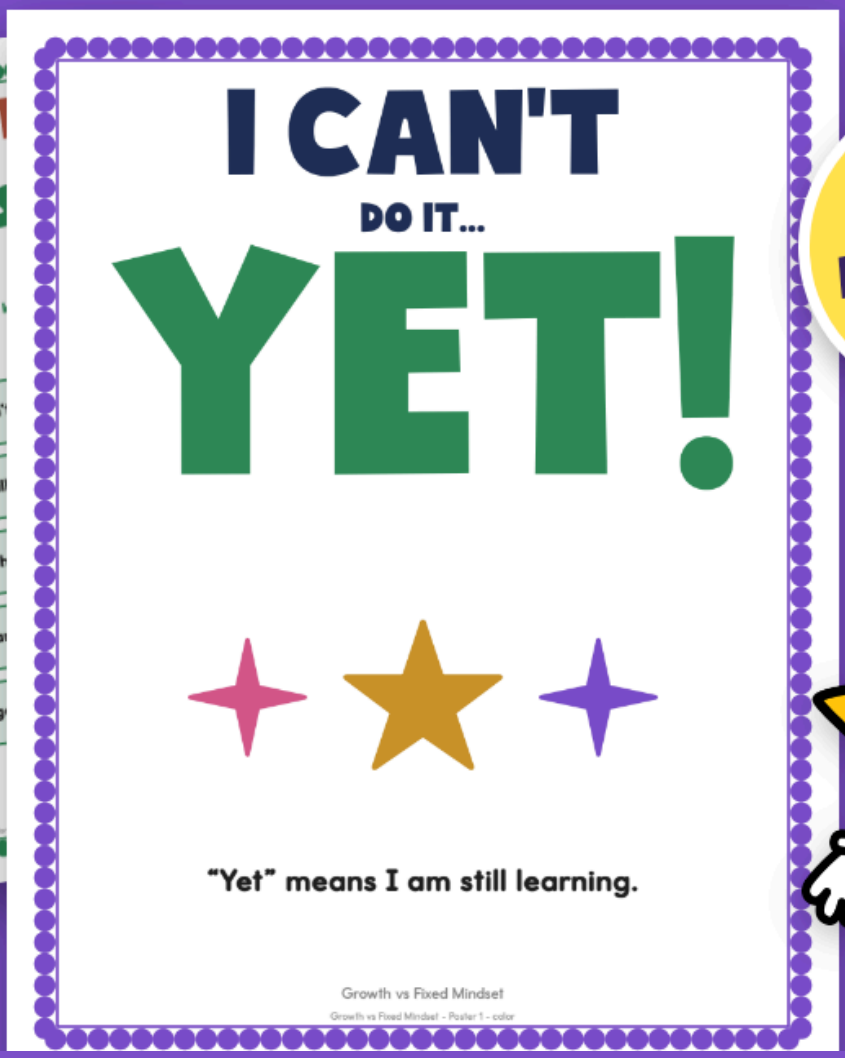
GROWTH MINDSET

Growth vs Fixed Posters and Sort Cards





4 POSTERS



Bright Path Sped

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name lines, the swap strips, the family note and the class tally are type-in fields. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the cut pieces keep their size. The ink-saver posters are white with outline lettering, so they use very little ink. Posters look best on cardstock; sort cards and strips are fine on copy paper.

Before you hang it

- Cut along the dashed lines; each piece shares its edges with the next.
- Use glue sticks for the sort mats and tape for the desk strips.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update.

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PREVIEW

A Week of Short Lessons

Ten to fifteen minutes a day. Change the order to fit your week.

Day	What we do	Pages
Mon	Hang the "I Can't...Yet" poster. Say it together. Ask: what is one thing you can't do yet?	5
Tue	Read the Fixed vs Growth poster. Children cut and sort cards A.	6, 13-14
Wed	Sort cards B. Check both mats with the key.	15-17
Thu	Read the swap strips aloud. Children write two swaps of their own.	18
Fri	Fill in My Growth Page. Tape up the desk strips and start the Yet Chart.	20-21

Say it like this

- "Not yet" means I am still learning.
- Fixed words stop me. Growth words keep me going.
- When you catch yourself saying "I can't," add the word **yet**.

Keep the words going all year

- Leave poster 7 (Stuck? Try This) near the place children work.
- Use the class tally (page 24) when you hear a child say a growth swap aloud.
- Let children pick a swap strip to keep in their folder.

My plan for this week (write your own)

_____

_____

_____

PREVIEW

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I CAN'T

DO IT...

YET!



PREVIEW

“Yet” means I am still learning.

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STUCK?
TRY THIS!

1. TRY AGAIN.
2. TRY A NEW WAY.
3. ASK FOR HELP.
4. KEEP GOING.

Every try helps me grow.

PREVIEW

I can't

do it...

YET!



“Yet” means I am still learning.

PREVIEW

Mistakes Help Me Learn!

PREVIEW



Oops! Now I know. I can try again.

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My name _____

Sort the cards. Glue each one.

FIXED MINDSET words that stop me	GROWTH MINDSET words that keep me going

PREVIEW

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My name _____

Sort the cards. Glue each one.

FIXED MINDSET words that stop me	GROWTH MINDSET words that keep me going

PREVIEW

Answer Key for the Sort Cards

Cards are numbered in small print: A1 to A8 on page 14, B1 to B8 on page 16.

Fixed mindset words (8)

A1. I can't do this.

A3. I give up.

A5. I'm just not good at this.

A8. I will never get it.

B2. This is too hard. I won't try.

B4. I'm not smart like her.

B5. I made a mistake. I'm bad at this.

B7. Don't look at my work.

Growth mindset words (8)

A2. I will try a new way.

A4. Mistakes help me learn.

A6. I can get better with practice.

A7. I can't do this yet.

B1. I will ask for help.

B3. I can try again.

B6. Hard work makes me grow.

B8. I can ask her how.

Talk about it

- Which card sounds like something you have said?
- Which growth card could you say next time? Say it out loud.
- A card can sound close to its partner. Look for the word **yet**, a plan, or a question for help.

Play it another way

- Read a card aloud. Children stand for growth words and sit for fixed words.
- Pick a fixed card. Together, say it a new way using the swap strips.

Cards I changed or added

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My name _____

Write what is hard. Draw me trying.

Something hard for me is

I can't _____ yet. I will try

PREVIEW

Me trying again

A Note for Home

Fill in the blanks, print, and send it home. Your own words are the best words.

Child's name _____ Date _____

Dear family,

This week we are learning to say "I can't do it **yet**." When something is hard, we try again, try a new way, or ask for help.

_____

_____

_____

_____

_____

Words your child is practicing

- Instead of "I can't do it." we say "I can't do it yet."
- Instead of "I'm not good at this." we say "I'm still learning this."
- Instead of "It's too hard." we say "It's hard. I can try."
- Instead of "I made a mistake." we say "I can fix it and learn."

Try at home

- Ask: What was hard today? What did you try?
- When you hear "I can't," try adding "yet."
- Tell about a time you got better at something.

Something we can try at home:

_____

_____

_____

Teacher _____ Phone or email (your choice) _____

PREVIEW

Words to Say: a Phrase Bank

Starters to use out loud. Finish each blank with what you saw that day.

When a child says "I can't"

- You can't ____ yet. What could you try first?
- Show me one step you already did: ____.
- What is one new way to try ____?
- Who could you ask for help with ____?

When you notice effort

- I noticed you kept going when ____.
- You tried a new way: ____.
- Today you worked on ____ and you did not stop.

When there is a mistake

- This mistake shows us ____.
- What did you learn from ____?
- Let's fix ____ together and try it again.

When a child compares

- You are learning ____ at your own pace.
- What could you ask ____ about how they did it?

My own starters

_____

_____

_____

PREVIEW

Filled Example: One Week

An invented class. The names and every mark on this page are invented.

Student	Mon	Tue	Wed	Thu	Fri	Total
Maya	1	2	2	3	3	11
Leo	0	1	2	2	2	7
Ana	1	1	1	2	3	8
Sam	0	0	1	2	2	5
Jo	2	2	3	3	4	14
Eli	0	1	1	1	2	5
Day total	4	7	10	13	16	50

Reading the table

- Each child's Total is the sum of the five days: Jo 14, Maya 11, Leo 7, Ana 8, Sam 5, Eli 5.
- The Day total row adds down each column: 4, 7, 10, 13, 16.
- Both ways add to 50.

What the teacher did next

Fri had the most marks (16). The teacher kept the swap strips on the desks and asked the children with the fewest marks to read a swap strip aloud next week.

What this example is not

One invented class's tally. It sets no typical number, grades no child and predicts nothing about a real class.

Try it with your class: what will you listen for?

PREVIEW