



A classroom resource · Foundation – Year 2

Teaching
The Yet Jet

A Read-Aloud Flight Plan

One book · one lesson · one little word that changes everything

Prop this open and fly: a complete, zero-prep lesson on the power of “yet”, with a week of follow-on, a printable worksheet, and every curriculum link done for you.

READY?

KEEP GOING

YOU'RE SO CLOSE!

By **Hannah E. Marks** · teacher of 15+ years · Australian Curriculum v9.0 aligned

Prop this page open — it's the whole lesson

Your flight plan at a glance · 45–60 min · whole class → pairs → solo

Pre-flight checks

- The book · whiteboard or chart paper · drawing materials
- Optional: a card with the magic word **YET**
- Pre-teach: **yet** · **mistake** · **challenge** · **practise**

Today we're learning...

- our brains **grow stronger** when we keep trying
- to turn “I can't” into “**I can't... yet**”
- to name the feeling, then take **one small step**

READY?

Before we fly

~10 min · hook & predict

- **See–Think–Wonder** on the cover: What do you notice? What do you wonder?
- **Make it safe:** Thumbs up if something has ever felt too hard. Then: “Me too — everyone in this room.”
- Hold up the **YET card**: “Today we meet one tiny word that changes everything.”
- **Set the listening job:** Listen for how the boy feels — and for our magic word.

Listen for: children naming feelings; predictions that connect to their own “hard things”.

KEEP GOING

In the air

~20 min · interactive read-aloud

- At “**I can't**”: How is he feeling? How can you tell?
- At **The Learning Space**: What might “grow at our own pace” mean?
- At the **steep climb**: turn-and-talk — When did you want to give up? What helped?
- **Think aloud** (model it): “If that were me, my tummy would feel wobbly... but I'd take one small step.”
- At “**I can't... YET**”: pause for the reveal. What just changed? Celebrate the word!

Listen for: feeling words; strategies (“try again”, “ask for help”); joining in on “yet”.

YOU'RE SO CLOSE!

Coming in to land

~20 min · respond & apply

- Re-tell the journey in 3–4 child sentences (start → struggle → keep going → *yet*).
- “**My Yet**” (worksheet, page 5): draw one thing you can't do *yet* + one step you'll try.
- Share in pairs → a few to the class. **Praise effort & strategy**, never cleverness.
- Start the class **Yet Wall** with everyone's “yets”.

Exit check (1 min): each child says one “yet” as they line up — that's your formative evidence.

The golden rule for the whole lesson: the book plants the word; *your* modelling grows it. Catch yourself saying “I can't do this... yet” in front of them — that's the moment they learn it's real.

Every kind of learner, all week long

Adjustments & the week after

This book was written for the children who find learning hard — including ADHD and neurodivergent learners — so the lesson includes them *by design* (Universal Design for Learning): short talk bursts, a concrete metaphor, movement, and no compulsory writing.

Support & access

- **Draw, tell or act** the “My Yet” — writing is optional.
- Keep the **YET card** and sentence stems visible all lesson.
- **Chunk it:** the turn-and-talks are your built-in movement/reset breaks.
- **Regulate first:** name the feeling before asking for reflection.
- Seat wrigglers where they can stand; a fidget beats a battle.

Extend

- Write an encouraging “**yet**” **note to a friend**.
- Set a **multi-step goal**; track the small steps for a week.
- Hunt for **fixed-mindset talk** in other stories — and “flip it”.
- Design a new **roadside sign** for the classroom.

Keep it flying – a 15-minute follow-on each day

Day	Activity	How it works
Mon	The Yet Wall (then ongoing)	Everyone posts a “yet”. When one is mastered, it moves to the “I CAN now!” side — and a new “yet” goes up. Progress stays visible.
Tue	Feelings check-in	Match emotion faces to learning moments (“tricky maths = ____”). Ask: <i>what helps that feeling?</i>
Wed	Build your own jet	A simple cardboard/paper jet; each child writes the goal they're flying toward on the wing.
Thu	Re-tell the journey	Sequence the story (start → struggle → keep going → yet) with picture cards, or act it out.
Fri	Yet celebrations	Circle time: who used the magic word this week? Who took one small step? Applaud the <i>trying</i> .

Three habits that make it stick (cost: \$0)

Model the word

“You can't tie your laces... *yet*.” Say it about yourself, too.

Praise the process

“You tried a different way” beats “you're so smart” — every time.

Celebrate yets

Notice persistence out loud. What gets celebrated gets repeated.

Family connection (copy-paste for your newsletter): “This week we learned the *power of yet*. When something feels too hard at home, try adding ‘yet’: ‘I can't do it... yet.’ Ask your child about their yet — and share one of yours.”

Name: _____

Date: _____

My Yet

It's not that I can't. I just can't... YET!

draw your "yet" here 

There is something I can't do **yet**: _____

To get better, I will: _____

One person who can help me is: _____

When I get there, I will feel: _____ 😊

KEEP GOING

NOT QUITE

YOU'RE SO CLOSE!

Curriculum links & assessment

Australian Curriculum v9.0

Where it fits	Descriptor / focus	Code / band
Personal & Social Capability → Self-management	<i>Perseverance and adaptability:</i> persevere when attempting tasks; adapt attempts when first tries are unsuccessful. <i>Emotional regulation.</i>	General capability, F–2
HPE — Personal, Social & Community Health	Express and describe emotions they experience.	AC9HPFP03 (F)
HPE	Describe personal qualities and how they contribute to identities.	AC9HP2P01 (Yr 1–2)
HPE	Identify how different situations influence emotional responses.	AC9HP2P03 (Yr 1–2)
English — Literature	Responding to and discussing a picture book; retelling narrative sequence.	F–2 band

Also sits inside the v9.0 **Mental Health & Wellbeing** curriculum connection. NSW (NESA) and Victorian Curriculum equivalents exist — confirm codes against your state syllabus.

What to look and listen for (formative)

Evidence of learning	Capture it via
Explains what “yet” means in their own words	Share time · anecdotal note
Turns an “I can’t” into “I can’t... yet”	“My Yet” worksheet
Names a tricky thing <i>and</i> a strategy to keep going	Pair-share · exit check
Uses “yet” later, <i>unprompted</i>	The Yet Wall — best evidence of all

Why this works (the 60-second version): children with ADHD and other learners who struggle develop their inner “coaching voice” later and less reliably. A shared read-aloud that repeatedly models “*I can’t*” → “*I can’t... yet*” rehearses that self-talk out loud, reframes mistakes as information, and builds self-efficacy — the strongest predictor of persistence. Full research summary: the *Evidence & Pedagogy Brief* at theyetjet.com.

Pedagogical basis: interactive/dialogic read-aloud · Before–During–After framework · Gradual Release of Responsibility (Pearson & Gallagher) · See-Think-Wonder (Project Zero) · learning intentions & success criteria (Hattie; Clarke) · growth mindset & process praise (Dweck) · SEL (CASEL) · UDL (CAST). · The Yet Jet · Hannah E. Marks · Illustrated by Katherine Richardson · ISBN 978-1-7646974-0-8 · This is an educational resource, not a clinical intervention.