a grown-up for a word from their day or a hobby that you do not know. Ask a clarifying question about it.



STUCK? TRY THIS

Find the word that confused you. Put it in your question.

★ CHALLENGE ZONE

Write a set of directions that is impossible to misunderstand. Test it on a friend.

WEEK 9 SELF

Hear the Feeling Too

People tell you what happened. Often they are also telling you how it felt.

IN CLASS THIS WEEK
Reviewing the key ideas and explaining your own in light of the discussion (SL.4.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three words for feelings people might have about a test.

_____

WORDS TO KEEP

the feeling What someone seems to feel about what they are telling you.

Under the words

"My sister wrecked my drawing" is what happened. The feeling under it might be angry, or sad, or both.

A listener who hears the feeling can say it gently: "That sounds frustrating."

Then check. "Is that right?" You might be wrong, and they will tell you. Hearing the feeling is a guess until they say so.

Name it, then check

They say	You might say
I practiced all week and still missed it.	That sounds frustrating. Is it?
My best friend is moving away.	That sounds sad. Is it?

IN THE ROOM

6 minutes · pairs · 45 seconds a turn · 2 rounds

1. Your teacher gives each pair cards with made-up situations, not real ones.
2. Partner A reads a card as if it happened to them.
3. Partner B names a feeling it might bring, and checks: "Is that right?"
4. Swap with a new card. Two rounds each.

What happened

The situation:

The feeling I named:

Was I right? What did they say?

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Named a feeling, not just what happened
- ☐ Checked with "Is that right?"
- ☐ Took my answer without arguing
- ☐ Spoke in a quiet voice

▶ ADD TO YOUR LISTENING LOG

Add a page headed The Feeling. Write a feeling you named and what your partner said.

💬 TALK ABOUT IT

Ask a grown-up: when someone tells you a problem, do they want advice, or just to be heard? How do you tell?



STUCK? TRY THIS

Ask yourself how you would feel if it happened to you. Then check with them.

★ CHALLENGE ZONE

Read a page of a story. Write what one character says, and the feeling under it.

WEEK 10 SELF

When You Want to Jump In

Sometimes the urge to talk is so strong it is hard to keep listening. That urge can be noticed.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time you could not wait to say something.

WORDS TO KEEP

urge	A strong pull to do something right now, like talking.

The urge is normal

When you have something exciting to say, it can feel like it might burst out. That is an urge.

An urge is not an order. You can notice it, hold it, and let your partner finish.

Some people press their thumb and finger together, or write one word to hold the thought. Then they listen again.

Three ways to hold a thought

Write one word that will remind you.

Press your thumb and finger together until it is your turn.

Say it in your head once, then let it wait.

IN THE ROOM — **6 minutes · pairs · 50 seconds a turn · 2 rounds**

1. Each partner thinks of something exciting to tell.
2. Partner A talks for up to 45 seconds. Partner B holds their own news until A finishes.
3. Then B says back A's main point before saying anything of their own.
4. Swap. Two rounds each.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

The way I held my thought:

Did it work? What happened?

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Let me finish before speaking
- ☐ Said back my main point first
- ☐ Kept their news until my turn was over
- ☐ Faced me while I talked

● ONLY YOU READ THIS

What happens inside you when you really want to talk and it is not your turn?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR LISTENING LOG

Add a page headed Holding a Thought. Write the way that works best for you.

💬 TALK ABOUT IT

Ask a grown-up: what do you do when you badly want to say something in a meeting or a conversation?



STUCK? TRY THIS

Pick one way to hold your thought before your partner starts.

★ CHALLENGE ZONE

Try one way to hold a thought at lunch or at recess. Write which way worked best.

WEEK 11 VOICE

Find Their Reasons

When someone tells you what they think, listen for why. The why is the part you can talk about.

IN CLASS THIS WEEK
Finding the reasons and evidence a speaker gives (SL.4.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Finish this: "I like recess, because ___."

_____

WORDS TO KEEP

reason Why someone thinks what they think. It often follows because.

Listen for because

When people give an opinion, they usually give reasons too. Reasons often start with because or since.

A listener who can find the reasons can talk about them. "You said the room is loud. Is it loud all day?"

Without the reasons, all you can do is agree or disagree.

A short talk

	What the speaker said
a	Our class should have a reading corner.
b	It would give us a quiet place, because the room gets loud at work time.
c	Last week I counted six times that someone asked for quiet.
d	It would also help us read more, since the books would be right there.

This speaker gives two reasons. Which two sentences? _____

IN THE ROOM **6 minutes · pairs · 50 seconds a turn · 2 rounds**

1. Partner A gives an opinion and two reasons, in about 30 seconds.
2. Partner B says back both reasons: "Your reasons are ___ and ___."
3. A says whether B found both. Then B asks one question about a reason.
4. Swap. Two rounds each.

What happened

My partner's opinion:

_____

_____

The two reasons I heard:

_____

_____

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Said back both of my reasons
- ☐ Kept my reasons apart from my opinion
- ☐ Asked about one reason
- ☐ Waited until I finished

▶ ADD TO YOUR LISTENING LOG

Add a page headed Reasons. Write an opinion you heard and its reasons.

💬 TALK ABOUT IT

Ask a grown-up for an opinion about anything. Can you find their reasons?



STUCK? TRY THIS

Listen for because and since. The words after them are usually the reason.

★ CHALLENGE ZONE

Find an advertisement. What does it want you to think? What reasons does it give?

WEEK 12 REVIEW

Hear Them

Eleven weeks of listening to one person. This page pulls them together.

IN CLASS THIS WEEK
Reviewing the key ideas and explaining your own in light of the discussion (SL.4.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Look through your Listening Log. Write the three weeks you remember best.

_____

WORDS TO KEEP

hear Take in the words, the reasons, and the feeling.

What you practiced

Hearing the words	Asking well	Hearing the person
Where I start (1)	The second question (4)	What pulls you away (3)
Listen to the end (2)	Ask what they meant (8)	Remember what they said (7)
In your own words (6)	Their story, not yours (5)	Hear the feeling too (9)
Find their reasons (11)		When you want to jump in (10)

The number is the week. Find each one in your Listening Log.

Pick two to keep

Nobody gets all of these at once. Pick the two you most want to keep practicing, and write them on page 2.

IN THE ROOM — **6 minutes · pairs · 1 minute a turn · 2 rounds**

1. Partner A names one week that helped and says how, in up to 45 seconds.
2. Partner B listens to the end, then paraphrases what A said.
3. B asks one follow-up question.
4. Swap. Two rounds each.

What happened

Week	What I can do now	What still feels hard

The two I will keep practicing:

_____

_____

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Waited until I finished
- ☐ Paraphrased what I said
- ☐ Asked a follow-up that used my words
- ☐ Faced me the whole time

▶ ADD TO YOUR LISTENING LOG

Add a page headed Hear Them. Write the two things you will keep practicing.

💬 TALK ABOUT IT

Show a grown-up one page of your Listening Log.

Ask which skill on it they use most.



STUCK? TRY THIS

Flip through your Listening Log. Look for a check mark that showed up more than once.

★ CHALLENGE ZONE

Which of these do grown-ups you know use most? Write the skill and where you saw it.

WEEK 13 SELF

It Is About the Idea

When someone disagrees with you, they are disagreeing with an idea. You are still you.

IN CLASS THIS WEEK
Reviewing the key ideas and explaining your own in light of the discussion (SL.4.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write an opinion you have that a friend does not share.

_____

WORDS TO KEEP

the idea What someone thinks. You can disagree with it and still like them.

The idea, not you

Being disagreed with can feel like being told you are wrong as a person. It is not.

When a friend says "I do not think so," they are talking about the idea. You can still be friends, and they can still be right or wrong.

Try saying, "That is a different idea. Tell me why." Then listen to the end.

Light ones to practice on

Breakfast is the best meal.

Rain is better than sun.

Board games are more fun than video games.

IN THE ROOM **6 minutes · pairs · 45 seconds a turn · 2 rounds**

1. Partner A says an opinion from the light list above.
2. Partner B says, "I see it differently."
3. A answers, "That is a different idea. Tell me why." B gives one reason, and A says it back.
4. Swap. Two rounds each.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

The opinion I said:

My partner's reason against it:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said "That is a different idea" or something like it
- [ ] Asked for my reason
- [ ] Said back my reason
- [ ] Spoke in a low voice

● ONLY YOU READ THIS

When someone disagrees with you, what happens inside you? Is it different with some people?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR LISTENING LOG

Add a page headed The Idea. Write an opinion and the reason against it.

💬 TALK ABOUT IT

Ask a grown-up about a time someone disagreed with them and they changed their mind.



STUCK? TRY THIS

The words "Tell me why" give you a second, and give them a turn.

★ CHALLENGE ZONE

Find a topic where you and a grown-up disagree. Each of you says back the other's reason. Did it change anything?

WEEK 14 VOICE

Say Their Side First

Before you disagree, say what they think and why, so fairly they would agree with how you said it.

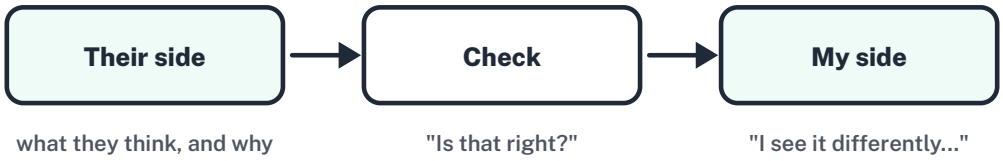
IN CLASS THIS WEEK
Finding the reasons and evidence a speaker gives (SL.4.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one reason someone might like a food you do not like.

_____

WORDS TO KEEP

their side What the other person thinks, and their reason, said fairly.



Fair first

Most arguments are two people saying their own side louder. Nobody listens.

Try this order. Say their side first: "You think ___, because ___." Ask "Is that right?"

Only when they say yes, give yours. They are much more likely to hear you.

The order, in words

Step	What you say
Their side	You think lunch should be first, because we are hungry by then.
Check	Is that right?
My side	I see it differently, because recess first gives us more time to play.

IN THE ROOM **8 minutes · groups of 3 · 1 minute a turn · 1 round**

1. Three people: two who disagree, and a watcher. Your teacher gives a question.
2. B says what they think and why, in one sentence.
3. A says B's side back and checks it. Only then does A give their own side.
4. The watcher checks off the boxes for A. Change jobs so everyone is A once.

Finding this hard? Do it as a pair, and your partner checks off the boxes.

What happened

The question:

Their side, as I said it:

Did they agree with how I said it?

What the watcher saw

Checked by the watcher. Check only what you saw or heard. An empty box is fine.

- [ ] Said the other side first
- [ ] Gave the other side's reason
- [ ] Asked "Is that right?" before going on
- [ ] Gave their own side after the check

▶ ADD TO YOUR LISTENING LOG

Add a page headed Their Side. Write their side, as you said it.

💬 TALK ABOUT IT

Ask a grown-up to try this order on something you disagree about.



STUCK? TRY THIS

Use the exact words: "You think ___, because ___. Is that right?"

★ CHALLENGE ZONE

Write the other side of an argument so well that someone who believes it would sign it.

WEEK 15 VOICE

Agree With Part

You rarely disagree with all of something. Finding the part you agree with changes the conversation.

IN CLASS THIS WEEK
Reviewing the key ideas and explaining your own in light of the discussion (SL.4.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write something you half agree with.

_____

WORDS TO KEEP

common ground The part two people agree on, even when they disagree.

Look for common ground

"School should start at ten, and we should skip math." You might like the first part and not the second.

Saying so helps: "I agree school should start later. I do not agree about math."

The common ground gives you both somewhere to stand while you work out the rest.

Two parts in one

They say	The part I might agree with
Recess should be longer and have no rules.	
We should read more and never write.	
Pets are great and every class should have one.	

IN THE ROOM — **6 minutes · pairs · 45 seconds a turn · 2 rounds**

1. Partner A says an opinion with two parts.
2. Partner B says which part they agree with, and which they do not.
3. B gives one reason for the part they do not agree with.
4. Swap. Two rounds each.

What happened

My partner's two-part opinion:

The part I agreed with:

The part I did not, and why:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said which part they agreed with
- [ ] Said which part they did not
- [ ] Gave a reason
- [ ] Spoke about the idea, not about me

▶ ADD TO YOUR LISTENING LOG

Add a page headed Common Ground. Write the part you agreed with.

💬 TALK ABOUT IT

Ask a grown-up about something they half agree with. Which half?



STUCK? TRY THIS

Split what they said in two. Ask yourself about each half.

★ CHALLENGE ZONE

Find common ground with someone you often disagree with. Write what it was.

WEEK 16 VOICE

How Do You Know?

A reason says why. Evidence shows it. You can ask for it without starting a fight.

IN CLASS THIS WEEK
Finding the reasons and evidence a speaker gives (SL.4.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write something you know is true, and how you know it.

WORDS TO KEEP

evidence Something you can point to that shows a reason is true.

Reason, then evidence

"The park is busy on Saturdays" is a reason someone might give. "I went three Saturdays and could not find a swing" is evidence.

Evidence is something you can point to: what you saw, a count, a sign, a book.

Asking for it can sound rude. It does not have to. "How do you know?" said with interest is a fair question.

Asking well

"How do you know?"

"Where did you see that?"

"Can you show me?"

IN THE ROOM **6 minutes · pairs · 50 seconds a turn · 2 rounds**

1. Partner A says something they think is true about school, with a reason.
2. Partner B asks, "How do you know?" in a voice that is interested, not sharp.
3. A gives evidence: something they saw, counted or read.
4. Swap. Two rounds each.

What happened

What my partner said was true:

The evidence they gave:

Was it evidence, or another reason?

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Asked "How do you know?" or something like it
- [ ] Asked in an interested voice
- [ ] Waited for my whole answer
- [ ] Said back my evidence

▶ ADD TO YOUR LISTENING LOG

Add a page headed Evidence. Write a claim and its evidence.

💬 TALK ABOUT IT

Ask a grown-up: what is something you believed until you saw evidence against it?



STUCK? TRY THIS

Ask yourself: could I point to it? If yes, it is evidence.

★ CHALLENGE ZONE

Find a claim on a poster or a sign at school. What evidence does it give?

WEEK 17 VOICE

Write It, Then Say It

An opinion with reasons and information, written down first, then said to one person.

IN CLASS THIS WEEK
Writing an opinion supported by reasons and information (W.4.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Finish this: "I think ___, because ___."

WORDS TO KEEP

information Facts that back up a reason, such as what happened or a number.

Reasons, and information

An opinion with two reasons is a start. This year each reason also gets information: a fact or something that happened.

"Recess should be longer, because we focus better after it. Last week the class was quieter after the long recess on Friday."

End by saying your opinion again. Write it all first, then read it to your partner, who says your side back.

Pick one question

Should students choose their own seats?

Is it better to have recess before lunch or after?

Should every class have a class job chart?

IN THE ROOM **8 minutes · pairs · 90 seconds a turn · 1 round**

1. Take about three minutes to write your opinion, reasons, information and ending on page 2.
2. Read it to your partner, sitting or standing still.
3. Your partner says your side back, with both reasons.
4. Swap, so each of you reads once and listens once.

What happened

My opinion:

Reason 1, and its information:

Reason 2, and its information:

My ending, saying the opinion again:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said the opinion first
- [ ] Gave two reasons
- [ ] Gave information for each reason
- [ ] Said the opinion again at the end

▶ ADD TO YOUR LISTENING LOG

Copy your opinion, reasons and information into your Listening Log.

💬 TALK ABOUT IT

Ask a grown-up to say your side back to you. Did they get both reasons?



STUCK? TRY THIS

Information answers "How do you know?" Ask yourself that for each reason.

★ CHALLENGE ZONE

Write the best opinion for the other side, with reasons and information.

WEEK 18 SELF

Cool Down, Come Back

When a disagreement gets hot, stopping is not losing. Coming back is the hard part.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three things that help you settle down.

WORDS TO KEEP

cool down Stop for a while so a strong feeling can settle.

Stop, then come back

Sometimes a disagreement gets loud. Voices rise, and nobody is listening anymore.

It is fine to cool down. Say, "Can we come back to this in a minute?" Then step away and breathe.

The skill is coming back. "I am ready now. Can you tell me your side again?"

The words

To stop: "Can we come back to this in a minute?"

To come back: "I am ready now. Can you tell me your side again?"

IN THE ROOM

6 minutes · pairs · 1 minute a turn · 2 rounds

1. Your teacher gives a made-up disagreement card. Act it out calmly, not for real.
2. When your teacher claps, Partner A says, "Can we come back to this in a minute?"
3. Both take two slow breaths. Then A says, "I am ready now. Tell me your side again."
4. Swap with a new card. Two rounds each.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

The words I used to stop:

_____

_____

The words I used to come back:

_____

_____

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Said the words to stop
- ☐ Took two slow breaths
- ☐ Came back with the words to start again
- ☐ Asked for my side again

● ONLY YOU READ THIS

Think of a time a disagreement got hot for you. What would have helped you stop, and then come back?

_____

_____

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR LISTENING LOG

Add a page headed Cool Down. Copy the two sentences.

💬 TALK ABOUT IT

Ask a grown-up how they cool down in a disagreement, and how they come back.



STUCK? TRY THIS

Learn the two sentences by heart. In a hot moment, you will not have time to think of them.

★ CHALLENGE ZONE

Write a short scene where two characters cool down and come back. Read it to a partner.

WEEK 19 PRESENCE

Say Sorry Properly

"Sorry" on its own is easy. A real apology says what you did and what you will do next.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write what a real apology sounds like. It can be from life, a book or a show.

WORDS TO KEEP

apologize Say what you did, why it mattered to them, and what you will do next.



Three parts

"Sorry" said fast, without facing the person, does not fix much. Sometimes it makes things worse.

When you apologize, use three parts. What I did. Why it mattered to you. What I will do next time.

No "but." "I am sorry, but you started it" takes the apology back.

Hear the difference

Not really: "Sorry. But you were in my way."

Really: "I am sorry I knocked your tower over. You worked hard on it. Next time I will walk around."

IN THE ROOM **6 minutes · pairs · 45 seconds a turn · 2 rounds**

1. Your teacher gives each pair a made-up situation card. Nothing real.
2. Partner A gives the apology the card needs, with all three parts.
3. Partner B says which parts they heard.
4. Swap with a new card. Two rounds each.

What happened

The made-up situation:

The apology I gave, all three parts:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said what they did
- [ ] Said why it mattered to the other person
- [ ] Said what they would do next time
- [ ] Left out "but"

▶ ADD TO YOUR LISTENING LOG

Add a page headed Sorry. Write the three parts in your own words.

💬 TALK ABOUT IT

Ask a grown-up: what is the hardest part of saying sorry?



STUCK? TRY THIS

Start with "I am sorry I ___." Then add the other two parts.

★ CHALLENGE ZONE

Write the three parts of an apology a character in a book should have given.

WEEK 20 PRESENCE

Formal or Friendly?

You talk differently to a friend and to the principal. Choosing on purpose is a skill.

IN CLASS THIS WEEK
Telling apart when formal and when everyday English fits, and using each (SL.4.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write how you would say hello to a friend, and to a new teacher.

WORDS TO KEEP

formal	The careful way of talking: for adults at school, people you do not know, or a talk.
friendly	The everyday way of talking, for friends and small groups.

Two ways to talk

With friends, everyday talk is right. Short words, jokes, "yeah."

With adults at school, people you do not know, or the whole class, formal talk works better. Full sentences, "please," "thank you," and no slang.

Neither is better. The skill is picking the one that fits the person.

The same thing, two ways

Friendly	Formal
Hey, can I grab that book?	Excuse me, may I borrow that book, please?
That was so cool!	Thank you. I enjoyed that very much.

IN THE ROOM — **6 minutes · pairs · 45 seconds a turn · 2 rounds**

1. Partner A says one request twice: once friendly, to a friend, and once formal, to the principal.
2. Partner B plays the friend, then the principal.
3. B says one thing that changed between the two.
4. Swap. Two rounds each, with a new request each time.

What happened

Three of these call for formal talk. Write formal or friendly.

	Situation	Formal or friendly?
a	Asking the principal for a few minutes to talk	
b	Telling a friend about a movie at lunch	
c	Giving a short talk to the class	
d	Playing a board game with your cousin	
e	Asking a librarian you have not met for help	
f	Planning a fort with a neighbor	

My request, the formal way:

_____

_____

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Used full sentences the formal time
- ☐ Said "please" or "thank you" the formal time
- ☐ Changed how they spoke between the two
- ☐ Kept the same request both times

▶ ADD TO YOUR LISTENING LOG

Add a page headed Formal or Friendly. Write one request both ways.

💬 TALK ABOUT IT

Ask a grown-up: how do you talk differently with people you do not know?



STUCK? TRY THIS

Ask yourself who you are talking to. Then pick the way that fits them.

★ CHALLENGE ZONE

Write a short formal note to someone at school who helps you. Give it to them.

WEEK 21 PRESENCE

Say No, Kindly

You can say no clearly and still be kind. Saying it the same way twice is often enough.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing a friend might ask that you would want to say no to.

_____

WORDS TO KEEP

decline	Say no clearly, without being mean.

Clear and kind

Saying no can feel mean. It does not have to be. "No, thanks" is clear and kind at the same time.

You do not owe a long reason. A short one is fine: "No. That is my own work."

If they ask again, say the same words again, calmly. You do not have to come up with something new.

If something feels unsafe

If anyone asks you to do something that feels wrong or unsafe, you can always say no.

Then tell a grown-up you trust, right away.

IN THE ROOM — **6 minutes · pairs · 40 seconds a turn · 2 rounds**

1. Your teacher gives made-up request cards, like "Can I copy your homework?"
2. Partner B reads a card as the asker. Partner A declines, clearly and kindly.
3. B asks once more. A says the same words again, in the same voice.
4. Swap with a new card. Two rounds each.

What happened

The made-up request:

The words I used to decline:

What happened when they asked again:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said no in the first sentence
- [ ] Spoke in a level voice
- [ ] Said the same words the second time
- [ ] Said no again without giving in

▶ ADD TO YOUR LISTENING LOG

Add a page headed No, Thanks. Write the words you will use.

💬 TALK ABOUT IT

Ask a grown-up: when is it hard for you to say no? What helps?



STUCK? TRY THIS

Keep it short. "No" with one short reason is enough.

★ CHALLENGE ZONE

Write three different ways to decline kindly. Which one sounds most like you?

WEEK 22 SELF

Same and Different

With someone you do not know well, finding what you share makes the rest easier to talk about.

IN CLASS THIS WEEK
Reviewing the key ideas and explaining your own in light of the discussion (SL.4.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three things about you that someone might not guess.

WORDS TO KEEP

in common	Something two people share, like a game they both like.

Something in common

Talking to someone you do not know well can feel awkward. Neither of you knows where to start.

Ask questions until you find something in common: a game, a food, a place, a book.

Then find one thing that is different, and ask about it. Differences are where the interesting talk is.

Questions that find common ground

"What do you like doing after school?"

"What is a food you could eat every day?"

"What is a game you are good at?"

IN THE ROOM — **6 minutes · pairs · 90 seconds a turn · 1 round**

1. Your teacher pairs you with someone you do not usually talk to.
2. Take turns asking questions until you find three things in common.
3. Then find one thing that is different, and ask one question about it.
4. Each of you writes the three things on page 2.

What happened

Three things we have in common:

_____

_____

_____

One thing that is different, and what I asked about it:

_____

_____

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Asked questions to find things in common
- ☐ Waited for my whole answer
- ☐ Asked about something different between us
- ☐ Faced me while we talked

▶ ADD TO YOUR LISTENING LOG

Add a page headed In Common. Write your three things.

💬 TALK ABOUT IT

Ask a grown-up: how do you start talking to someone new?



STUCK? TRY THIS

Ask about things you like. They often like something close to it.

★ CHALLENGE ZONE

Find something in common with a grown-up at school you rarely talk to. Write what it was.

WEEK 23 PRESENCE

Say Whose Idea It Was

When you share an idea that started with someone else, say so. It costs you nothing.

IN CLASS THIS WEEK
Asking questions to clarify or follow up, and linking to what others said (SL.4.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about someone who got credit for another person's idea. It can be from a story.

WORDS TO KEEP

credit	Saying whose idea it was.

Give credit

Ideas get passed around. By the time one is said out loud, people often forget where it started.

Leaders say so, by name: "That was your idea," or "I am adding to what you said."

It takes one sentence. It also links your comment to theirs, which is what good talk does.

Ways to give credit

"That was ___'s idea."

"I am adding to what ___ said."

"___ thought of this first."

IN THE ROOM — **6 minutes · pairs · 45 seconds a turn · 2 rounds**

1. Your teacher gives a question, like: how could we make lining up faster?
2. Partner A gives one idea.
3. Partner B says it back, says whose idea it was, and adds something to it.
4. Swap. Two rounds each, with a new question each time.

What happened

The idea I shared, and whose it was:

What I added to it:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said whose idea it was
- [ ] Said the idea the way they meant it
- [ ] Added something of their own after
- [ ] Kept the credit with the person who had it

▶ ADD TO YOUR LISTENING LOG

Add a page headed Credit. Write an idea, whose it was, and what you added.

💬 TALK ABOUT IT

Ask a grown-up: does giving credit happen where you work or spend your day?



STUCK? TRY THIS

Say the name first: "___'s idea was..."

★ CHALLENGE ZONE

Listen to a class discussion this week. Count how often someone says whose idea it was.

WEEK 24 REVIEW

Meet Them

Eleven weeks of meeting someone where they are. This page pulls them together.

IN CLASS THIS WEEK
Reviewing the key ideas and explaining your own in light of the discussion (SL.4.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Look through your Listening Log since week 13. Write the week that surprised you most.

_____

What you practiced

Disagreeing well	Saying your side	Meeting the person
It is about the idea (13)	Write it, then say it (17)	Say sorry properly (19)
Say their side first (14)	Cool down, come back (18)	Formal or friendly? (20)
Agree with part (15)	Say no, kindly (21)	Same and different (22)
How do you know? (16)		Say whose idea it was (23)

The number is the week. Find each one in your Listening Log.

This week's practice

Disagree with a partner on a light question, using all of it.

Say their side first and check it. Find the part you agree with. Then give your side, with a reason and information.

IN THE ROOM — **8 minutes · pairs · 90 seconds a turn · 2 rounds**

1. Your teacher gives a light question. Partner B says their side and one reason.
2. Partner A says B's side back first and checks it.
3. A says the part they agree with, then gives their own side with a reason.
4. Swap. Two rounds, one question each.

What happened

The question:

Their side, as I said it:

The part I agreed with:

My side, with a reason:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said my side first and checked it
- [ ] Said the part they agreed with
- [ ] Gave their own side with a reason
- [ ] Kept it about the idea

▶ ADD TO YOUR LISTENING LOG

Add a page headed Meet Them. Copy your partner's check marks.

💬 TALK ABOUT IT

Show a grown-up how you disagree now. Try it on a light question.



STUCK? TRY THIS

Go in order: their side, the check, the common ground, then yours.

★ CHALLENGE ZONE

Write down a real disagreement you saw this week. Which of these steps would have helped?

WEEK 25 VOICE

Start With What They Know

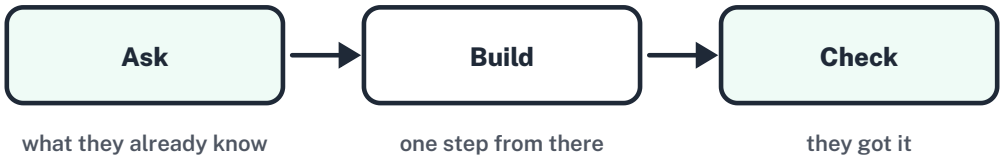
Explaining starts with the listener, not with you. Find out what they already know.

IN CLASS THIS WEEK
Reporting or telling in an organized way, with details, at a pace people can follow (SL.4.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write something you know how to do that a friend might not.

WORDS TO KEEP

starting point What your listener already knows before you begin.



Find the starting point

When you explain something you know well, it is easy to start in the middle.

Ask first: "Have you ever played tag?" The answer tells you where to start.

Then build one step from what they know. "This game is like tag, but whoever is it has to hop."

Ask, build, check

Step	What you might say
Ask	Have you ever made a paper airplane?
Build	This one starts the same way, then you fold the tips in.
Check	What would you fold first?

IN THE ROOM **7 minutes · pairs · 1 minute a turn · 2 rounds**

1. Partner A picks something to explain, like a game or how to make something.
2. A asks one question to find out what B already knows.
3. A explains, starting from B's answer.
4. Swap. Two rounds each.

What happened

What I explained:

The question I asked first:

Where I started, because of the answer:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Asked what I already knew
- [ ] Started from my answer
- [ ] Explained one step at a time
- [ ] Used something I already knew to explain

▶ ADD TO YOUR LISTENING LOG

Add a page headed Starting Point. Write the question you asked first.

💬 TALK ABOUT IT

Ask a grown-up to explain something they know well. Did they start from what you know?



STUCK? TRY THIS

Ask "Have you ever...?" first. The answer is your starting point.

★ CHALLENGE ZONE

Explain the same thing to two people who know different amounts. Write how your explanation changed.

WEEK 26 VOICE

Show, Then Tell

A quick drawing or a pointed finger can explain what ten sentences cannot.

IN CLASS THIS WEEK
Reporting or telling in an organized way, with details, at a pace people can follow (SL.4.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the turns from your classroom door to the office.

WORDS TO KEEP

show Draw it, point to it, or do it while you explain.

Words are not always enough

Try explaining how to tie a knot with words only. It is very hard.

Show it. Draw a quick picture, point to things, or do it slowly while you talk.

Then tell: say what you showed, step by step. Showing and telling together works best.

Ways to show

Draw a quick picture or map.

Point to the real thing.

Do it slowly while you talk.

Hear the difference

Telling only: "Go left, then right, then past the water fountain, then left again."

Showing and telling: a quick map, with your finger moving along it as you say each turn.

IN THE ROOM

7 minutes · pairs · 75 seconds a turn · 2 rounds

1. Partner A explains a route at school, first with words only.
2. Then A explains it again, drawing a quick map while talking.
3. Partner B says which explanation was easier to follow, and why.
4. Swap. Two rounds each, with a new route.

What happened

The route I explained:

_____

_____

Which way was easier to follow, and why:

_____

_____

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Drew or pointed while explaining
- ☐ Said each step out loud while showing
- ☐ Checked that I could follow
- ☐ Faced me while explaining

▶ ADD TO YOUR LISTENING LOG

Add a page headed Show It. Draw the map you used.

💬 TALK ABOUT IT

Ask a grown-up to explain something by drawing it. What did the drawing add?



STUCK? TRY THIS

If you are stuck for words, grab a pencil.

★ CHALLENGE ZONE

Explain how to do something using only a drawing, with no words. Can someone follow it?

WEEK 27 VOICE

Check They Got It

After you explain, ask them to say it back. It is the only way to know it landed.

IN CLASS THIS WEEK
Paraphrasing information presented out loud (SL.4.2)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time someone thought you understood and you did not.

WORDS TO KEEP

check	Ask your listener to say it back, so you know they got it.

Do not ask "Got it?"

People explain something and ask "Got it?" The listener often says yes, even if they did not understand.

Ask them to say it back instead: "Can you tell me the steps?"

In week 6 you paraphrased other people. Now you ask them to paraphrase you. If they cannot, explain again another way.

Better than "Got it?"

"Can you tell me the steps?"

"What would you do first?"

"Show me how you would start."

IN THE ROOM — **6 minutes · pairs · 1 minute a turn · 2 rounds**

1. Partner A explains how to do something simple, in about 30 seconds.
2. A asks B to say it back. A does not ask "Got it?"
3. If B misses a step, A explains that step again.
4. Swap. Two rounds each.

What happened

What I explained:

The question I asked instead of "Got it?":

A step my partner missed, if any:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Asked me to say it back
- [ ] Left out "Got it?"
- [ ] Explained a missed step again
- [ ] Waited while I said it back

▶ ADD TO YOUR LISTENING LOG

Add a page headed Check. Write the question you used.

💬 TALK ABOUT IT

Ask a grown-up how they check that someone understood them.



STUCK? TRY THIS

Ask "What would you do first?" The answer shows you what landed.

★ CHALLENGE ZONE

Explain something to a younger child, and check they got it. Write what you had to explain twice.

WEEK 28 PRESENCE

Teach One Thing

Teaching someone a skill from nothing is the best test of whether you can explain it.

IN CLASS THIS WEEK
Reporting or telling in an organized way, with details, at a pace people can follow (SL.4.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one small skill you could teach in two minutes.

WORDS TO KEEP

teach Explain so the other person can do it without you.

From nothing to doing it

Helping someone who is stuck is one thing. This week you teach someone a skill they have never tried.

Use what you have practiced. Start from what they know, show and tell, and check they got it.

You are done when they can do it without you. Not when you have finished talking.

Small skills that work

Folding a paper cup.

A clapping pattern.

Drawing a star without lifting the pencil.

IN THE ROOM

6 minutes · pairs · 2 minutes a turn · 1 round

1. Partner A teaches B one small skill in up to two minutes.
2. A starts by asking what B already knows about it.
3. At the end, B does the skill alone while A watches without helping.
4. Swap, so B teaches A.

What happened

The skill I taught:

The step that was hardest to explain:

Could my partner do it alone at the end?

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Asked what I already knew
- [ ] Showed and told each step
- [ ] Checked I could do each step
- [ ] Let me do it alone at the end

▶ ADD TO YOUR LISTENING LOG

Add a page headed I Taught. Write the skill and the hardest step.

💬 TALK ABOUT IT

Teach a grown-up the skill you taught today. Could they do it alone?



STUCK? TRY THIS

Do it yourself, slowly, once before you teach it. Notice each step.

★ CHALLENGE ZONE

Teach the skill without touching anything and without showing. Words only. How far did you get?

WEEK 29 SELF

When They Do Not Get It

Sometimes an explanation does not land. Getting frustrated is normal. Trying another way is the skill.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about something that took you a long time to understand.

WORDS TO KEEP

stuck	When an explanation is not landing, for either of you.

When you are stuck

You explain something twice. They still look lost. It is easy to say it again, louder and faster.

Louder and faster almost never helps. Stop, take a breath, and ask: "Which part is not making sense?"

Then try a different way. A picture, an example, or smaller steps.

When you are stuck, try

"Which part is not making sense?"

A drawing instead of words.

Breaking it into smaller steps.

IN THE ROOM — **6 minutes · pairs · 1 minute a turn · 2 rounds**

1. Your teacher gives each pair a card with a simple rule, and the part to act confused about.
2. Partner A explains the rule. B acts confused about the part on the card.
3. A stops, breathes, asks which part, and tries another way.
4. Swap. Two rounds each.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

What I explained:

The other way I tried:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Stopped instead of repeating louder
- [ ] Asked which part was not making sense
- [ ] Tried a different way
- [ ] Kept the same speed and voice

● ONLY YOU READ THIS

When someone does not understand you, what happens inside you? What helps you try again?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR LISTENING LOG

Add a page headed Another Try. Write the different way you tried.

💬 TALK ABOUT IT

Ask a grown-up what they do when someone does not understand them.



STUCK? TRY THIS

Ask "Which part?" It turns one big problem into one small one.

★ CHALLENGE ZONE

Explain the same idea three ways: with words, with a picture, and with an example.

WEEK 30 VOICE

Say It Another Way

If one example does not work, a second one often does. Keep a spare.

IN CLASS THIS WEEK
Reporting or telling in an organized way, with details, at a pace people can follow (SL.4.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write two ways to explain what a week is to someone who does not know.

WORDS TO KEEP

another way The same idea with a different example or picture.

Two examples, one idea

Different examples work for different people. One example makes sense to one person and not to another.

So have a spare. "A fraction is part of a whole, like one slice of a pizza. Or like one hour of a day."

Same idea, another way. Use the second one when the first does not land.

Idea, first way, another way

Idea	First way	Another way
An echo	Sound bouncing back.	Like a ball off a wall.
Saving	Not spending it now.	Keeping some for later.

IN THE ROOM

6 minutes · pairs · 50 seconds a turn · 2 rounds

1. Partner A explains an idea from class in one way.
2. Partner B says, "Say it another way."
3. A explains it again with a different example.
4. A asks which way worked better for B. Swap. Two rounds each.

What happened

The idea I explained:

My first way:

Another way:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Gave one way to explain it
- [ ] Gave a different example when I asked
- [ ] Kept the idea the same both times
- [ ] Asked which way worked for me

▶ ADD TO YOUR LISTENING LOG

Add a page headed Another Way. Write both ways.

💬 TALK ABOUT IT

Ask a grown-up to explain something two ways. Which way worked better for you?



STUCK? TRY THIS

For the second way, think of something your listener already likes.

★ CHALLENGE ZONE

Pick a hard word from science. Explain it three different ways.

WEEK 31 PRESENCE

A Promise to One Person

A promise to yourself is checked by you. A promise to someone else is checked by them.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time someone kept a small promise to you.

WORDS TO KEEP

keep your word Do what you told one person you would do.

Someone is counting on it

A promise to yourself is checked by you. This week you make a small promise to your partner.

Make it small and checkable, about something in class. "I will ask how your reading is going every morning this week."

Your partner checks it. To keep your word means someone else can see whether you did it.

Good promises for this week

Something you will do in class, with your partner, each day.

Nothing that needs money or anything from home.

IN THE ROOM **5 minutes · pairs · 45 seconds a turn · 1 round**

1. Partner A makes one small, checkable promise to B, for the next five school days.
2. B says it back, and writes it in the table on B's page 2.
3. Each day, B marks whether A did it.
4. Swap, so each of you makes a promise and checks one.

What happened

Day	Did my partner do it?	Note
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

The promise my partner made to me:

The promise I made to my partner:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Made the promise in one sentence
- ☐ Named what and when
- ☐ Did it on the days we agreed
- ☐ Said what happened on a day they missed

▶ ADD TO YOUR LISTENING LOG

Add a page headed My Word. Write the promise you made and how the week went.

💬 TALK ABOUT IT

Ask a grown-up: who keeps their promises to you? How do you know?



STUCK? TRY THIS

Pick something you will see your partner do anyway, so you remember to check.

★ CHALLENGE ZONE

Make a small promise to a grown-up at school or at home, and keep it. Ask them to check.

WEEK 32 PRESENCE

Pass It On Exactly

Carrying a message without changing it is harder than it sounds, and people count on it.

IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time a message got changed before it reached you.

WORDS TO KEEP

message Words you carry from one person to another without changing them.

Messages change

A message passed from person to person changes. A word drops out, a time moves, a place swaps.

When someone trusts you with a message, carry it exactly. Say it back to them first, to check you have it.

Then say it the same way to the person it is for.

Today's message

Your teacher has two short messages, one for each round.

Only the first person in your line hears it from the teacher. Everyone else hears it from the person before them.

IN THE ROOM

6 minutes · groups of 4 · 20 seconds a turn · 2 rounds

1. Four people in a line. Your teacher whispers the message to the first person.
2. Each person says it back to the one before, then passes it to the next.
3. The last person says it out loud, and your teacher reads the real message.
4. Two rounds, starting from the other end.

Finding this hard? Carry it to one partner and back, saying it back each time.

What happened

What reached the end:

What changed, if anything:

What the person you passed it to saw

Checked by the person you passed it to. Check only what you saw or heard. An empty box is fine.

- [ ] Said it back to the person who told them
- [ ] Passed it on in the same words
- [ ] Spoke clearly enough to hear every word
- [ ] Asked to hear it again if they missed part

▶ ADD TO YOUR LISTENING LOG

Add a page headed The Message. Write what reached the end.

💬 TALK ABOUT IT

Ask a grown-up about a message at work or home that got changed on the way.



STUCK? TRY THIS

Say it back before you pass it. It catches the change before it happens.

★ CHALLENGE ZONE

Try a longer message. At how many words does it start to change?

WEEK 33 VOICE

Plan a Story Talk

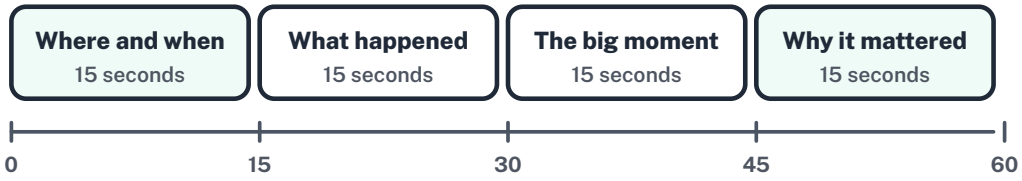
Next week you tell a one-minute story. This week you plan it, so the listener can picture it.

IN CLASS THIS WEEK
Planning and giving a narrative talk with a clear context and why it was memorable (SL.4.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three small things that happened to you that you would be happy to tell.

WORDS TO KEEP

story	Something that happened, told in order, with why it mattered.
context	Where and when it happened, so the listener can picture it.



A story with a reason

This year's talk tells a story: something that happened to you. Give the context first, so the listener can picture it.

Then what happened, then the big moment. End with why it was memorable. That last part turns a story into a talk.

Pick something you are happy for others to hear. A small, everyday moment works well.

IN THE ROOM — **10 minutes · pairs · 1 minute a turn · 2 rounds**

1. Take about three minutes to fill in your plan on page 2 first.
2. Say your story to your partner while a one-minute timer runs.
3. Your partner says which part you were in when the timer ended. Swap.
4. Then each of you fixes one part of the plan, and you both try again.

What happened

Where and when:

The middle, what happened:

The big moment:

Why it mattered:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Started with where and when
- [ ] Told what happened in order
- [ ] Said why it was memorable
- [ ] Finished within a few seconds of the minute

▶ ADD TO YOUR LISTENING LOG

Copy your plan into your Listening Log. Week 34 is the talk.

💬 TALK ABOUT IT

Tell your story to a grown-up. Ask them what the big moment was.



STUCK? TRY THIS

If you run long, cut from what happened. Never cut why it mattered.

★ CHALLENGE ZONE

Tell the same story in 30 seconds. Which part did you keep?

WEEK 34 VOICE

Tell Your Story

Tell it to one person who is really listening. Then hear what they took from it.

IN CLASS THIS WEEK
Planning and giving a narrative talk with a clear context and why it was memorable (SL.4.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Say your first sentence out loud twice, quietly. Write it.

◂ YOU WILL NEED, FROM YOUR LISTENING LOG

- Week 33: your story plan

WORDS TO KEEP

memorable Worth remembering, and you can say why.

Tell it, then listen

Today you tell your story. Stand or sit still, breathe, and start with where and when.

Your listener does what you have practiced all year: waits for the end, paraphrases, and asks a follow-up.

Then you get to hear what landed. Did they hear why it was memorable?

Before you start

Try to look up from your plan as you speak. Keep it face up if you need it.

Your listener knows how to listen now. You can trust them with it.

IN THE ROOM

8 minutes · groups of 3 · 90 seconds a turn · 1 round

1. Three people: a teller, a listener, and a watcher.
2. The teller tells their one-minute story to the listener.
3. The listener says back why it was memorable, and asks one follow-up question.
4. The watcher checks off the teller's page 2. Change jobs so everyone tells once.

Finding this hard? Tell it to one partner, who also checks off the boxes.

What happened

What went the way I planned:

What my listener said was memorable:

The follow-up question I was asked:

What the watcher saw

Checked by the watcher. Check only what you saw or heard. An empty box is fine.

- [ ] Started with where and when
- [ ] Told it in order
- [ ] Said why it was memorable
- [ ] Answered the follow-up question

▶ ADD TO YOUR LISTENING LOG

Copy the check marks the watcher gave you into your Listening Log.

💬 TALK ABOUT IT

Tell your story to a grown-up. Ask what they remember about it the next day.



STUCK? TRY THIS

Read your first line from the plan. Then look up and keep going.

★ CHALLENGE ZONE

Tell your story to someone younger. Change one thing so they can picture it.

WEEK 35 REVIEW

Look Back

The same task as week 1, with the same checklist. Then put the two pages side by side.

IN CLASS THIS WEEK
Reviewing the key ideas and explaining your own in light of the discussion (SL.4.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Find your week 1 page in your Listening Log. Write today's date at the top of a new page.

◂ YOU WILL NEED, FROM YOUR LISTENING LOG

- Week 1: Where I Start, with your partner's check marks

WORDS TO KEEP

look back Put this year's page beside your first one, and see what changed.

The same task again

In week 1 your partner talked for 45 seconds, and you said back what they meant. They checked off what you did.

Week 1 was your starting point. Today you do exactly the same task.

Then put the two pages next to each other, and look only at your own.

Why the same task

If the task changed, you could not tell whether you changed or the task did.

Keeping it the same is what makes the comparison fair.

IN THE ROOM

5 minutes · pairs · 1 minute a turn · 1 round

1. Sit or stand facing your partner.
2. Partner A talks for up to 45 seconds about something they made or did.
3. Partner B listens, then says back what A meant and asks one question.
4. A checks off what B did on page 2 of B's book. Then swap.

Fill in the private box after page 2 comes back to you. Nobody reads it, and you never share it.

What happened

The checklist	Week 1, from your log	Week 35, from below
Faced me while I talked		
Waited until I had finished before speaking		
Said back my main point		
Used their own words, not only mine		
Asked one question about what I said		
Kept their own story out of it		

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- ☐ Faced me while I talked
- ☐ Waited until I had finished before speaking
- ☐ Said back my main point
- ☐ Used their own words, not only mine
- ☐ Asked one question about what I said
- ☐ Kept their own story out of it

● ONLY YOU READ THIS

What is different about listening now, compared with week 1?

This box is for you. Nobody checks it, and you never have to show it.

▶ ADD TO YOUR LISTENING LOG

Copy these check marks into your Listening Log, by week 1. Leave the private box here.

💬 TALK ABOUT IT

Show a grown-up your week 1 and week 35 log pages. Ask what they notice.



STUCK? TRY THIS

Look for one new check mark, and one box still empty. Both are useful.

★ CHALLENGE ZONE

Pick one empty box. Write a plan for practicing it over the summer.

WEEK 36 REVIEW

Listen First

One thing you can do as a listener, and what you will practice next.

IN CLASS THIS WEEK
Reporting or telling in an organized way, with details, at a pace people can follow (SL.4.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Find one check mark, or one box you worked on this year. Write it here.

◂ YOU WILL NEED, FROM YOUR LISTENING LOG
- Week 35: Look Back, beside your week 1 page

WORDS TO KEEP

listen first Hear the other person out before you speak, explain or disagree.

The other person first

This year you practiced with one other person at a time.

You waited for the end. You said it back in your own words. You disagreed with the idea, not the person. You explained so they got it.

That is what it means to listen first. Next year the circle grows to a small group.

Your last talk

Point: one thing you can do now as a listener. **Reason:** what helped you learn it.

Example: a page from your Listening Log. **Point again:** say your first sentence again.

IN THE ROOM **5 minutes · pairs · 1 minute a turn · 1 round**

1. Partner A gives a 45-second talk: one thing they can do now, what helped, and an example.
2. Partner B paraphrases it, in about 15 seconds.
3. A says whether B got it.
4. Swap. One turn each.

What happened

One thing I can do now:

The Listening Log page that shows it:

What I will practice next:

What your partner saw

Checked by your partner. Check only what you saw or heard. An empty box is fine.

- [ ] Said what they can do now
- [ ] Said what helped
- [ ] Gave an example from the Listening Log
- [ ] Kept still and spoke so I could hear

▶ ADD TO YOUR LISTENING LOG

Write one last page headed Listen First: what you will keep doing next year.

💬 TALK ABOUT IT

Ask a grown-up what they noticed about how you listen this year.



STUCK? TRY THIS

Your Listening Log has your example. Pick one page and talk about it.

★ CHALLENGE ZONE

Write a letter to yourself to open at the start of Grade 5. What should you remember about listening?

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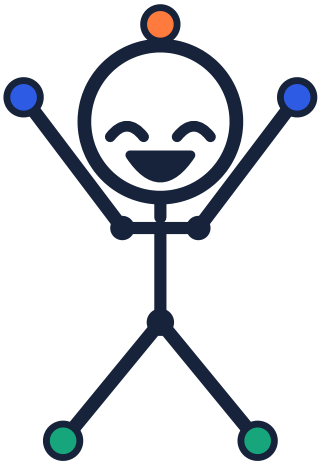
Grade 4 · Listen First

Certificate of Completion

This is to certify that

_____

practiced listening for thirty-six weeks, one person at a time. They waited for the end, said back what someone meant in their own words, and disagreed with the idea, not the person. They taught a partner something new and made a promise to one person. They told a story and said why it mattered, and held the year up against their own first page.



_____ _____

Teacher Date

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