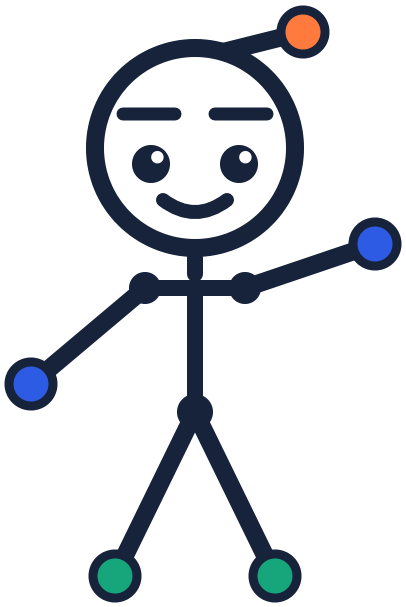
Young Innovators
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TELL IT STRAIGHT · GRADE 6

Why This One

Six weekly practices in telling a true story about someone who had another option.



This booklet belongs to

_____

Teacher _____ School year _____

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START HERE HOW THIS BOOKLET WORKS

Their pick is the story.

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

What you will make

One true story about someone who had another option, that you can tell in 90 seconds. You compare two stories 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 person who picked. If your class did The Market Year, use one of the people your team asked in week 18. Pick one whose words your team wrote down. They can have picked either team. If not, ask someone at school to pick between two options, one of them something you made, and ask them why.

Ask before you write their words. If their reason is about home, money, or anything private, pick someone else. Say who they are, like "a student." 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 the person who picked. **Wants** is what they were looking for. **But** is the other option they had. **So** is what they picked, and why. **Now** is what they said they would do. If they did not say, your story ends on So.

A pick told without the other option is just a pick. The other option 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	**Two Stories, One Pick**	W.6.3a
2	**The But Is the Other Option**	6.RP.3c
3	**Fair to the Other Team**	W.6.3e
4	**Say It, Hear It Back**	SL.6.1d
5	**When the Numbers Disagree**	SL.6.3
6	**Tell It, Take a Hard Question**	SL.6.4

WEEK 1 TELL IT STRAIGHT

Two Stories, One Pick

Two stories about one person's pick. One has the other option in it. That one is the story.

IN CLASS THIS WEEK
Writing a story: the scene and who is in it, events in a logical order (W.6.3a)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write two options a person at school picked between, one of them yours.

WORDS TO KEEP

option Something a person could have picked. Picking nothing is one too.

Pip's team: two stories

MADE UP. PIP IS OUR MASCOT.

Story A

A sixth grader looked at our pots and another team's.

She wanted a pot that lets water drain out.

But the other team's pots were painted.

So she checked the bottoms and picked ours, for the drain hole.

Now she says she will buy one when they are for sale.

Story B

A sixth grader looked at our pots.

She wanted a pot.

So she picked ours.

Now she says she likes it.

IN THE ROOM **7 minutes · pairs · 105 seconds a turn · 1 round**

1. Partner A tells B about one real person who picked, in 90 seconds or less.
2. B says what else the person could have picked. If B cannot tell, the story has no But yet.
3. Swap.

What happened

Which card is missing from Story B?

_____

The other option my partner heard in my story:

_____

_____

What your partner saw

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

- ☐ Told about one real person who picked
- ☐ Said what the person was looking for
- ☐ Said what else the person could have picked
- ☐ Kept the person's name out

💬 TALK ABOUT IT

Ask a grown-up at home or at school about something they picked at work or school this week. Ask, "What else could you have picked?"



STUCK? TRY THIS

Read Story B one card at a time. Name each card as you go.

★ CHALLENGE ZONE

Write Story B's missing card, so it fits the other four lines.

_____

_____

WEEK 2 TELL IT STRAIGHT

The But Is the Other Option

The other option is why the pick matters. Ten answers show how often people took it.

IN CLASS THIS WEEK
Percent as a rate per hundred (6.RP.3c)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the other option your person had, and one reason they gave for their pick.

WORDS TO KEEP

percent Out of one hundred. 7 out of 10 is 70 percent.

Ten people who looked at both teams' pots

MADE UP. PIP IS OUR MASCOT.

Picked	What they said	People
Other team	Theirs were painted	4
Other team	Theirs were bigger	2
Pip's team	Ours have a drain hole	3
Pip's team	Ours come with a seed	1

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

1. Partner A says the two options their person had, in 60 seconds or less.
2. B asks, "Why did they pick what they picked?"
3. A answers with the person's own words, or "I do not know." Swap.

What happened

What percent of the ten picked the other team?

What percent picked Pip's team?

Which reason did the most people give for the other team?

The reason my partner's person gave:

What your partner saw

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

- ☐ Said the two options the person had
- ☐ Answered why with the person's own words
- ☐ Said "I do not know" if they did not know
- ☐ Kept the person's name out

💬 TALK ABOUT IT

Tell a grown-up at home or at school about a time you picked between two things at school. Ask what they think you gave up.



STUCK? TRY THIS

A percent is out of 100. With ten people, each person is 10 percent.

★ CHALLENGE ZONE

Two people picked the other team because theirs were bigger. What percent of all ten is that? Is it more or less than the percent who said ours have a drain hole?

WEEK 3 TELL IT STRAIGHT

Fair to the Other Team

Say why they picked what they picked. Say nothing about the other team you cannot check.

IN CLASS THIS WEEK
Writing a story: an ending that follows from what happened (W.6.3e)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write one thing your person told you about why they picked.

◂ YOU WILL NEED, FROM EARLIER IN THIS BOOKLET
- Week 2: the ten answers

WORDS TO KEEP

fair	Saying only what you can check about the other team.
check	Find where it came from: what a person said, or what you saw or did.

Four lines about the other team

MADE UP. PIP IS OUR MASCOT.

a. Four people said theirs were painted.

b. Their pots crack in the sun.

c. Two people said theirs were bigger.

d. Nobody really wants a painted pot.

Check each line against week 2. Two lines cannot be checked. They come out.

The two lines that cannot be checked:

Your story

A pick for either team is a story. Use only what your person told you.

IN THE ROOM — **10 minutes · pairs · 105 seconds a turn · 1 round**

1. Take about three minutes to fill in your five cards on page 2.
2. Tell your partner your story from the cards, in 90 seconds or less.
3. Your partner says anything about the other team they heard. Can you check it?
4. Swap.

What happened

1 Someone the person, never by name

2 Wants what they were looking for

3 But the other option they had

4 So what they picked, and why, in their words

5 Now what they said they would do; if they did not say, leave it empty

What your partner saw

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

- [ ] Told the cards in order
- [ ] Said the other option
- [ ] Said why, in the person's words
- [ ] Said nothing about the other team they could not check

TALK ABOUT IT

Tell your cards to a grown-up at home or at school. Ask if any part was unfair.



STUCK? TRY THIS

Unsure about a line? Ask: did a person say it, or did I?

★ CHALLENGE ZONE

Replace line b or d with a line a person's answer backs.

WEEK 4 TELL IT STRAIGHT

Say It, Hear It Back

Tell it to a listener and a watcher. The listener says it back, with the other option and why.

IN CLASS THIS WEEK
Restating key ideas and showing you understand other views (SL.6.1d)

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, one listener says it back in one sentence of their own.

Listen for two things: the other option, and why they picked. If either is missing, make it easier to hear. Do not add anything that did not happen.

Three sentences about Story A

MADE UP. PIP IS OUR MASCOT.

a. She could have had a painted pot, but she wanted one that drains, so she picked ours.

b. She picked a pot from our team.

c. The other team's pots were painted.

IN THE ROOM — **9 minutes · groups of 3 · 105 seconds a turn · 1 round**

1. Groups of three: a teller, a listener who says it back, and a watcher.
2. The teller tells their story in 90 seconds or less.
3. The listener says it back in one sentence. The watcher checks off the teller's page 2.
4. Everyone tells once. Then fix one card on your week 3 page: the part your listener missed, or the card you circled.

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

What happened

My listener's one sentence:

Did it have the other option? Why they picked?

What I fixed on my week 3 page:

Which sentence about Story A passes the test? Which letter?

What the watcher saw

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

- ☐ Told the story in 90 seconds or less
- ☐ Faced the listeners
- ☐ Let the listener finish the say-back
- ☐ Said the other option before the pick

💬 TALK ABOUT IT

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



STUCK? TRY THIS

Say the other option, then pause before you say what they picked.

★ CHALLENGE ZONE

Tell your story in 45 seconds. What did you keep, and what did you drop?

WEEK 5 TELL IT STRAIGHT

When the Numbers Disagree

A story's words have to agree with its numbers. If they do not, change the story, not the number.

IN CLASS THIS WEEK
Tracing a speaker's argument and telling supported claims from unsupported ones (SL.6.3)

WARM-UP · 2 MINUTES, ON YOUR OWN
Circle every number or count word on your five cards: most, some, all, none.

◂ YOU WILL NEED, FROM EARLIER IN THIS BOOKLET

- Week 2: the ten answers
- Week 3: your five cards, on page 2

WORDS TO KEEP

true	It really happened, and you can say how you know.
guess	Something you think is true but did not hear, see, or do.

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's story about the ten answers

MADE UP. PIP IS OUR MASCOT.

a. We asked 10 people who looked at both teams' pots.

b. Most of them picked our pot.

c. Three said ours have a drain hole.

d. One said ours come with a seed.

e. Four said theirs were painted.

The ten answers are in the table on your week 2 page.

IN THE ROOM — **9 minutes · pairs · 90 seconds a turn · 1 round**

1. Show your partner your week 3 cards. For each number or count word, they ask, "How do you know?" If there are none, they ask it for each card.
2. Answer with "They told me," "I saw it," "I did it," or "I am guessing."
3. Cross out each guess. If you know what is true, write it above. Swap.

What happened

Which line in Pip's team's story does not agree with the ten answers?

Rewrite it so it agrees, with a number:

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 or count word
- ☐ Said which parts were guesses
- ☐ Crossed out each guess
- ☐ Kept the numbers they could show

💬 TALK ABOUT IT

Tell your story to a grown-up at home or at school. Ask them to stop you at any part that sounds bigger than it was.



STUCK? TRY THIS

Count before you use a word like most, some, or all.

★ CHALLENGE ZONE

Pip's team wants to say something true that sounds good. Write one line it could say, with a number from the ten answers.

WEEK 6 TELL IT STRAIGHT

Tell It, Take a Hard Question

Tell your story to listeners who have not heard it. Then take one hard question.

IN CLASS THIS WEEK
Presenting ideas in a logical order with details, facing the room, loud and clear (SL.6.4)

WARM-UP · 2 MINUTES, ON YOUR OWN
Write the hardest question someone could ask about your story.

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

WORDS TO KEEP

hard question A question about a number or the other option that makes you think. Never about you.

Before you tell it

Face your listeners. Open with who the person is and what they were looking for.

Slow down at the other option. End on Now, or on So if there is no Now, and stop. Keep your cards open if you need them.

Taking the question

Say the question back, so you know you heard it. Answer it, then stop.

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

IN THE ROOM

10 minutes · groups of 3 · 2 minutes a turn · 1 round

1. Groups of three: a teller, a new listener, and a watcher.
2. The teller tells their story in 90 seconds or less.
3. The listener asks one hard question about a number or the other option.
4. The teller says the question back, answers, and stops. The watcher checks off the teller's page 2.
5. Everyone tells once. Then write your page 2.

Finding this hard? Tell it to one new partner, who asks the question and checks off the boxes.

What happened

The question I was asked:

My answer:

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.

- [ ] Faced the listeners
- [ ] Slowed down at the other option
- [ ] Said the question back before answering
- [ ] Answered and stopped, or said they did not know

TALK ABOUT IT

Tell your story to a grown-up at home or at school. Ask them for the hardest question they can think of.



STUCK? TRY THIS

Lost your place? Look at your cards and say the next card's name.

★ CHALLENGE ZONE

Answer your warm-up question out loud in 20 seconds. Then write the answer.

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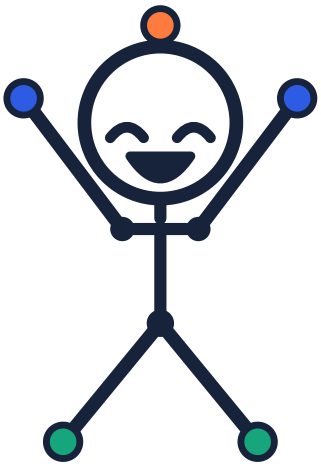
Grade 6 · Tell It Straight

Certificate of Completion

This is to certify that

_____

practiced telling the true story of someone's pick for six weeks. They practiced putting the other option on the But card and being fair to the other team. They also practiced checking every number, and answering a hard question in a small group.



_____ _____

Teacher Date

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