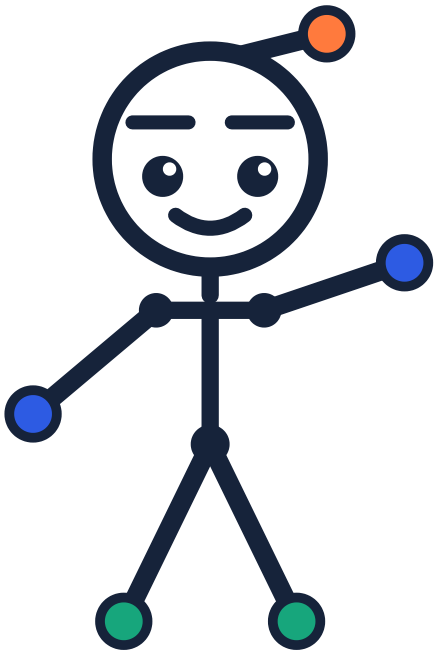
Young Innovators
FOR CHANGE
innovateyouth.org

A FULL-YEAR LEADERSHIP PROGRAM · GRADE 3

Start With You

36 weekly practices for the room.
Notice it, wait, say one clear thing, and do what you said.



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

Leading starts with you.

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 noticing what is going on in you. Weeks 13 to 24 are about saying things clearly and listening all the way. Weeks 25 to 36 are about standing behind what you say.

The boxes on the page

IN CLASS	The speaking and listening standard this week sits beside. 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 with a partner or a small group. It says how many minutes, how big the group is, and how long a turn is.
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.
PRACTICE LOG	A separate notebook you build all year: one entry for each thing you tried, 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. Use a sheet of paper.

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 and feet 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 · NOTICE IT			
1	**Where I Start**	Self	SL.3.6
2	**Loud Enough for the Back**	Voice	SL.3.4
3	**Name It**	Self	SL.3.6
4	**Where You Feel It**	Self	none
5	**Wait Before You Act**	Self	SL.3.1b
6	**One Thing, Then Stop**	Voice	SL.3.6
7	**Read a Face, Then Ask**	Self	SL.3.1c
8	**Face the Person**	Voice	SL.3.1b
9	**Stand Still to Speak**	Presence	SL.3.4
10	**How Big Is the Problem?**	Self	none
11	**The Pause Is Allowed**	Voice	SL.3.4
12	**Notice It**	Review	SL.3.1
TRIMESTER 2 · WEEKS 13–24 · SAY IT			
13	**Listen All the Way**	Voice	SL.3.1b
14	**Say It Back**	Voice	SL.3.2
15	**Ask for More**	Voice	SL.3.3
16	**I See It Differently**	Self	SL.3.1d
17	**I Think, Because**	Voice	W.3.1
18	**For Example**	Voice	SL.3.3

WEEK	TITLE	STRAND	SITS BESIDE
19	**Point, Reason, Example, Point**	Voice	SL.3.4a
20	**Go First**	Presence	SL.3.1
21	**I Got That Wrong**	Self	SL.3.1d
22	**First, Then, Last**	Voice	SL.3.4
23	**Ask a Grown-Up**	Presence	SL.3.3
24	**Say It**	Review	SL.3.4a
TRIMESTER 3 · WEEKS 25–36 · STAND BEHIND IT			
25	**Say What You Will Do**	Presence	SL.3.6
26	**Do What You Said**	Presence	none
27	**Try It Again**	Self	none
28	**Help Without Taking Over**	Presence	SL.3.1c
29	**Make Room for Someone**	Presence	SL.3.1
30	**Steady When Rushed**	Self	none
31	**The Question You Did Not Expect**	Voice	SL.3.3
32	**Thanks, With a Reason**	Presence	SL.3.6
33	**Plan a Short Talk**	Voice	SL.3.4a
34	**Give the Talk**	Voice	SL.3.4a
35	**Look Back**	Review	SL.3.1d
36	**Start With You**	Review	SL.3.4

WEEK 1 SELF

Where I Start

Before you lead anyone, find out where you are now. Not compared with anybody. Just where.

IN CLASS THIS WEEK
Speaking in complete sentences that give the detail asked for (SL.3.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you know how to do that you could teach a younger kid.

_____

WORDS TO KEEP

lead	Help something happen by what you do, not by what you are called.
practice	Do a thing on purpose so it gets easier. It is not a test.

This book is practice

Leading starts with you. You notice what is going on inside you, wait before you act, say one clear thing, and do what you said.

Every week, this book sets up one short thing to try in the room. Then you write down what happened.

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

Two things to know before you start

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

An empty checkbox is fine. It shows where you are starting. It is not a mark against you.

IN THE ROOM

5 minutes · pairs · 30 seconds a turn · 1 round

1. Sit or stand facing your partner.
2. When your teacher says go, talk for 30 seconds about something you know how to do. Say how you do it.
3. Your partner only listens. Then they check off what they saw on page 2 of your book.
4. Swap, so your partner talks and you listen.

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

What happened

What I talked about:

When the teacher said go, the first thing I did was:

What your partner saw

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

- [ ] Faced me while talking
- [ ] Started within five seconds of go
- [ ] Spoke so I could hear every word
- [ ] Said what the thing was in the first sentence
- [ ] Kept talking until the time was up
- [ ] Stopped at the end instead of trailing off

● ONLY YOU READ THIS

Before you 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 PRACTICE LOG

On the first page of your Practice Log, write the date and what you talked about, 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: what could you not do at first, and can do now? How long did it take to get easier?



STUCK? TRY THIS

Pick something you do with your hands: tying a shoe, folding paper, making a sandwich. Say the steps.

★ CHALLENGE ZONE

Do it again for 30 seconds about something different. Was the second time different from the first? Write one thing that changed.

WEEK 2 VOICE

Loud Enough for the Back

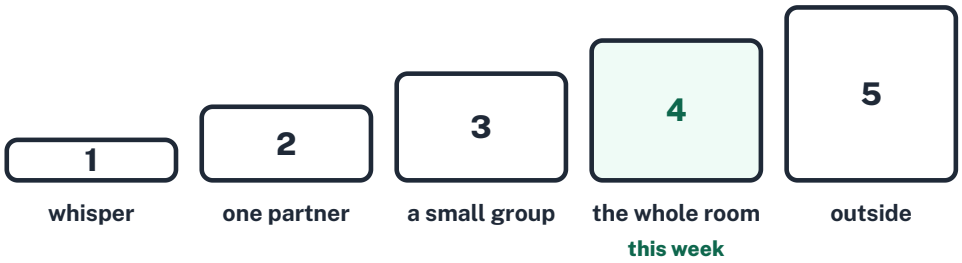
If the person at the back cannot hear you, you did not say it to them.

IN CLASS THIS WEEK
Telling about a topic or experience clearly, at a pace people can follow (SL.3.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the three voices you use in a day, quietest first. _____

WORDS TO KEEP

volume How loud your voice is. You can turn it up without shouting.



Loud enough is a fact you can check

Loud enough is not a feeling. It is something you can check: can the person farthest away hear every word?

Shouting is not the fix. Shouting is loud, but it is hard to listen to.

Breathe in first, so your belly moves out. Then let the sound out slowly as you breathe out. Speak to the back wall, not to the floor.

IN THE ROOM

8 minutes · groups of 4 · 15 seconds a turn · 2 rounds

1. One person is the speaker, at the front of your group's space. The other three go to the back, as far as your teacher allows.
2. The speaker says one sentence: their name and a place they like.
3. Each listener says the sentence back. If they did not hear it, they raise a hand.
4. Everyone speaks twice. On the second turn, use the voice number your teacher gives.

Finding this hard? Start with one partner three steps away. Take one step back each turn.

What happened

My voice number on the first turn:

_____

My voice number on the second turn:

_____

What the back of the room said back:

_____

What someone at the back saw

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

- ☐ Spoke so I heard every word
- ☐ Breathed in before starting
- ☐ Kept the voice up until the last word
- ☐ Faced toward the back of the room while speaking

▶ ADD TO YOUR PRACTICE LOG

Add a page headed My Voice. Write the number that reached the back.

💬 TALK ABOUT IT

Ask a grown-up: where do you have to make your voice carry?

How do they do it without shouting?



STUCK? TRY THIS

Put a hand on your belly. Breathe in so your hand moves out. Speak as you breathe out: more breath, more volume.

★ CHALLENGE ZONE

Sentences often get quieter at the end. Say a long sentence and keep the last word as loud as the first. Write the sentence you used.

WEEK 3 SELF

Name It

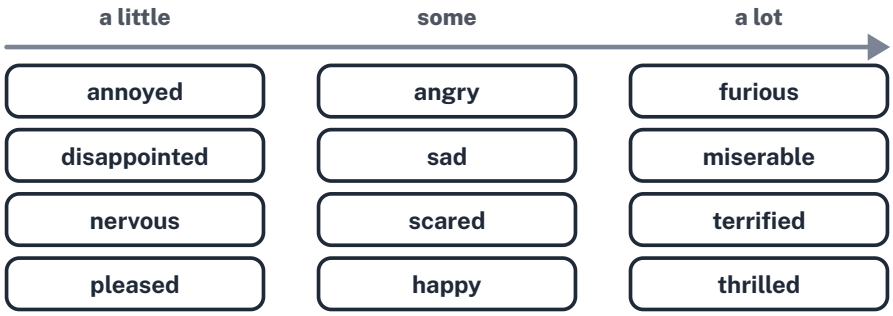
A feeling with a name is easier to handle than a feeling without one.

IN CLASS THIS WEEK
Speaking in complete sentences that give the detail asked for (SL.3.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write as many feeling words as you can in two minutes. _____

WORDS TO KEEP

feeling	What is going on inside you, such as worried, proud or annoyed.
name it	Find the exact word for a feeling, not just good or bad.



Bad is not a feeling word

Saying "I feel bad" is like saying "I ate food." It is true, but it does not tell anyone much.

Annoyed is not furious. Nervous is not terrified. The right word helps you choose what to do next.

In the room, you name feelings for kids in short stories. Your own feelings go in the private box on page 2.

IN THE ROOM — **6 minutes · groups of 3 · 15 seconds a turn · 2 rounds**

1. Your teacher reads a short story about a kid, like someone cutting in line at lunch.
2. Each person names one feeling the kid might have, in one word.
3. Then give a reason in one sentence: "Annoyed, because they were waiting first."
4. Try not to repeat a word someone in your group already used. Two stories.

Finding this hard? Do it with one partner, using the same two stories.

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

What happened

Story 1, the word I used:

Story 2, the word I used:

A word someone else used that I had not thought of:

What someone in your group saw

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

- [ ] Named a feeling with one exact word
- [ ] Gave a reason starting with "because"
- [ ] Picked a word nobody in the group had used
- [ ] Waited for the person before to finish

● ONLY YOU READ THIS

Name one feeling you had this week, with the most exact word you can. What happened just before it?

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

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Feeling Words. Copy the three words you liked best from the ladder or your group.

💬 TALK ABOUT IT

Ask a grown-up for a feeling word you do not know yet. What does it mean?



STUCK? TRY THIS

Start with angry, sad, scared or happy. Then ask: a little, or a lot? Use the ladder.

★ CHALLENGE ZONE

Find two feeling words that are close but not the same, like nervous and scared. Write how they are different.

WEEK 4 SELF

Where You Feel It

A feeling often shows up in your body first, before you have a word for it.

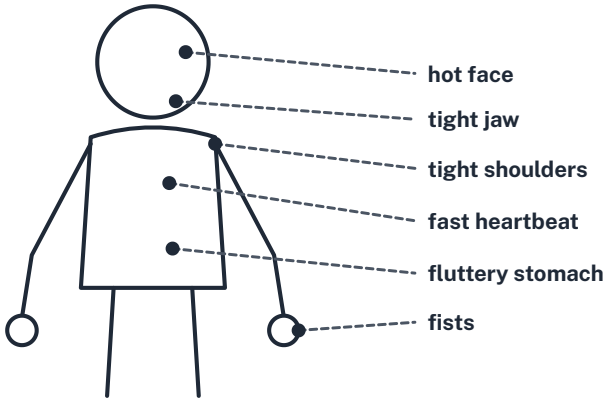
IN CLASS THIS WEEK
No standard sits beside this week. It is practice for you.

WARM-UP · 2 MINUTES, ON YOUR OWN
Sit still for one minute. Notice your feet, hands and shoulders. Write one thing you noticed.

_____

WORDS TO KEEP

signal Something your body does that tells you a feeling is coming.



Your body can tell you first

Before you know you are angry, your jaw may already be tight. Before you know you are nervous, your stomach may feel fluttery.

These are signals. They are useful because they come early. Noticing one gives you time to choose what to do.

Different people feel things in different places. There is no right place.

IN THE ROOM **4 minutes · pairs · 20 seconds a turn · 2 rounds**

1. Stand or sit facing your partner. Your teacher calls out a body part: shoulders or hands.
2. Both of you squeeze that part tight for five seconds, then let it go.
3. Take turns saying what changed when you let go, in one sentence.
4. Two rounds, two body parts.

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

What happened

The body parts we squeezed:

_____

What changed when I let go:

_____

What your partner saw

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

- ☐ Squeezed and let go when the teacher said
- ☐ Said what changed in one sentence
- ☐ Named a body part, not a feeling
- ☐ Waited until I finished before speaking

● ONLY YOU READ THIS

Where do you notice a feeling first? Write the body part and which feeling it was.

_____

_____

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

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Signals. Write the body parts from today and what changed when you let go.

💬 TALK ABOUT IT

Ask a grown-up: what does your body do just before you get upset?

What do they do when they notice it?



STUCK? TRY THIS

Try it now. Make a tight fist for five seconds, then open it. That loose feeling is letting go.

★ CHALLENGE ZONE

Think of a character in a book you know. What would their body do just before they got angry? Write it.

WEEK 5 SELF

Wait Before You Act

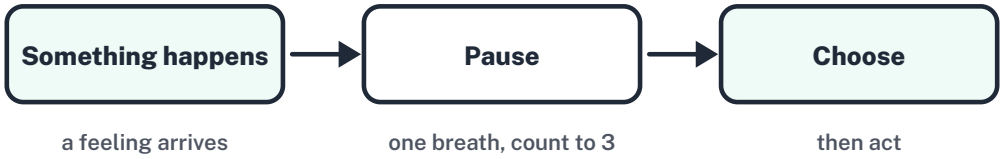
The space between feeling something and doing something is where you get to choose.

IN CLASS THIS WEEK
Following the rules for a discussion: one at a time, listening with care (SL.3.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing that is hard to wait for. _____

WORDS TO KEEP

pause	A short stop on purpose, before you speak or act.
react	Act fast, before you have chosen what to do.



Put a pause in the middle

Something happens. A feeling arrives. Most people react right away.

Leaders put a pause in the middle: one slow breath, a count to three, then choose.

The pause is short, and nobody else may notice it. But it gives you a choice you did not have before.

IN THE ROOM — **6 minutes · groups of 4 · 15 seconds a turn · 2 rounds**

1. Your teacher asks a question with lots of answers, such as: what is the best snack?
2. When you want to talk, breathe in and count to three in your head. Then start.
3. If two people start at once, both stop. The one who has talked less goes first.
4. Everyone answers twice.

Finding this hard? Do it with one partner, and still count to three before each answer.

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

What happened

Did I count to three every time? Write yes, sometimes, or no.

The moment it was hardest to wait:

What someone in your group saw

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

- [ ] Waited until the speaker finished before starting
- [ ] Paused before answering
- [ ] Stopped when someone else started at the same time
- [ ] Let the person who had talked less go first

● ONLY YOU READ THIS

A time this week you acted before you chose. What was the feeling? What could a pause have changed?

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

▶ ADD TO YOUR PRACTICE LOG

Add a page headed The Pause. Write when you used it this week.

💬 TALK ABOUT IT

Ask a grown-up: what do you do to give yourself a second before you answer?



STUCK? TRY THIS

Make the pause one breath: in through your nose, out through your mouth. Then speak.

★ CHALLENGE ZONE

Counting to three works when you are calm. What could help when a feeling is big? Write two ideas.

WEEK 6 VOICE

One Thing, Then Stop

Say one clear thing in a complete sentence. Then stop talking and let it land.

IN CLASS THIS WEEK
Speaking in complete sentences that give the detail asked for (SL.3.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write in one sentence how to get from your classroom to the library.

_____

WORDS TO KEEP

complete sentence Someone or something, and what they do. It makes sense alone.

stop End on purpose when you have said it.

Stopping is a skill

Many people keep talking after they have made their point. They add "and um, so, yeah." The point gets lost.

Try this: say one complete sentence, then stop. Let the quiet sit for one second.

Stopping tells people you are finished and you meant it.

Two ways to say it

Keeps going	One thing, then stop
So, um, I think recess, like, should be longer, and also, yeah.	Recess should be ten minutes longer.
Well, my favorite, I guess, is maybe dogs? Or cats. Dogs.	My favorite animal is a dog.

IN THE ROOM

5 minutes · groups of 3 · 15 seconds a turn · 2 rounds

1. Your teacher asks a question, such as: what is one thing our class does well?
2. Answer in one complete sentence. Then stop and close your mouth.
3. One listener says your sentence back.
4. Two questions, so everyone answers twice.

Finding this hard? Answer to one partner, and write your sentence before you say it.

What happened

My sentence for the first question:

My sentence for the second question:

Which one was easier for my listener to say back?

What someone in your group saw

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

- [ ] Said a complete sentence
- [ ] Stopped after one sentence
- [ ] Ended without adding "so, yeah"
- [ ] Kept quiet until the listener said it back

▶ ADD TO YOUR PRACTICE LOG

Copy your two sentences into your Practice Log.

💬 TALK ABOUT IT

Ask a grown-up to tell you one thing they learned this week, in one sentence.

Did they stop after one?



STUCK? TRY THIS

Write the sentence before you say it. Then say only what you wrote.

★ CHALLENGE ZONE

Answer a big question in one sentence: what makes someone a good friend? Use fewer than 15 words.

WEEK 7 SELF

Read a Face, Then Ask

A face gives you a guess about how someone feels. Asking turns the guess into knowing.

IN CLASS THIS WEEK
Asking questions to check understanding and linking to what others said (SL.3.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Make a surprised face, then a bored face. Write which was harder to make.

_____

WORDS TO KEEP

guess	What you think might be true, before you check.
check	Ask, so you know instead of guess.



A face is a guess

You can often guess how someone feels from their face. Sometimes the guess is right. Often it is not.

A frown might mean upset. It might mean thinking hard, or that the sun is bright. What could each face above mean?

So leaders do two steps. Notice the face, then ask: "You look tired. Is that right?" Then listen to the answer.

IN THE ROOM — **6 minutes · pairs · 20 seconds a turn · 3 rounds**

1. Your teacher hands one partner a feeling card. They make that face without words.
2. The other partner says a guess, then checks: "You look worried. Is that right?"
3. The face-maker says yes, or says the real feeling.
4. Swap each round. Three rounds each.

What happened

A face I read wrong, and what it really was:

_____

The question I used to check:

_____

What your partner saw

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

- ☐ Said a guess out loud
- ☐ Asked a question to check the guess
- ☐ Waited for my answer before guessing again
- ☐ Faced me while asking

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Guess, Then Ask. Write the question you used to check.

💬 TALK ABOUT IT

Ask a grown-up: has anyone ever read your face wrong?

What did they think you were feeling?



STUCK? TRY THIS

Use this shape: "You look ___. Is that right?"

★ CHALLENGE ZONE

Some people do not show much on their faces. How could you find out how they feel? Write two ways.

WEEK 8 VOICE

Face the Person

Turn your body toward the person who is talking. You do not have to look in their eyes.

IN CLASS THIS WEEK
Following the rules for a discussion: one at a time, listening with care (SL.3.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Name two places where people turn to face each other to talk. _____

WORDS TO KEEP

face	Turn your shoulders and feet toward the person.
attention	What you are listening to and thinking about right now.



facing turned away

Show that you are listening

When you face someone, your shoulders and feet point at them. It tells them they have your attention.

You do not have to look in their eyes. Some people find that hard, and that is fine. Face them, and look near them if you like.

Listening is something nobody can see. Facing the person is something they can.

IN THE ROOM — **5 minutes · pairs · 30 seconds a turn · 2 rounds**

1. Partner A talks for 30 seconds about a game they like.
2. First round: Partner B turns away and looks at something else.
3. Second round: B turns to face A, shoulders and feet.
4. Swap, then tell each other which round was easier to talk in.

What happened

Which round was easier to talk in, and why:

_____

_____

What I noticed about my own feet:

_____

What your partner saw

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

- ☐ Turned shoulders toward me
- ☐ Pointed feet toward me
- ☐ Kept facing me until I finished
- ☐ Put down whatever was in their hands

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Facing. Write which round was easier and why.

💬 TALK ABOUT IT

Ask a grown-up: how do you know someone is paying attention to you?



STUCK? TRY THIS

Check your feet. If they point at the person, the rest of you usually follows.

★ CHALLENGE ZONE

In a group of four, how can you face everyone? Draw it from above, like the picture on page 1.

WEEK 9 PRESENCE

Stand Still to Speak

When your feet stay put, people listen to your words instead of watching you move.

IN CLASS THIS WEEK
Telling about a topic or experience clearly, at a pace people can follow (SL.3.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Stand with your weight on both feet, or sit tall and still. Write how it feels different from leaning. _____

WORDS TO KEEP

plant Put both feet flat under your shoulders and keep them there. Sitting, keep still.



planted swaying

Plant your feet, or sit still

When people are nervous, they often rock, sway or step around while they talk. That is normal.

But moving makes people watch your feet. Standing still lets them listen to what you are saying.

Plant both feet under your shoulders. If you sit, sit tall and still. Let your hands rest, or hold a card. Then speak.

IN THE ROOM **7 minutes · groups of 3 · 20 seconds a turn · 2 rounds**

1. The speaker stands and plants both feet, or sits tall and still.
2. Talk for 20 seconds about how to do something simple, like sharpening a pencil.
3. Listeners notice whether the speaker moved. Afterward, they say what they saw.
4. Everyone speaks twice.

Finding this hard? Do it for one partner first, then try it for the group.

What happened

Did I move while I talked? When?

What I did with my hands:

What someone in your group saw

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

- [ ] Planted feet, or sat still, before starting
- [ ] Kept still until the last word
- [ ] Kept hands still or resting
- [ ] Stayed upright, not leaning

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Planted. Copy your group's check marks.

💬 TALK ABOUT IT

Ask a grown-up: have you ever had to talk in front of people?

What did you do with your hands?



STUCK? TRY THIS

Press your toes into the floor, or rest your hands flat in your lap. It helps you stay still.

★ CHALLENGE ZONE

Talk once while moving around and once staying still. Ask a listener which was easier to follow.

WEEK 10 SELF

How Big Is the Problem?

Some problems are small and some are big. Matching your reaction to the size is a skill.

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

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one small problem and one big problem a third grader might have.

_____

WORDS TO KEEP

size	How much a problem matters and how long it will last.
match	Make your reaction the same size as the problem.

1 tiny	2 small	3 medium	4 big	5 emergency
fix it alone, fast	fix it alone	ask for a hand	tell a grown-up today	a grown-up right now

Match the size

A broken pencil tip and a friend who is hurt are not the same size. They need different reactions.

When a feeling is strong, a small problem can feel huge. Asking "how big is this, really?" brings it back to its size.

Small problems you can fix yourself. Medium ones need a hand. Big ones need a grown-up.

IN THE ROOM — **8 minutes · groups of 3 · 30 seconds a turn · 2 rounds**

1. Use the six problem cards on page 2, or cards your teacher hands out.
2. Take turns. Read a card, put it on the 1 to 5 scale, and say why in one sentence.
3. Anyone may say a different number: "I think it is a 3, because..."
4. The reader decides where their card stays. Two cards each.

Finding this hard? Sort the cards with one partner instead of the group.

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

What happened

	Problem card	My number
a	Your pencil tip breaks during a test.	
b	You cannot find your library book.	
c	A friend says they do not want to play today.	
d	Someone is hurt on the playground and cannot get up.	
e	You spill water on your desk.	
f	You left your homework at home.	

What someone in your group saw

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

- ☐ Read the card out loud
- ☐ Put the card on the scale and said a number
- ☐ Gave a reason with "because"
- ☐ Let someone disagree without talking over them

● ONLY YOU READ THIS

A problem that felt big to you this year. Does it seem the same size today, or different? Write the number and why.

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

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Problem Sizes. Copy the scale and one card from each end.

💬 TALK ABOUT IT

Ask a grown-up: what felt huge when you were my age and seems small now?



STUCK? TRY THIS

Ask two questions. Can I fix it myself? Will it still matter next week?

★ CHALLENGE ZONE

A problem can change size. Write one that starts small and grows bigger if nobody does anything.

WEEK 11 VOICE

The Pause Is Allowed

A short quiet while you think is not a mistake. It sounds like you are choosing your words.

IN CLASS THIS WEEK
Telling about a topic or experience clearly, at a pace people can follow (SL.3.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write a sentence with a comma in it. Read it out loud and pause at the comma.

_____

WORDS TO KEEP

filler A sound like um or uh that fills a gap and means nothing.



Close your mouth instead

When people lose their place, they often fill the gap with um or uh. Those fillers feel safer than quiet.

But to a listener, a short quiet sounds steady. An um sounds unsure.

So when you need to think, close your mouth and pause. Two seconds is plenty. Then go on.

IN THE ROOM — **6 minutes · groups of 3 · 30 seconds a turn · 2 rounds**

1. Your teacher gives a topic: pets, weather, or a place you like.
2. The speaker talks for 30 seconds about it.
3. When you feel an um coming, close your mouth and pause instead.
4. Listeners notice the pauses. Everyone speaks twice.

Finding this hard? Talk to one partner, about something you know well.

What happened

What I talked about:

When I paused, what I did with my hands:

Was the second turn different? How?

What someone in your group saw

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

- [ ] Paused with mouth closed instead of saying um
- [ ] Kept going after a pause
- [ ] Spoke for the whole 30 seconds
- [ ] Started again with a full sentence after pausing

▶ ADD TO YOUR PRACTICE LOG

Add a page headed The Pause, Out Loud. Write your topic and your check marks.

💬 TALK ABOUT IT

Ask a grown-up to talk for 30 seconds about their day without saying um.

Could they do it? What did they do instead?



STUCK? TRY THIS

Swallow the um. Close your lips, and the pause happens on its own.

★ CHALLENGE ZONE

Listen to a grown-up talking at school or at home for one minute. Did they pause? Did they say um? Write what you noticed.

WEEK 12 REVIEW

Notice It

Eleven weeks of noticing. This page pulls them together before you move on.

IN CLASS THIS WEEK
Taking part in a discussion and building on what others say (SL.3.1)

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

_____

WORDS TO KEEP

notice See or feel something, and know that you saw it.

What you practiced

Noticing in you	Waiting	Saying one thing
Where I start (1)	Wait before you act (5)	Loud enough (2)
Name it (3)	Read a face, then ask (7)	One thing, then stop (6)
Where you feel it (4)	The pause is allowed (11)	Face the person (8)
How big is the problem? (10)		Stand still (9)

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

Pick two to keep

Nobody gets all of these at once. On page 2, fill in your three Warm-up weeks. Then pick the two you most want to keep practicing.

IN THE ROOM **8 minutes · groups of 4 · 30 seconds a turn · 2 rounds**

1. Each person names one week that helped and says how, in one or two sentences.
2. Before you speak, link to the last person: "Like you said..." or "Mine is different, because..."
3. Face whoever is talking.
4. Two rounds.

Finding this hard? Do the two rounds with one partner.

What happened

Week	What I can do now	What still feels hard

The two I will keep practicing:

What someone in your group saw

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

- ☐ Named a week and what it helped with
- ☐ Started by linking to what the last person said
- ☐ Spoke without talking over anyone
- ☐ Faced the person speaking

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Notice It. Write the two things you will keep practicing.

💬 TALK ABOUT IT

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

Ask which skill on it they use most.



STUCK? TRY THIS

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

★ CHALLENGE ZONE

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

WEEK 13 VOICE

Listen All the Way

Listening all the way means waiting until the speaker is really finished. Not nearly finished.

IN CLASS THIS WEEK
Following the rules for a discussion: one at a time, listening with care (SL.3.1b)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write how you can tell when someone has finished talking. _____

WORDS TO KEEP

finish	The end of what someone meant to say. Not just a breath.
interrupt	Start talking before the other person is done.

Hold your answer

Most people start planning their answer while the other person is still talking. Then they jump in early.

Listening all the way means you hold your answer until they stop. Then count one beat. Then answer.

If you interrupt by mistake, say "Sorry, go on," and wait.

How do you know they are done?

Their voice drops at the end. They stop and look at you. They say something like "that is it."

A breath in the middle is not the end. Wait for the end.

IN THE ROOM

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

1. Partner A tells about a time something funny happened, for up to 45 seconds.
2. Partner B does not speak until A says "That is all."
3. Then B counts one beat in their head and asks one question.
4. Swap. Two rounds each.

What happened

What my partner talked about:

The hardest moment to stay quiet:

The question I asked:

What your partner saw

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

- [ ] Waited until I said "that is all"
- [ ] Counted a beat before speaking
- [ ] Asked a question about what I said
- [ ] Faced me the whole time

▶ ADD TO YOUR PRACTICE LOG

Add a page headed All the Way. Write the moment that was hardest to wait.

💬 TALK ABOUT IT

Ask a grown-up: who listens to you all the way? How can you tell?



STUCK? TRY THIS

Keep your hands still and your mouth closed until you hear "that is all."

★ CHALLENGE ZONE

Watch two grown-ups talking for one minute. Did anyone cut in? What happened next?

WEEK 14 VOICE

Say It Back

Before you answer someone, say back what you heard. Then they know you got it.

IN CLASS THIS WEEK
Finding the main idea and details of something presented out loud (SL.3.2)

WARM-UP · 2 MINUTES, ON YOUR OWN
Your teacher says a sentence. Write it down as close to word for word as you can.

_____

WORDS TO KEEP

say it back	Tell someone what you heard, in your own words, so they can check it.
main idea	The one thing the speaker most wanted you to get.

The fastest way to check

Saying it back is the fastest way to check you understood. For example: "So you are saying the bus is late because of the rain?"

Say the main idea, not every word. Then ask: "Is that right?"

If they say no, that is good news. You found a mix-up before it caused a problem.

Three ways to start

"So you are saying..."

"So the main idea is..."

"Let me check I have it..."

IN THE ROOM — **8 minutes · pairs · 45 seconds a turn · 2 rounds**

1. Partner A explains how to play a game they know, for 30 seconds.
2. Partner B says it back in 15 seconds, starting "So the main idea is..."
3. B asks "Is that right?" and A says yes, or fixes it.
4. Swap. Two rounds each.

What happened

The game my partner explained:

The main idea I said back:

Did my partner say yes, or fix it?

What your partner saw

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

- [ ] Started with one of the three ways to start
- [ ] Said the main idea in their own words
- [ ] Asked "Is that right?"
- [ ] Fixed it when I said no

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Say It Back. Write the main idea you said back.

💬 TALK ABOUT IT

Say back one thing a grown-up tells you, and ask "Is that right?"

What did they say?



STUCK? TRY THIS

Try this: "So the main idea is ___. Is that right?"

★ CHALLENGE ZONE

Say back something long, like directions with four steps. Which step was hardest to keep?

WEEK 15 VOICE

Ask for More

A good question makes the speaker say more. It often starts with how, why or what.

IN CLASS THIS WEEK
Asking and answering questions about what a speaker said (SL.3.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write two questions that cannot be answered with yes or no. _____

WORDS TO KEEP

open question	A question that needs more than yes or no to answer.
detail	A small fact that makes an idea clearer.

Open the door

Questions that get a yes or no end the talk. "Was it fun?" "Yes." Done.

Questions that start with how, why or what open it up. "What was the best part?" Now the speaker gives you details.

Asking for more shows you listened. You learn more too.

Closed, then open

Closed	Open
Was it fun?	What was fun about it?
Did you like the book?	Which part of the book did you like most?
Is it hard?	What makes it hard?

IN THE ROOM

7 minutes · groups of 3 · 1 minute a turn · 1 round

1. The speaker talks for 20 seconds about something they made or built.
2. Each listener asks one open question. The speaker answers each one.
3. Then the next person speaks.
4. One round. Everyone speaks once, and asks the other speakers a question each.

Finding this hard? Do it with one partner, and write your question down before you ask it.

What happened

	Open or closed?	
a	Did you like the movie?	
b	What part of the movie surprised you?	
c	Is it raining outside?	
d	How did you learn to ride a bike?	
e	Why did you pick that book?	
f	Was the trip fun?	

The open question I asked in the room:

_____

Something I learned from the answer:

_____

What someone in your group saw

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

- ☐ Asked a question starting with how, why or what
- ☐ Asked about something I had said
- ☐ Waited for my full answer
- ☐ Asked a different question from the other listener

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Open Questions. Write the best one you heard this week.

💬 TALK ABOUT IT

Ask a grown-up three open questions about when they were in third grade.



STUCK? TRY THIS

Take a closed question and fix it. "Was it fun?" becomes "What was fun about it?"

★ CHALLENGE ZONE

Turn every closed question in the table into an open one. Write them.

WEEK 16 SELF

I See It Differently

You can disagree with an idea and still be on the same side as the person.

IN CLASS THIS WEEK
Explaining your own ideas in light of the discussion (SL.3.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write something most people like that you do not, or the other way around.

_____

WORDS TO KEEP

disagree	Think something different about an idea. It is about the idea, not the person.
view	How someone sees a question from where they stand.



sees a 6 sees a 9

About the idea, not the person

Two people can look at the same thing and see it differently. Each has a view, and both may have good reasons, like the two people above.

The skill is saying so without making it about the person. "I see it differently" is about the idea. "That is dumb" is about the person.

Use this: "I see it differently, because..." Then give your reason.

IN THE ROOM — **8 minutes · groups of 4 · 20 seconds a turn · 2 rounds**

1. Your teacher reads a statement, such as: dogs make better pets than cats.
2. Each person says "I agree" or "I see it differently," then one reason with "because."
3. If someone changes your mind, you may say so.
4. Two statements.

Finding this hard? Start with one partner, and go second.

What happened

The statement:

_____

What I said:

_____

A reason someone gave that I had not thought of:

_____

What someone in your group saw

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

- ☐ Said "I see it differently" or "I agree"
- ☐ Gave a reason with "because"
- ☐ Spoke about the idea, not the person
- ☐ Let the person before them finish

▶ ADD TO YOUR PRACTICE LOG

Add a page headed I See It Differently. Write the reason from the other side.

💬 TALK ABOUT IT

Ask a grown-up about a time they disagreed with a friend and stayed friends.

What did they say?



STUCK? TRY THIS

Point at the idea, not the person: "That idea" instead of "you."

★ CHALLENGE ZONE

Write the best reason for the side you do NOT agree with. Then say it to someone.

WEEK 17 VOICE

I Think, Because

An opinion with a reason is something people can think about. An opinion alone is just a vote.

IN CLASS THIS WEEK
Writing an opinion and supporting it with reasons (W.3.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Finish this: "The best season is ___, because ___." _____

WORDS TO KEEP

opinion	What you think about something. Others may think differently.
reason	Why you think it. It often starts with because.

Give them something to think about

"Pizza is the best food" is an opinion. "Pizza is the best food, because everyone can pick a slice they like" is an opinion with a reason.

The reason is the part other people can think about. They might agree, or have a different reason.

This week you write an opinion with two reasons, and end by saying the opinion again. Then you read it out loud.

Pick one question

Should recess be longer?

Is it better to read on paper or on a screen?

What is the best job in our classroom?

IN THE ROOM

7 minutes · groups of 3 · 45 seconds a turn · 1 round

1. Write your opinion, two reasons, and your ending on page 2 first.
2. Read it out loud, standing or sitting still.
3. Each listener says which reason worked best for them, and why.
4. One turn each.

Finding this hard? Read it to one partner instead of the group.

What happened

My opinion:

Reason 1, because:

Reason 2, because:

My ending, saying the opinion again:

What someone in your group saw

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

- [ ] Said the opinion in the first sentence
- [ ] Gave two reasons, each with "because"
- [ ] Ended by saying the opinion again
- [ ] Kept still while reading

▶ ADD TO YOUR PRACTICE LOG

Copy your opinion and both reasons into your Practice Log.

💬 TALK ABOUT IT

Ask a grown-up for their opinion on your question, with a reason.



STUCK? TRY THIS

Ask yourself, "Why do I think that?" Your answer is the reason.

★ CHALLENGE ZONE

Write one reason for the other side. Is it a strong reason? Say why.

WEEK 18 VOICE

For Example

An example turns an idea people have to imagine into one they can see.

IN CLASS THIS WEEK
Asking and answering questions about what a speaker said (SL.3.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Finish this: "Some animals are fast. For example, ___." _____

WORDS TO KEEP

example One real case that shows what you mean.

Make it real

"Dogs can help people" is an idea. "Some dogs guide people who cannot see" is an example. The example makes it real.

When someone asks "What do you mean?" an example is the best answer.

Say the idea, then "for example," then one real case.

Idea, then example

Idea	For example
Our lunchroom is loud.	You have to lean in to hear the person next to you.
Some games take a long time.	A game of chess can last an hour.

IN THE ROOM **6 minutes · groups of 3 · 30 seconds a turn · 2 rounds**

1. The speaker says an idea in one sentence, such as: our school is busy in the morning.
2. A listener asks, "What do you mean?"
3. The speaker answers with "For example," and one real case.
4. Everyone does two ideas.

Finding this hard? Do it with one partner asking you "What do you mean?"

What happened

Which example goes with which idea? Write the letter.

	Idea	Example
1	Some jobs are done at night.	
2	Water can change its form.	
3	Plants need light to grow.	
4	Some animals sleep through the winter.	

	Example
A	Ice melts into water on a warm day.
B	Bears sleep in their dens until spring.
C	Many bakers start work before the sun comes up.
D	A plant left in a dark closet turns pale.

My idea and my example from the room:

_____

What someone in your group saw

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

- ☐ Said the idea in one sentence
- ☐ Answered "What do you mean?" with "For example"
- ☐ Gave an example that was a real case
- ☐ Asked "What do you mean?" when it was their turn to listen

▶ ADD TO YOUR PRACTICE LOG

Add a page headed For Example. Write your idea and your example.

💬 TALK ABOUT IT

Ask a grown-up to explain something from their day, using an example.



STUCK? TRY THIS

Ask yourself: where have I seen this happen? That place is your example.

★ CHALLENGE ZONE

Give two examples for the same idea. Which one makes it clearer? Why?

WEEK 19 VOICE

Point, Reason, Example, Point

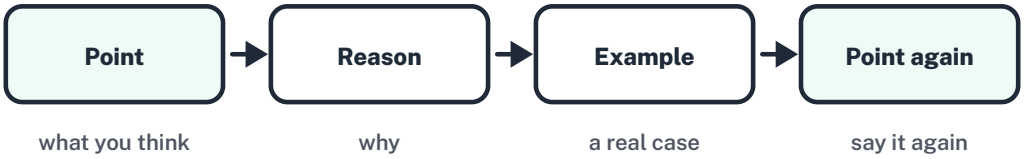
Four steps make a short talk anyone can follow. Say it, say why, show it, say it again.

IN CLASS THIS WEEK
Planning and giving a short informative talk with a clear order and ending (SL.3.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you think every third grader should learn. _____

WORDS TO KEEP

point	The one thing you want people to remember.
shape	The order of a talk, so listeners know where you are going.



Give your talk a shape

A talk with no shape wanders, and listeners get lost.

Here is a shape that works. Say your point. Give a reason. Show an example. Then say the point again.

Saying the point a second time, at the end, helps listeners remember it.

IN THE ROOM — **8 minutes · groups of 3 · 45 seconds a turn · 1 round**

1. Write your four sentences on page 2 first.
2. Give your talk standing or sitting still. It should take about 45 seconds.
3. Listeners hold up one finger for each step they hear: point, reason, example, point again.
4. One turn each.

Finding this hard? Give the talk to one partner.

What happened

Number these four in order, 1 to 4.

	Sentence	1 to 4
A	For example, I could not ride a bike until I fell off many times.	
B	Kids should try things that are hard for them.	
C	So pick one hard thing and try it this week.	
D	This matters, because hard things teach you the most.	

Now your own. Point:

Reason:

Example:

Point again:

What someone in your group saw

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

- ☐ Said the point first
- ☐ Gave a reason
- ☐ Gave an example
- ☐ Said the point again at the end

▶ ADD TO YOUR PRACTICE LOG

Copy your four sentences into your Practice Log. Week 33 uses this shape.

💬 TALK ABOUT IT

Ask a grown-up to try the four steps on a point of their own.



STUCK? TRY THIS

Write the point first. Then ask "why?" for the reason and "like what?" for the example.

★ CHALLENGE ZONE

Make a talk with two reasons and two examples. Is it still one point?

WEEK 20 PRESENCE

Go First

Somebody has to start. Going first makes it easier for everyone after you.

IN CLASS THIS WEEK
Taking part in a discussion and building on what others say (SL.3.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about one time you went first at something. _____

WORDS TO KEEP

go first	Start when nobody else has, so others can follow.
silence	A quiet time when everyone is waiting for someone to start.

Somebody has to start

When a teacher asks a group a question, there is often a long silence. Everyone waits for someone else.

You do not need the best answer to go first. You only need to get things started.

The first answer can be short: "I will start. I think..." That is enough to get everyone going.

Why the quiet happens

Nobody wants to be wrong first. Everybody is waiting to hear what the others say.

The person who goes first gives the rest something to agree or disagree with. That is a gift to the group.

IN THE ROOM

6 minutes · groups of 3 · 20 seconds a turn · 3 rounds

1. Your teacher asks the group a question. Nobody is told who starts.
2. Whoever goes first says "I will start" and answers in one or two sentences.
3. Everyone answers, then your teacher asks the next question.
4. Three questions. On the last one, anyone who has not gone first starts.

Finding this hard? Go first with one partner before you go first in the group.

What happened

The question I went first on:

What I said:

What happened in the group after someone went first:

What someone in your group saw

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

- [ ] Said "I will start" when it was quiet
- [ ] Answered in one or two sentences
- [ ] Went first on one of the questions
- [ ] Let someone else go first on another question

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Go First. Write the question and your first sentence.

💬 TALK ABOUT IT

Ask a grown-up: when do you have to go first?

What helps them do it?



STUCK? TRY THIS

Have your first five words ready: "I will start. I think..."

★ CHALLENGE ZONE

Go first in a real class discussion this week. Write what happened next.

WEEK 21 SELF

I Got That Wrong

Saying "I got that wrong" out loud is hard. It is also what makes people trust you.

IN CLASS THIS WEEK
Explaining your own ideas in light of the discussion (SL.3.1d)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one small fact you used to believe that turned out to be wrong.

_____

WORDS TO KEEP

mistake	Something you did or said that was not right. Everyone makes them.
own it	Say it was yours, without blaming anyone.

Fix it fast

When people get something wrong, they often hide it, blame something, or say "whatever."

Leaders own it. They say it plainly: "I got that wrong. The right answer is..." Then they move on.

The goal is to fix it fast, so nobody else trips on it.

Three parts

"I got that wrong."

"It is actually ___."

Then keep going, with no blaming and no excuses.

IN THE ROOM

6 minutes · groups of 3 · 20 seconds a turn · 2 rounds

1. Your teacher reads a question with a surprising answer.
2. Each person says their guess out loud before the answer is read.
3. Then each person says either "I got that right" or "I got that wrong. It is ___."
4. Two questions.

Finding this hard? Play with one partner, using the same two questions.

What happened

My two guesses:

What I said when I was wrong:

What the others did when someone said "I got that wrong":

What someone in your group saw

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

- [ ] Said "I got that wrong" or "I got that right" plainly
- [ ] Said the right answer after
- [ ] Kept going without blaming anyone
- [ ] Moved on to the next question without arguing

▶ ADD TO YOUR PRACTICE LOG

Add a page headed I Got That Wrong. Write what you said.

💬 TALK ABOUT IT

Ask a grown-up about a mistake they owned up to.

What did they say?



STUCK? TRY THIS

Say the three parts in order: wrong, the right answer, move on.

★ CHALLENGE ZONE

Find a mistake in something you wrote this year. Fix it, and write "I got that wrong" next to it.

WEEK 22 VOICE

First, Then, Last

Order words tell the listener where they are. Without them, the steps blur together.

IN CLASS THIS WEEK
Telling about a topic or experience clearly, at a pace people can follow (SL.3.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the steps for brushing your teeth, in order. _____

WORDS TO KEEP

order	Which thing comes first, which comes next, and which comes last.
signal word	A word like first, then or last that tells the listener where you are.



They cannot see inside your head

When you explain how to do something, the listener only hears your words.

Signal words help: first, next, then, after that, last.

Say the signal word, pause, then say the step.

Hear the difference

Without: Wet your hands, soap, rub them, rinse, dry them.

With: First, wet your hands. Next, add soap. Then rub them together. Last, rinse and dry them.

IN THE ROOM

7 minutes · groups of 3 · 40 seconds a turn · 1 round

1. Pick something with four steps: a paper airplane, washing hands, or setting a table.
2. Explain it to the group using first, next, then and last.
3. One listener acts it out from your words only.
4. One turn each.

Finding this hard? Explain it to one partner, who acts it out.

What happened

Put the steps for planting a seed in order. Write the letters.

	Step
A	Drop in the seed and cover it with soil.
B	Water the soil gently.
C	Fill a cup with soil.
D	Poke a hole in the soil with your finger.

Order: _____ _____ _____ _____

What I explained in the room, with signal words:

_____

_____

What someone in your group saw

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

- ☐ Used "first" for the first step
- ☐ Used a signal word for every step
- ☐ Paused between steps
- ☐ Said "last" for the final step

▶ ADD TO YOUR PRACTICE LOG

Add a page headed In Order. Write your four steps.

💬 TALK ABOUT IT

Ask a grown-up to explain how to make or fix something, in order.

Which signal words did they use?



STUCK? TRY THIS

Hold up fingers as you go: one finger for the first step, two for the next.

★ CHALLENGE ZONE

Explain the steps backward, starting from last. Is it harder to follow? Why?

WEEK 23 PRESENCE

Ask a Grown-Up

Going up to an adult and asking a real question, clearly and on your own, is a leadership skill.

IN CLASS THIS WEEK
Asking and answering questions about what a speaker said (SL.3.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three grown-ups at school you could ask a question, by their job.

_____

WORDS TO KEEP

follow-up A second question that comes from the first answer.

Go up and ask

Many kids wait for a grown-up to notice them. Leaders go up and ask.

Make it clear. Say "Excuse me," say who you are, ask one question, and wait for the answer.

Say thank you. If the answer gives you a new question, ask one follow-up.

Who to ask

Ask a grown-up who works at your school: a teacher, the librarian, the office staff, or the custodian.

Your teacher will tell you who is a good person to ask this week.

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

1. Partner B plays a grown-up at school. Partner A goes up and asks one real question.
2. Say "Excuse me," your name, and the question. Wait for the answer.
3. Ask one follow-up question, then say thank you.
4. Swap. Later this week, do it for real with a grown-up at school.

What happened

The grown-up I asked, by their job:

My question:

The answer, and my follow-up:

What your partner saw

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

- [ ] Started with "Excuse me"
- [ ] Said who they are
- [ ] Asked one clear question
- [ ] Asked a follow-up
- [ ] Said thank you

▶ ADD TO YOUR PRACTICE LOG

Add a page headed I Asked. Write who you asked, by their job, and the answer.

💬 TALK ABOUT IT

Ask a grown-up: when you were a kid, which adult did you ask for help?



STUCK? TRY THIS

Write the question on a card first. You can read it if your mind goes blank.

★ CHALLENGE ZONE

Ask a grown-up at school a question you really do not know the answer to. Write what you learned.

WEEK 24 REVIEW

Say It

Eleven weeks of saying things clearly. Now put them together in one short talk.

IN CLASS THIS WEEK
Planning and giving a short informative talk with a clear order and ending (SL.3.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
List the signal words you remember: first, ... _____

What you practiced

Listening	Saying what you think	Doing it out loud
Listen all the way (13)	I see it differently (16)	Go first (20)
Say it back (14)	I think, because (17)	I got that wrong (21)
Ask for more (15)	For example (18)	First, then, last (22)
	Point, reason, example, point (19)	Ask a grown-up (23)

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

This week's talk

Give a 45-second talk on how to do something you know well.

Use one shape: point, reason, example, point again. Or first, then, last.

Plant your feet or sit still. Pause instead of um. Stop when you are done.

IN THE ROOM — **10 minutes · groups of 4 · 1 minute a turn · 1 round**

1. Give your 45-second talk using a shape from this trimester.
2. Then one listener says back your point, and one asks an open question.
3. Answer the question in a complete sentence.
4. One turn each.

Finding this hard? Give the talk to one partner, who does both jobs.

What happened

My topic:

The shape I am using:

My point:

The question I was asked:

What someone in your group saw

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

- [ ] Used a shape: point first, or first, then, last
- [ ] Kept still while talking
- [ ] Answered the question in a complete sentence
- [ ] Stopped when finished instead of trailing off

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Say It. Write your talk's shape and copy your check marks.

💬 TALK ABOUT IT

Give your talk to a grown-up. Ask them to say back your point.



STUCK? TRY THIS

If you go blank, say your point again. It gives you a second to find your place.

★ CHALLENGE ZONE

Give the same talk in 30 seconds. What did you cut?

WEEK 25 PRESENCE

Say What You Will Do

A promise is a sentence about the future. Make it small enough to keep and clear enough to check.

IN CLASS THIS WEEK
Speaking in complete sentences that give the detail asked for (SL.3.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing you said you would do this month. _____

WORDS TO KEEP

promise	Saying you will do something. People will check.
checkable	Clear enough that anyone could see whether it happened.

A promise people can check

"I will be better at reading" is hard to check. "I will read for 15 minutes before bed on five days" is easy to check.

A checkable promise says what you will do, when, and how often.

Make it small. A small promise kept is worth more than a big one broken.

Three parts

What	When	How often
read a book	at quiet time	five days
hang up my backpack	when I get to class	every day this week

IN THE ROOM

6 minutes · groups of 3 · 1 minute a turn · 1 round

1. Think of a promise for the next five school days: what, when, and how often.
2. Say it to your group in one sentence.
3. Each listener asks one question that would make it easier to check, such as "Which days?"
4. Change your promise if the question helps. One turn each.

Finding this hard? Say your promise to one partner, who asks both questions.

What happened

	Checkable or not?	
a	I will be nicer to everyone.	
b	I will hang up my backpack when I get to class every day this week.	
c	I will try harder in math.	
d	I will ask one question in class each day this week.	
e	I will read for 10 minutes at quiet time on five days.	
f	I will be more organized.	

My promise now, after the questions:

_____

What someone in your group saw

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

- ☐ Said the promise in one sentence
- ☐ Named what they will do
- ☐ Named when they will do it
- ☐ Changed it after a question, or said why not

▶ ADD TO YOUR PRACTICE LOG

Write your promise at the top of a new Practice Log page. Week 26 is the five days you keep it.

💬 TALK ABOUT IT

Tell a grown-up your promise. Ask them to check with you at the end of next week.



STUCK? TRY THIS

Use this: "I will ___ every ___ for five days."

★ CHALLENGE ZONE

Make your promise one notch smaller. Is it now too easy, or just right?

WEEK 26 PRESENCE

Do What You Said

Five days. Mark each day you did it, and write what got in the way on the days you did not.

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

WARM-UP · 2 MINUTES, ON YOUR OWN
Copy your promise from week 25. _____

◂ YOU WILL NEED, FROM YOUR PRACTICE LOG
- Week 25: your promise

WORDS TO KEEP
keep your word Do what you said you would do.

Track it, day by day

A promise matters only when somebody does it. This week you keep your word, and track it day by day.

On a day you miss, do not hide it. Write what got in the way. That is how you learn what to promise next time.

Keeping a small promise five days in a row builds trust, starting with trusting yourself.

Where to put a reminder

Put a note where you will see it at the right moment. On your shoes, on the door, in your pencil case.

A reminder in the wrong place does not help.

IN THE ROOM **5 minutes · groups of 3 · 30 seconds a turn · 1 round**

1. On Friday, each person reads their promise out loud.
2. Then say one thing that helped or got in the way, and one thing you would change.
3. Listeners say back what you said.
4. Nobody says how many days. One turn each.

Finding this hard? Do the check-in with one partner.

What happened

Track your five days in your Practice Log, under your promise. Each day, write yes, or what got in the way. The days stay there, not on this page.

One thing that helped:

_____

One thing that got in the way:

_____

One thing I would change next time:

_____

What someone in your group saw

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

- ☐ Read the promise word for word
- ☐ Said one thing that helped or got in the way
- ☐ Spoke without blaming anyone
- ☐ Said what they would change next time

▶ ADD TO YOUR PRACTICE LOG

Your five days go in your Practice Log, under your promise from week 25.

💬 TALK ABOUT IT

Tell a grown-up how your five days went. Ask what they would try next time.



STUCK? TRY THIS

Put a reminder where you will see it at the right time.

★ CHALLENGE ZONE

Make a new promise for next week, based on what got in the way. Write it.

WEEK 27 SELF

Try It Again

Something did not work the first time. Trying again, a little differently, is how things get learned.

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

WARM-UP · 2 MINUTES, ON YOUR OWN
Write something you can do now that took more than one try. _____

WORDS TO KEEP

try again	Do it once more, with one change.
one change	Keep everything the same except one part, so you can see what helped.

Change one thing

When something goes wrong, it is tempting to quit, or to do the exact same thing again.

Instead, make one change. Speak slower. Start with a question. Stand closer.

Then try again. If it goes better, you know which change helped.

Why only one?

If you change three things and it goes better, you do not know which one helped.

Change one, and the answer is clear.

IN THE ROOM **7 minutes · groups of 3 · 30 seconds a turn · 2 rounds**

1. Pick a room task from earlier this year that did not go how you wanted.
2. Tell the group the one thing you will change.
3. Your first turn is the old way. Your second turn uses the change.
4. Each turn is 30 seconds. Everyone has two turns.

Finding this hard? Do both tries for one partner.

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

What happened

The task I picked:

The one thing I changed:

What was different on the second try:

What someone in your group saw

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

- [ ] Named the one thing they would change
- [ ] Did the change on the second try
- [ ] Tried again without quitting
- [ ] Said what was different afterward

● ONLY YOU READ THIS

What was going on inside you when it did not work the first time? What helped you try again?

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

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Try It Again. Write the change and what happened.

💬 TALK ABOUT IT

Ask a grown-up: what did you try again and again until it worked?



STUCK? TRY THIS

Look through your Practice Log for a checkbox that stayed empty.

★ CHALLENGE ZONE

Try changing two things at once. Can you tell which change helped? Why or why not?

WEEK 28 PRESENCE

Help Without Taking Over

Helping means asking what the person needs. Taking over means doing it for them.

IN CLASS THIS WEEK
Asking questions to check understanding and linking to what others said (SL.3.1c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write about a time someone helped you in a way that really helped.

_____

WORDS TO KEEP

help	Give what the person needs, so they can do it themselves.
take over	Do it for them, so they do not get to learn it.

Slower, and better

When a friend is stuck, it is tempting to grab the pencil and do it. It is faster.

But then they still cannot do it. Helping is slower: ask what they need, give a hint, and let them do it.

Ask first: "Do you want a hint, or do you want more time?"

Hints sound like questions

"What if you turned it?" "Which part is stuck?" "What did you try already?"

A hint points the way. An answer walks them there.

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

1. Your teacher gives out a small puzzle. Partner A solves it, and Partner B helps.
2. B may ask questions and give one hint at a time. B does not touch the puzzle.
3. B starts by asking: "Do you want a hint, or more time?"
4. After 90 seconds, swap jobs with a new puzzle. Two rounds each.

What happened

One hint I gave:

_____

The moment I wanted to take over:

_____

What my partner worked out on their own:

_____

What your partner saw

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

- [ ] Asked what I wanted before helping
- [ ] Gave a hint, not the answer
- [ ] Kept hands off the puzzle
- [ ] Let me finish it myself

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Help. Write the best hint you gave.

💬 TALK ABOUT IT

Ask a grown-up: when is it right to just do it for someone?



STUCK? TRY THIS

Turn your answer into a question. "Turn it" becomes "What if you turned it?"

★ CHALLENGE ZONE

Teach someone younger how to do something without touching it. Write what you said.

WEEK 29 PRESENCE

Make Room for Someone

Some people wait to be invited. A leader notices who has not spoken yet and makes room.

IN CLASS THIS WEEK
Taking part in a discussion and building on what others say (SL.3.1)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write how you can tell someone wants to talk but has not. _____

WORDS TO KEEP

include	Bring someone into the talk or the game.
invite	Ask someone to join in, by name or by turning to them.

Notice who has not spoken

In most groups, a few people do most of the talking. Others have ideas and never get a gap.

Leaders notice, and include them. They say, "We have not heard from you yet. What do you think?"

Then they stop talking and wait. The invitation means nothing if you jump back in.

If you are the one invited

You can answer now. Or you can say, "Come back to me," and answer next.

Both are fine.

IN THE ROOM — **8 minutes · groups of 4 · 20 seconds a turn · 3 rounds**

1. Your group talks about a question your teacher gives.
2. Each person's job: at least once, invite someone who has not spoken yet.
3. Invite with "What do you think?" Then wait.
4. If you are invited and need a moment, say "Come back to me."

Finding this hard? Practice the invitation with one partner first.

What happened

Who I invited ("a classmate" is fine):

What I said to invite them:

What happened next:

What someone in your group saw

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

- [ ] Invited someone who had not spoken
- [ ] Waited after inviting, instead of talking
- [ ] Turned toward the person they invited
- [ ] Answered or said "come back to me" when invited

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Make Room. Write the words you used to invite.

💬 TALK ABOUT IT

Ask a grown-up: has anyone ever made room for you in a conversation?

What did they say?



STUCK? TRY THIS

Watch for someone who leans in, or opens their mouth and stops. That is the moment.

★ CHALLENGE ZONE

In a real group this week, invite someone in. Write what happened.

WEEK 30 SELF

Steady When Rushed

When you are hurried, everything feels urgent. Slowing one thing down helps you think.

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 people say when they are in a hurry. _____

WORDS TO KEEP

rushed	Feeling there is not enough time.
slow breath	One breath, in and then out, slower than usual.

One slow thing

When a timer is running, people often talk faster, skip steps and make mistakes.

Try one slow thing: one slow breath before you start. It only takes a few seconds.

Then speak at your normal speed. Talking fast saves less time than it feels like.

A slow breath

Breathe in through your nose while you count to three in your head.

Breathe out through your mouth while you count to four.

IN THE ROOM — **6 minutes · pairs · 30 seconds a turn · 2 rounds**

1. Your teacher gives a short topic and starts a 30-second timer.
2. The speaker takes one slow breath before starting, then talks.
3. The listener says "ten seconds" when ten seconds are left.
4. Swap. Two rounds, with a new topic each time.

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

What happened

My two topics:

What I did when I heard "ten seconds":

What your partner saw

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

- [ ] Took a slow breath before starting
- [ ] Spoke at a speed I could follow
- [ ] Kept going after I said "ten seconds"
- [ ] Finished the sentence instead of stopping mid-word

● ONLY YOU READ THIS

What happens inside you when you are rushed? What helped today?

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

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Steady. Write what the slow breath changed.

💬 TALK ABOUT IT

Ask a grown-up: what do you do when you are rushed?



STUCK? TRY THIS

Breathe out longer than you breathe in. In for three, out for four.

★ CHALLENGE ZONE

Do the task once in a hurry on purpose, and once with the slow breath. What was different?

WEEK 31 VOICE

The Question You Did Not Expect

You will be asked things you did not plan for. Pause, then answer what you know.

IN CLASS THIS WEEK
Asking and answering questions about what a speaker said (SL.3.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one question about animals that you do not know the answer to.

_____

WORDS TO KEEP

unexpected	Something you did not plan for.
not yet	An honest answer: you do not know, and you can find out.

Three moves

After a talk, someone may ask an unexpected question. Your mind may go blank.

Three moves help. Pause. Say the question back. Then answer what you know.

"So you are asking why honeybees dance? I know they do it to show other bees where the flowers are."

When you do not know

Say so: "I do not know yet. I can find out."

That is an honest answer, and a strong one. Making something up is the answer that causes trouble later.

IN THE ROOM

8 minutes · groups of 3 · 45 seconds a turn · 2 rounds

1. The speaker says one sentence about a topic they know.
2. One listener asks a question the speaker could not have planned for.
3. The speaker pauses, says the question back, then answers what they know, or says "I do not know yet."
4. Everyone has two turns.

Finding this hard? Take questions from one partner only.

What happened

The question I was asked:

What I said:

What I would say now:

What someone in your group saw

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

- [ ] Paused before answering
- [ ] Said the question back
- [ ] Answered with what they knew, or said "I do not know yet"
- [ ] Kept facing the person who asked

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Not Yet. Write a question you could not answer and how you will find out.

💬 TALK ABOUT IT

Ask a grown-up a question they do not expect. Watch what they do first.



STUCK? TRY THIS

Saying the question back gives you a few seconds to think.

★ CHALLENGE ZONE

Find the answer to a question you could not answer this week. Write it.

WEEK 32 PRESENCE

Thanks, With a Reason

A thank-you with a reason tells the person exactly what mattered. That is the one they remember.

IN CLASS THIS WEEK
Speaking in complete sentences that give the detail asked for (SL.3.6)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three jobs at school that help you, such as crossing guard. _____

WORDS TO KEEP

specific Exact. Naming the real thing, not just everything.

Say what they did

"Thanks" is fine. "Thanks for holding the door when my arms were full" tells them what they did.

A specific thank-you has three parts: thank you, for what, and why it helped.

Thanking people who are not usually thanked is a quiet way to lead.

Three parts

Thank you	for what	and why it helped
Thanks	for holding the door,	because my arms were full.
Thank you	for showing me the page,	so I could catch up.

IN THE ROOM

6 minutes · groups of 3 · 20 seconds a turn · 2 rounds

1. Think of something each person in your group did in class this week, even something small.
2. First round: thank the person on your left for one exact thing, with a reason. They check off your page 2.
3. Second round: thank the person on your right.
4. Later this week, thank a grown-up at school who is not usually thanked.

Finding this hard? Thank one partner, then the grown-up at school.

What happened

	Which ones give a reason?	Reason?
a	Thanks.	
b	Thanks for lending me a pencil, because mine broke right before the test.	
c	Thank you for everything.	
d	Thanks for saving me a seat, so I did not have to look for one.	

The grown-up I thanked, by their job, and what I said:

What they did when I said it:

What the person on your left saw

Checked by the person on your left. Check only what you saw or heard. An empty box is fine.

- ☐ Said thank you to me
- ☐ Named the exact thing I did
- ☐ Said why it helped
- ☐ Faced me while saying it

▶ ADD TO YOUR PRACTICE LOG

Add a page headed Thank You. Write what you said to the grown-up.

💬 TALK ABOUT IT

Ask a grown-up: who do you wish had thanked you, and for what?



STUCK? TRY THIS

Use this: "Thank you for ___, because ___."

★ CHALLENGE ZONE

Write a thank-you note with a reason to someone who helps your school. Give it to them.

WEEK 33 VOICE

Plan a Short Talk

Next week you give a one-minute talk. This week you plan it on paper, using a shape you know.

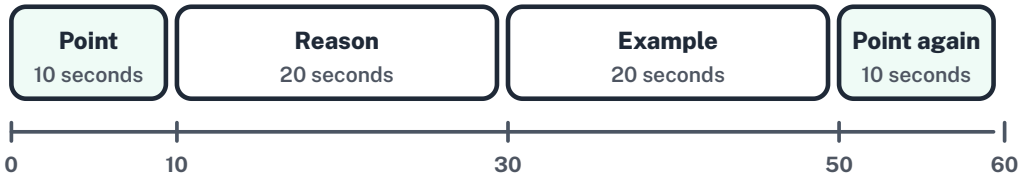
IN CLASS THIS WEEK
Planning and giving a short informative talk with a clear order and ending (SL.3.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write three topics you could explain for one minute. _____

◂ YOU WILL NEED, FROM YOUR PRACTICE LOG
- Week 19: your four sentences, for the shape

WORDS TO KEEP

topic	What a talk is about, in a few words.
ending	The last sentence. It says your point again.



Plan it before you give it

A one-minute talk is short, but it still needs a plan. Talks without one usually wander.

Use the four boxes from week 19: point, reason, example, point again. Give each box a time, like the plan above.

Pick a topic you can explain: an animal, a game, or a place you know.

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

1. Say your talk to your partner while a one-minute timer runs.
2. Your partner tells you which box you were in when the timer ended.
3. Swap.
4. Then each of you fixes one part of the plan, and you both try again.

What happened

Point:

Reason:

Example:

Point again:

Which box I was in when time ran out:

What your partner saw

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

- [ ] Opened with the point
- [ ] Gave a reason and an example
- [ ] Ended by saying the point again
- [ ] Finished within a few seconds of the minute

▶ ADD TO YOUR PRACTICE LOG

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

💬 TALK ABOUT IT

Practice your talk once for a grown-up. Ask them to say back your point.



STUCK? TRY THIS

If you run long, cut words from the example, not from the ending.

★ CHALLENGE ZONE

Make a 30-second version of the same talk. Which box did you cut the most?

WEEK 34 VOICE

Give the Talk

Stand still, say your point, and stop on time. A lot of this year comes together here.

IN CLASS THIS WEEK
Planning and giving a short informative talk with a clear order and ending (SL.3.4a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Say your first sentence once in a whisper and once in your room voice. Write it.

_____

◂ YOU WILL NEED, FROM YOUR PRACTICE LOG
- Week 33: your plan

WORDS TO KEEP

audience The people listening to you.

Use what you practiced

Today you give the talk you planned. Plant your feet or sit still, breathe, and start with your point.

Your group is your audience. Speak loud enough for the back of it. Pause instead of saying um.

If you lose your place, say your point again. It brings you back.

Before you start

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

Take one slow breath, the way you did in week 30.

IN THE ROOM

10 minutes · groups of 4 · 90 seconds a turn · 1 round

1. Each person gives their one-minute talk to the group.
2. After each talk, one listener asks an open question, and the speaker answers it.
3. Listeners check off what they saw on the speaker's page 2.
4. One turn each.

Finding this hard? Give the talk to one partner.

What happened

What went the way I planned:

What I changed while I was talking:

The question I was asked, and my answer:

What someone in your group saw

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

- [ ] Planted feet, or sat still, before starting
- [ ] Spoke loud enough for everyone to hear
- [ ] Paused instead of saying um
- [ ] Ended by saying the point again
- [ ] Answered the question after a pause

▶ ADD TO YOUR PRACTICE LOG

Copy the check marks your group gave you into your Practice Log.

💬 TALK ABOUT IT

Give the talk for a grown-up. Ask what they remember.



STUCK? TRY THIS

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

★ CHALLENGE ZONE

Give the talk to a different group, or a younger class, if your teacher can set it up.

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
Explaining your own ideas in light of the discussion (SL.3.1d)

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

_____

◂ YOU WILL NEED, FROM YOUR PRACTICE LOG

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

WORDS TO KEEP

starting point Where you were at the beginning. You compare with you, nobody else.

The same task again

In week 1 you talked for 30 seconds to a partner, and they checked off what they saw. Today you do exactly the same task.

Week 1 was your starting point. Put the two pages next to each other, and look only at your own.

Some check marks may be new. Some may not be. Both tell you something true.

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 · 30 seconds a turn · 1 round**

1. Sit or stand facing your partner.
2. When your teacher says go, talk for 30 seconds about something you know how to do. Say how you do it.
3. Your partner only listens. Then they check off what they saw on page 2 of your book.
4. Swap, so your partner talks and you listen.

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 talking		
Started within five seconds of go		
Spoke so I could hear every word		
Said what the thing was in the first sentence		
Kept talking until the time was up		
Stopped at the end instead of trailing off		

What your partner saw

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

- ☐ Faced me while talking
- ☐ Started within five seconds of go
- ☐ Spoke so I could hear every word
- ☐ Said what the thing was in the first sentence
- ☐ Kept talking until the time was up
- ☐ Stopped at the end instead of trailing off

● ONLY YOU READ THIS

What is different about how it felt today, compared with week 1?

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

▶ ADD TO YOUR PRACTICE LOG

Copy your week 35 check marks into your Practice Log, next to 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

Start With You

One thing you can do now that you could not do at the start of the year, and what comes next.

IN CLASS THIS WEEK
Telling about a topic or experience clearly, at a pace people can follow (SL.3.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Find one check mark on your week 35 page. Write it here. _____

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

WORDS TO KEEP

lead yourself Notice, wait, say one clear thing, and do what you said.

The one person you can always lead

This year you practiced how to lead yourself, the one person you can always lead.

You noticed what was going on inside you. You waited before acting. You said one clear thing. You did what you said.

Next year is about one other person: listening first.

Your last talk

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

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

IN THE ROOM

6 minutes · groups of 4 · 1 minute a turn · 1 round

1. Give a 45-second talk: one thing you can do now, what helped, and an example.
2. Use the four boxes: point, reason, example, point again.
3. Then one listener says back your point, in about 15 seconds.
4. One turn each.

Finding this hard? Give the talk to one partner.

What happened

One thing I can do now:

_____

The Practice Log page that shows it:

_____

What I will practice next:

_____

What someone in your group saw

Checked by someone in your group. 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 Practice Log
- ☐ Kept still and spoke so everyone could hear

▶ ADD TO YOUR PRACTICE LOG

Write one last page headed Start With You: what you will keep doing next year.

💬 TALK ABOUT IT

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



STUCK? TRY THIS

Your Practice 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 4. What should you remember?

Young Innovators
FOR CHANGE
innovateyouth.org

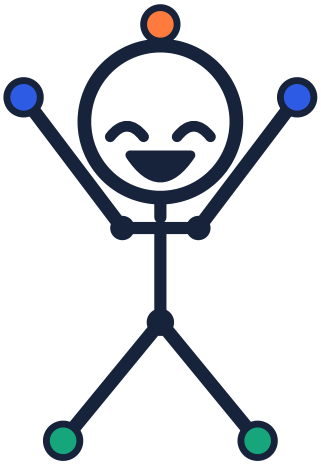
Grade 3 · Start With You

Certificate of Completion

This is to certify that

_____

practiced leading for thirty-six weeks, starting with the one person they can always lead. They practiced naming feelings, waiting before acting, and speaking so the back of the room could hear. They said back what they heard. They made a promise and tracked it for five days. They planned a one-minute talk and gave it, and held the year up against their own first page.



_____ _____

Teacher Date

Young Innovators for Change · innovateyouth.org