

The Fourth Note

Facilitator note: The skill is asking for help early, and the story's frame is cost, not courage. Roiza is not shamed for waiting - the story shows the price curve so students can see it themselves. Keep the mirror moment central: Roiza thinks MORE of Peppy for asking early, not less, and the whole lesson is applying that to herself. Do not turn it into "everyone must ask for help constantly" - sometimes the honest answer is that you can figure it out alone, and the skill is noticing when that stops being true. Also keep Morah's line exact: the note is "exactly the right move" - she praises the useful action, not a class of student; there is no "good students do this" ranking in this story. Students are not asked to confess what they are currently lost in; Activity 7 uses a made-up case. If a student is quietly drowning in a subject right now, this activity's hoped-for outcome is that she writes her own fourth note this week - to a teacher, with a parent's knowledge.

Teacher answer key

1. Week one: one sentence, probably one session. Week four: the sentence plus the quiz plus the silence - three sessions and a rebuilt third lesson. After the test: all of that plus a test grade. The note gets harder because delay adds items to the confession: "Last week it needed one sentence. Now it needs the sentence plus an explanation of the week plus the quiz. Delay is not free. Delay charges."
2. Evidence: Peppy asks early, plainly, and Roiza thinks more of her - Peppy's own family rule is that asking early leaves less to catch up on. The classmate laughs at "I'm not the best person for this one" because Roiza's helper identity is solid, not fragile. Being asked unlocks it because it gives Roiza her own medicine: she experiences an ask as competence, from the helper's chair, which no amount of drafting could show her.
3. Draft one ("completely lost") is too dramatic - protecting the helper image. Draft two ("a few of us") hides her inside a committee - protecting her from the word "I." Draft three is a confession, not a request - protecting nothing, just punishing herself. The fourth works because it is only a request: what she needs, when, and what to prepare - "No 'completely.' No committee. No confession."
4. 4 weeks of waiting: $1 + 4 = 5$ sessions. 8 weeks: $1 + 8 = 9$ sessions. Not captured: the anxiety, the copied patterns that teach nothing, the silence itself. Steps shown.
5. She praises the action because a move can be copied by anyone this week, while a ranking would turn the quiet drowners into a verdict about people - and the story never does that. Asking is not giving up: giving up is copying patterns and hoping; asking is naming the break so it can be rebuilt, "the way Morah rebuilds the third lesson with blocks."
6. Open. The desk should show the crowd, the sheets, Roiza explaining. Strong captions quote "Delay is not free. Delay charges" or "Now is the cheapest it will ever be again." Any honest rendering counts.

7. Sample: Delay sentence - "Every ruined pan Ayelet hides makes the call to her aunt longer and stranger." The ask - "'Auntie, I keep wrecking the layered dough. Can I watch you make it once? Which step am I rushing? - Ayelet.'" Mirror moment - "Her little cousin asks her, mid-recipe, 'show me how you know when it's done,' and Ayelet teaches her happily and thinks no less of her for asking." Any early, plain ask plus a mirror counts.

8. ASK row 1 columns 1-3; HELP row 2 columns 1-4; EARLY row 3 columns 1-5; COST row 4 columns 1-4; NOTE row 5 columns 1-4; LOST row 6 columns 1-4; PLAN row 7 columns 1-4; QUIZ row 8 columns 1-4 Delay charges COST; asking actually is PLAN (planning) - accept PLAN or, with reasoning, ASK.