



Facilitator note: The skill is naming the size first, not shrinking feelings. Huvy's first feeling still arrives at full volume - the story never asks her to stop having it; it asks her to make it wait while she names the size. Keep the sizes in the students' own plain words (small, medium, big); do not build charts or color systems. Watch for two failure modes: naming everything small to seem easygoing, and naming everything big because big feels important. The envelope episode exists to show that a true big, named big, gets speed and honesty - naming big is not a failure, mis-sizing is. Students are not asked to confess their own storms; Activity 7 uses a made-up case. If a student is in a genuinely big situation right now, adults should hear about it today.

Activity 1: Two Tuesdays

From the story, compare the pen Tuesday and the envelope Tuesday: the problem, the size, the plan, the cost. What was the same about Huvy both weeks, and what was different?

Activity 2: What size is it?

Name a size for each (fictional) problem, and the plan that size buys.

1. Your bus pass is somewhere in the house and the bus is in ten minutes.
2. You left the only copy of your group's poster at home on the day it is due.
3. Your sister finished the snack you were saving.
4. You realize the money you were supposed to hand in is not in your bag.
5. You cannot find your other shoe.
6. You said something sharp to a friend and she has gone quiet.





Activity 3: Loud isn't sure

Huvy says, "I wasn't sure. I was loud. Loud isn't sure." What is the difference, in the story, between being sure and being loud? Where does volume show up again, and what does the size-naming do to it?

Activity 4: Storm arithmetic (all numbers made up for practice)

Suppose a storm over a small problem lasts 3 hours, and a plan for the same problem takes 10 minutes. How many minutes does the storm cost beyond the plan? Suppose in one month a girl has 4 small problems and storms over all of them - how many storm-hours is that? If she plans all 4 instead, how many minutes? Show your steps.

Activity 5: The envelope, handled big

Why does naming the envelope "big" help rather than scare? List the big-plan moves Huvy makes (there are four), and explain which two the old storm would have blocked.

Activity 6: Draw the office

Draw the office scene: the secretary at her desk, the ninth-grader with the notebook story, Huvy on her errand. Only what can be seen - no labels for feelings. Caption with one line from the story.





Activity 7: Rus and the layout folder - planning for a fictional case

A teen named Rus borrows the yearbook's big layout folder - the one with the master pages - and cannot find it on the morning it is due back. Write what the old storm would look like, the size-naming sentence she says out loud, and the plan that size buys. One sentence each, with names.

Activity 8: Word grid

Find eight words left to right. Row/column numbering begins at 1.

Q	Z	S	I	Z	E	W	B	F	Y
G	H	U	P	L	P	E	N	R	S
T	B	I	G	A	I	Q	Z	X	J
S	M	A	L	L	Y	G	H	U	P
L	M	N	O	L	O	S	T	D	E
A	I	Q	N	A	M	E	V	W	B
F	S	T	O	R	M	L	M	N	O
R	S	T	C	F	I	T	I	Q	Z
X	J	K	V	W	B	F	Y	G	H
U	P	L	M	N	O	R	S	T	C

SIZE, PEN, BIG, SMALL, LOST, NAME, STORM, FIT. Which word names what Huvy used to give every problem, and which word names what she checks first now?





Teacher answer key

1. Pen Tuesday: a small problem (the pen is in her coat) met with a big storm - dumped desks, an accusation, a burned evening, a test written with her head elsewhere. Envelope Tuesday: a genuinely big problem (eighty-six dollars, her name on the treasurer line) met with a big plan - and solved in forty minutes. Same Huvy: the first feeling arrives at full volume both times. Different: the second time, she names the size first and the response fits the problem instead of the feeling.
2. 1 Small - two-minute plan: pockets, coat, yesterday's bag, then borrow or buy a day pass. 2 Medium-to-big - tell the teacher now, recreate or borrow supplies, take the consequence honestly. 3 Small - a sentence and a plan to restock, not a trial. 4 Big - retrace immediately and tell the responsible adult today, like Huvy. 5 Small - two-minute plan, then the spare pair. 6 Medium-to-big - it is about a person; a real apology soon, not a two-minute plan and not a catastrophe either. (Sizes can be argued; the plan must match the argued size.)
3. Sure is about facts; loud is about volume. Huvy accused her deskmate in "a voice that is not a question" - maximum volume, zero evidence. Volume shows up again in the stairwell ("the urge to dump her bag... and accuse the staircase") and at the glove. Size-naming makes the first feeling wait, and waiting, "it sometimes sits down."
4. 3 hours = 180 minutes; $180 - 10 = 170$ extra minutes per storm. 4 storms = 12 storm-hours. 4 plans = 40 minutes. Steps shown.
5. Naming it big tells her the problem deserves her best moves, not her loudest ones. The four moves: she names the size out loud; she does not let the storm steer; she tells her teacher immediately and states the facts flat; she retraces with help. The old storm would have blocked the immediate honest report (storms hide) and the methodical retrace (storms thrash).
6. Open. The scene should show the secretary's desk, the breathless ninth-grader, Huvy watching. Strong captions quote "What size is it?" or "In this office, things come in three sizes." Any honest rendering counts.





7. Sample: Storm - "Rus dumps her locker, tells no one, and spends the period imagining the yearbook advisor's face." Size sentence - "This is medium-to-big: borrowed school property, so a real plan now." Plan - "She retraces the classroom-shelf-art-room route with a friend, tells the advisor right away, and offers to stay late helping re-create any page that stays lost." Any sized plan with a prompt honest report counts.

8. SIZE row 1 columns 3-6; PEN row 2 columns 6-8; BIG row 3 columns 2-4; SMALL row 4 columns 1-5; LOST row 5 columns 5-8; NAME row 6 columns 4-7; STORM row 7 columns 2-6; FIT row 8 columns 5-7 She used to give every problem a STORM; now she checks the SIZE first.

