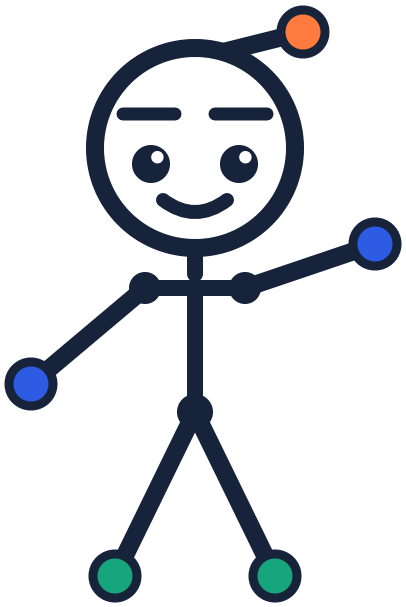
Young Innovators
FOR CHANGE
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TELL IT STRAIGHT · GRADE 5

What We Found Out

Six weekly practices in telling a true story about what your team found out.



This booklet belongs to

Teacher _____ School year _____

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START HERE HOW THIS BOOKLET WORKS

Your team's numbers are the story.

Six weeks. Two pages a week, plus up to ten minutes in the room.

What you will make

One true story about what your team found out, that you can tell in 60 seconds. You put a number in a story in week 1. You write yours in week 3. You check it in weeks 4 and 5, and tell it in week 6.

Use a real test your team did. If your class did The Numbers Year, use your Numbers File. It has your forecast, both sessions, and the one thing you changed. If not, your class runs one before week 1: guess a number, count, change one thing, and count again.

Every number in your story comes from your team's record. If a teammate is in your story, say "a teammate." Never write their name.

The boxes on the page

IN CLASS	What your class is also working on this week, in writing or in speaking and listening.
WARM-UP	Two minutes on your own, before the room gets busy.
IN THE ROOM	One short task. It says the minutes, the group size, and how long a turn is. A round is one turn each.
WHAT THEY SAW	Someone checks off what they saw or heard you do. An empty box is fine.
TALK ABOUT IT	A question to ask a grown-up you trust.
CHALLENGE ZONE	Harder, with more than one good answer. For when you want more.

Three promises this booklet makes

Nobody is compared with anybody. There are no scores.

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.

Five cards, one true story.

Every story in this booklet uses these five cards, in this order.

1	2	3	4	5
Someone	**Wants**	**But**	**So**	**Now**
Who the story is about.	What they were trying to do.	What got in the way. No But, no story: it is a list.	What happened next, or what was done.	How things are different. Say it in a few words.

Who goes on each card in this booklet

Someone is your team. **Wants** is what you thought would happen, with its number. **But** is what really happened. **So** is the one thing you changed. **Now** is one number that shows what the change did.

A list of numbers is a report. The gap between what you thought and what you got is what makes it a story.

THE RULE FOR EVERY STORY YOU TELL

A story you tell is true. If a part did not happen, or you cannot show where it came from, take it out.

The six weeks

WEEK	TITLE	SITS BESIDE
1	**A Story With a Number in It**	W.5.3a
2	**We Thought, But**	W.5.3c
3	**One Number, Not Ten**	W.5.3e
4	**Say It, Hear It Back**	SL.5.2
5	**Check Every Number**	SL.5.3
6	**Tell It for Your Team**	SL.5.4

WEEK 1 TELL IT STRAIGHT

A Story With a Number in It

A number belongs in a story when it shows something changed. This week you find where.

IN CLASS THIS WEEK
Writing a story: who is in it and what happens, in a natural order (W.5.3a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one number from your team's record, and what it counted.

_____

WORDS TO KEEP

record	Where your team wrote down what it counted. Every number in your story comes from it.

Pip's team

MADE UP. PIP IS OUR MASCOT.

a. Pip's team sells keychains, bookmarks and stickers at school.

b. They thought they would sell 20 keychains at $2.00 each.

c. But in session one, they sold 12.

d. So they changed one thing: the price, to $1.50.

e. Now, at the lower price, they sold 18 in session two.

Each line is one card: Someone, Wants, But, So, or Now. On page 2, write the card for each line.

IN THE ROOM — **6 minutes · pairs · 75 seconds a turn · 1 round**

1. Partner A tells B what their team thought, what it got, and what it changed, with numbers, in 60 seconds or less.
2. B says which card each number was on: Wants, But, or Now.
3. A says whether B was right. Swap.

What happened

Line	Which card?
a	
b	
c	
d	
e	

How many more keychains did they sell in session two than in session one?

The card my partner's number was on:

What your partner saw

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

- ☐ Told about something their team counted
- ☐ Said at least one number
- ☐ Said what each number counted
- ☐ Said whether the card was right

💬 TALK ABOUT IT

Ask a grown-up at home or at school about something they counted at work or school. Ask, "What did you expect it to be?"



STUCK? TRY THIS

A number on the But card is what you got first. A number on the Now card is what you got after the change.

★ CHALLENGE ZONE

Write another Now card for Pip's team. Use a number you can work out from the lines, and show how.

WEEK 2 TELL IT STRAIGHT

We Thought, But

What your team thought would happen is Wants. What really happened is the But.

IN CLASS THIS WEEK
Writing a story: words like but, so and then that move it along (W.5.3c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one guess your team made, and the number you really got.

_____

WORDS TO KEEP

forecast What your team thought the number would be, before you counted.

Pip's team: forecast and session one

MADE UP. PIP IS OUR MASCOT.

Product	Forecast	Sold in session one
Keychains	20	12
Bookmarks	15	14
Stickers	10	13

One way to tell it: "We thought we would sell 20 keychains, but we sold 12."

IN THE ROOM **6 minutes · pairs · 75 seconds a turn · 1 round**

1. Partner A tells B one guess their team made and what really happened, in 60 seconds or less. Start with "We thought."
2. B says back the But in a few words.
3. A says whether that was the But. Swap.

What happened

Which product was farthest from its forecast?

By how many?

Which product sold more than its forecast?

The But my partner said back:

What your partner saw

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

- [ ] Started with what the team thought
- [ ] Said what really happened
- [ ] Gave a number for both
- [ ] Said whether the say-back was the But

TALK ABOUT IT

Tell a grown-up at home or at school your team's guess and what really happened. Ask which part surprised them.



STUCK? TRY THIS

The But is the gap. Say the guess, then say the real number.

★ CHALLENGE ZONE

Stickers beat their forecast. A But is the gap, so theirs is good news. Write it in one sentence, starting with "We thought."

WEEK 3 TELL IT STRAIGHT

One Number, Not Ten

Put your team's story on the five cards. The Now card gets one number, the one that shows the change.

IN CLASS THIS WEEK
Writing a story: an ending that follows from what happened (W.5.3e)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write every number from your team's test you can find. Circle the one that shows what changed.

WORDS TO KEEP

result A number you got by counting. Your Now card holds the one that shows the change.

Your team's test

Use your Numbers File if your class did The Numbers Year. If not, use any test where your team guessed first and then counted.

Every number comes from your team's record. Your Now number is a result. If a teammate is in it, say "a teammate." Never write their name.

One number on Now

MADE UP. PIP IS OUR MASCOT.

Pip's team's Now card: "Now, at the lower price, they sold 18 in session two."

The record shows 40 people walked past each time, so 18 against 12 is fair. If your class did The Numbers Year, use sales per person from week 35.

IN THE ROOM **9 minutes · pairs · 75 seconds a turn · 1 round**

1. Take about three minutes to fill in your five cards on page 2.
2. Tell your partner your team's story from the cards, in 60 seconds or less.
3. Your partner says the one number they remember.
4. Swap.

What happened

1 Someone your team

2 Wants what you thought would happen, with its number

3 But what really happened, with its number

4 So the one thing you changed, or what you did next

5 Now one number that shows what the change did

What your partner saw

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

- [ ] Told all five cards in order
- [ ] Gave a number on Wants and on But
- [ ] Said the one thing that changed
- [ ] Ended on one number

TALK ABOUT IT

Tell your five cards to a grown-up at home or at school. Ask which number they remember.



STUCK? TRY THIS

Stuck on Now? Ask: what number would show someone the change worked, or did not?

★ CHALLENGE ZONE

Tell your Now card three ways, each with the same number. Ask your partner which one was easiest to remember.

Say It, Hear It Back

If your listener can say your story back in one sentence, with the But and your Now number, they got it.

IN CLASS THIS WEEK
Summarizing information presented out loud, numbers included (SL.5.2)

WARM-UP · 2 MINUTES, ON YOUR OWN
Read your five cards to yourself. Circle the card you are least sure about.

◂ YOU WILL NEED, FROM EARLIER IN THIS BOOKLET
- Week 3: your five cards, on page 2

WORDS TO KEEP

say it back	Your listener tells your story in one sentence of their own.

The one-sentence test

After you tell it, your listener says it back in one sentence of their own.

Listen for two things: the But, and your Now number. If either is missing, your listener did not get it.

Make that part easier to hear next time. Do not add anything that did not happen.

Three sentences about Pip's team

MADE UP. PIP IS OUR MASCOT.

a. They thought they would sell 20, but sold 12, so they cut the price and sold 18.

b. They sold keychains and then sold more of them.

c. They sold 18 keychains at $1.50.

IN THE ROOM — **10 minutes · pairs · 75 seconds a turn · 2 rounds**

1. Tell your partner your team's story from your cards, in 60 seconds or less.
2. Your partner says it back in one sentence.
3. Fix one card on your week 3 page: the part your partner missed, or the card you circled.
4. Tell it again. Swap, so you each do two rounds.

What happened

My partner's one sentence, round 1:

Did it have my But? My Now number?

What I changed before round 2:

Which sentence about Pip's team passes the test? Which letter?

What your partner saw

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

- [ ] Told the story in 60 seconds or less
- [ ] Let the partner finish the say-back
- [ ] Changed one card before round 2
- [ ] Told it again after the change

TALK ABOUT IT

Tell your team's story to a grown-up at home or at school. Ask them to say it back in one sentence.



STUCK? TRY THIS

Say the Now number slowly, and say what it counts.

★ CHALLENGE ZONE

Tell your story in 30 seconds. What did you drop? Did your Now number stay?

WEEK 5 TELL IT STRAIGHT

Check Every Number

Every number matches your team's record. If one does not, change the story.

IN CLASS THIS WEEK
Summarizing a speaker's points, how each is supported, and weak arguments (SL.5.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Next to each number on your five cards, write where it comes from.

◂ YOU WILL NEED, FROM EARLIER IN THIS BOOKLET
- Week 3: your five cards, on page 2

WORDS TO KEEP

true	It really happened, and you can say how you know.
guess	A number you think is right but cannot find in your record or work out from it.

THE RULE FOR EVERY STORY YOU TELL

A story you tell is true. If a part did not happen, or you cannot show where it came from, take it out.

Pip's team, checked

MADE UP. PIP IS OUR MASCOT.

The team's record

What	Number
Forecast for session one	20
Price in session one	$2.00
Sold in session one	12
Price in session two	$1.50
Sold in session two	18
Walked past, each session	40

The story

a. Pip's team thought it would sell 20.

b. In session one, they sold 12.

c. They cut the price from $2.00 to $1.50.

d. In session two, they sold 16.

e. That was 6 more than session one's 12.

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

1. Show your partner your week 3 cards. For each number, they ask, "How do you know?"
2. Answer with "It is in our record," "I worked it out from our record," or "I am guessing."
3. Cross out each guess. If your record has the number, write it above. Swap.

What happened

One number in Pip's team's story does not match the record. Which letter?

What should that number be?

Each guess I crossed out, and what I put instead:

What your partner saw

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

- [ ] Answered "How do you know?" for each number
- [ ] Said which numbers were guesses
- [ ] Crossed out each guess
- [ ] Kept the numbers from the record

TALK ABOUT IT

Tell your team's story to a grown-up at home or at school. Ask them to stop you at any number that sounds like a guess.



STUCK? TRY THIS

Check one number at a time. Find it in the record, or work it out from the record.

★ CHALLENGE ZONE

Line e says 6 more than 12. Use the record to show that 6 is right.

WEEK 6 TELL IT STRAIGHT

Tell It for Your Team

Tell your team's story to students from other teams. Then answer "How do you know?"

IN CLASS THIS WEEK
Reporting or giving an opinion in a logical order, clearly and at a steady pace (SL.5.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Put a star by your Now card on your week 3 page. Write your Now number and what it counts.

◂ YOU WILL NEED, FROM EARLIER IN THIS BOOKLET
- Week 3: your five cards, with every fix written in

WORDS TO KEEP

listener	The person hearing your story. This week, someone from another team.

Before you tell it

Open with your team and what you thought would happen, with its number.

Slow down at the But. End on your Now number, and stop. Keep your booklet open to your cards if you need them.

How do you know?

Your listener asks, "How do you know?" about a number. Say where it is in your team's record.

If you do not know, say "I do not know." That keeps the story true.

IN THE ROOM

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

1. Groups of three, each from a different team: a teller, a listener, and a watcher. In a group of four, one listener says back the number and the other asks.
2. The teller tells their team's story in 60 seconds or less.
3. The listener says back the Now number, then asks, "How do you know?"
4. After each turn, the watcher checks off the teller's page 2. Everyone tells once.
5. When everyone has told, write your page 2.

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

What happened

The number my listener said back:

My answer to "How do you know?":

One thing I would change next time:

What the watcher saw

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

- [ ] Started with the team and what it thought
- [ ] Slowed down at the But
- [ ] Ended on one number
- [ ] Answered "How do you know?" or said they did not know

TALK ABOUT IT

Tell your team's story to a grown-up at home or at school. Ask them what your team changed.



STUCK? TRY THIS

If you lose your place, look at your cards and say the next card's name.

★ CHALLENGE ZONE

Tell the same story in 30 seconds, then in 90. What did you add, and was all of it in your record?

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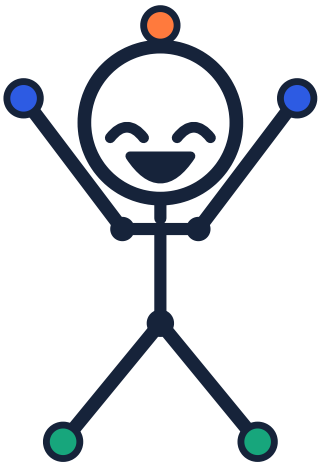
Grade 5 · Tell It Straight

Certificate of Completion

This is to certify that

_____

practiced telling a team's true story with its numbers for six weeks. They practiced putting the forecast and the surprise on the five cards and checking every number against the team's record. They also practiced telling it to students from other teams.



Teacher _____ Date _____

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