NS Lesson #2

*Objectives*: Upon completion of the following lesson students will be able to:

* Explain what goals are (primary)
* Identify explicit goals for protagonist (primary)
* Identify inferred goals for protagonist (secondary)
* Establish that goals are important to a story
* Identify events in a narrative (review/reinforce)
* Identify simple causes and events (review/reinforce)
* Recall/retell text using graphic organizers (build working memory strategies) (secondary)

*Materials Needed*:

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| **Base Appendix Folders *(in Teacher Box)*:**   * Sample Procedure Cards (Causal Connections, Goals/Tries/Outcomes, Inference) (see Base Appendix, pp. 1-3) * Identifying Causes and Events Anchor Chart (Base Appendix, p. 4) * Student Goal/Try/Outcome Cards (on tablet or actual cards, see Base Appendix, p. 5) * Goal/Try/Outcome Anchor Chart (for reference only, Base Appendix, p. 6) * How to Place Cards on Goal/Causal Connections Organizer (Base Appendix, p. 7) * Blank Goal/Causal Organizer (Base Appendix, p. 8) * Outcome Prompt Flowchart (Base Appendix, p. 9) * Inference Anchor Chart (Base Appendix, p. 10) * Inference Prompts (Base Appendix, p. 11) * You Do It Together Conversation Starters and Prompts for Small Group Practice (Base Appendix, p. 12) * Small Group Practice Chart (Base Appendix, pp. 13-15) * Gestures Instruction Sheets (for reference only, Base Appendix, pp. 16-17) * Directed Movement Activities (Base Appendix, pp. 18-24) (laminated copies) * Green folder for teacher with Student Evaluation Script (Base Appendix, pp. 25-45) * Green folders with laminated student evaluation chart (6) (Base Appendix, p. 45)   **Lesson 2 Appendix *(To be printed)*:**   * + Lesson 2 Magician Narrative Review from Lesson 1 Mastery Sheet (Lesson 2 Appendix, p. 1)   + Lesson 2 Intro Balloon Popping Mastery Sheet (only mapping goals and because card) (p. 2)   + Lesson 2 Magician Narrative Mastery Sheet (only mapping goals and because cards) (p. 3)   + Lesson 2 *The Ghost with the Halloween Hiccups* Mastery Sheet (only mapping goal and because card) (Lesson 2 Appendix, p. 4) * Student Evaluation Record Sheet (make 2 copies) (Lesson 2 Appendix, pp. 5-6) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 2 Appendix, p. 7)   **Technology:**   * + Laptop * Teacher Tablets (2); Student Tablet on Demo Mode (1)   + Student Tablets (6)   **Teacher Box:**   * Pens (3) * Plastic Cups (6) * Apron * Sharpie * Paperclips * Small Sticky Notes (assorted colors) (6 pads) * Chart Marker * Stickers * Chips for Green Folders (6) * Wet Erase Markers (3) * O-Rings * Wikki Stix * Velcro Boards (4) * Story Creation Bags (set of 12) * Example Bag (1 goal card, 1 try card, 1 outcome fail card, 1 outcome yes card, 1 because card, and 1 because string) * Role Cards (2 sets; I Do, I Help, I Watch, You Do Together, You Help, You Watch) * Role Charts (set of 2) * Procedure Cards (8 sets; 1 goal card, 1 try card, 1 outcome yes card, 1 outcome fail card, 1 procedure card) * Small Group Practice Flip Charts (2)   **Videos/PowerPoints Needed:**   * PowerPoint: *The Ghost with the Halloween Hiccups* (1 copy) * Video: Lesson 2 Video from Alex the Magician (1 copy)   **Pre-Printed Cards *(in Lesson 2 Box)*:**   * Lesson 1 Magician Narrative Review * Lesson 2 Intro: Balloon Popping * Lesson 2 Magician Narrative * Lesson 2: *The Ghost with the Halloween Hiccups,* Day 1 (including Character card for Mr. Penny) (1)   **Boards from Previous Lesson(s):**   * Lesson 1 Magician Narrative Review (build before the lesson begins)   **Additional Materials and Props *(in Lesson 2 Box)*:**   * 1 non-helium balloon * Blank laminated cards (at least 18 total)   **Magician Materials *(in Magician Box)*:**   * None |

**Lesson 2**

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|  | ***Setting Up for the Magician Narrative***  *Before the lesson begins*:   1. Discuss and make arrangements with your co-teacher and with research personnel to decide which 2 locations in the school you will use to look for Alex the Magician’s missing balloons in the Magician Narrative today. The locations should be somewhere: (a) close to your classroom. (b) that does not interfere with other school activities, and (c) that you have previously requested to visit. 2. Locations in the school might include: classrooms nearby, the principal’s office, the nurse’s office, counselor’s office, or teacher’s workroom if available and permission has been granted. |
|  | ***Building Board from Previous Lesson:***  *Before the lesson begins:*   1. Build the Lesson 1 Magician Narrative Review Velcro board using the Lesson 1 Magician Narrative Review pre-printed cards, which are in the Lesson 2 box (yes, there is really a complete set of Lesson 1 Magician Narrative Review cards in the Lesson 2 box). 2. Use the Lesson 2 Magician Narrative Review from Lesson 1 Mastery Sheet (Lesson 2 Appendix, p. 1) as a guide when building the board. |
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|  | ***Materials for Part 1: Introduction/Review***   * + Lesson 2 Magician Narrative Review from Lesson 1 Mastery Sheet (Lesson 2 Appendix, p. 1) * Pre-printed cards: Lesson 1 Review of Magician Narrative (place on Velcro Board before lesson begins) * Velcro Board * Procedure cards (1 for each child, 1 for each teacher) |
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| \_\_\_\_\_ | 1. **Introduction/Review** (10 min.)  a. [Review rules chart by reading rules aloud to the students. Review behavior management system including consequences of not following rules (losing a sticky note and potentially not being able to get a toy at the end of the lesson if they don’t have all of the sticky notes with their name on it). Review how to earn stickers that go in plastic cups.] |
| \_\_\_\_\_ | Say: “Last time I asked you to see if you could find simple causes and events when you were reading, watching television, playing games, or in real life while you were at home. Who can share any simple causes and events you have noticed since our last lesson?”  [Students respond] |
| \_\_\_\_\_ | Say: “I found a causal connection last night. I got myself a bowl of ice cream, but I forgot to put the container back in the freezer. I came back to the kitchen later and the ice cream in the container had all melted! The ice cream melted *because* [make finger move] I forgot to put it back in the freezer. I can also say, I forgot to put the ice cream back in the freezer *which caused* it to melt.” |
| \_\_\_\_\_ | b. [Explain to students that we will begin with “**I Do/You Help.**”]  Say: “We are going to begin with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, once I think that you are getting the hang of it, I will give you a chance to help me out. We will call this time: ‘I Do/You Help’.” [*Point to the “I Do/You Help” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Do/You Help,’ I will still be teaching, but you will be able to participate by offering your ideas or helping me figure out the answers. You should still be listening with your ears [point to ears], watching with your eyes [point to eyes], and thinking with your brain [point to brain]. When you have something to add you can let me know by raising your hand [raise hand]. This will help you think and learn the information by participating more—it will also help me to know what you understand and what you still need help on.” [Use Gestures for Explaining Roles in Base Appendix, p. 16.] |
| \_\_\_\_\_ | c. Say: “In our last lesson we learned about events and causes. Let’s review what they are. Remember, you can use the procedure card to help you remember.”   * Ask: “What is an event?”   [Events are the things that happen in a story.] |
| \_\_\_\_\_ | * Ask: “What question do we ask ourselves to help find the events in a story?”   [What happened?”] [make “what happened” gesture, see Base Appendix, p. 16.] |
| \_\_\_\_\_ | * Ask: “Sometimes some events cause other events to happen. What is a cause?”   [A cause explains why something happened in a story.] |
| \_\_\_\_\_ | * Ask: “What question do we ask ourselves to find the cause?”   [Why did this happen?] [make “why” gesture, see Base Appendix, p. 16.] |
| \_\_\_\_\_ | * Ask: “How do we show causal connections on our Velcro board?” [We show a causal connection using a Because String] see Base Appendix, p. 17.] |
|  | ***Use Completed Lesson 1 Magician Narrative Board for Review:***  For the review of the previous magician narrative, the teacher should use a completed Velcro board from the Magician Narrative in Lesson 1, which included the events and Because Strings, and point to the board while reviewing each component of the narrative. |
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| \_\_\_\_\_ | [Refer to the Magician Narrative Review board from Lesson 1]   * Say: “Let’s review one of the events and its cause from our Magician Narrative. Remember last time Alex the Magician showed us a cool magic trick? What happened in the first magic trick?” [make “what happened” gesture, see Base Appendix, p. 16.]   Students should say: [The rabbit appeared.] |
| \_\_\_\_\_ | * Say: “Then Alex the Magician explained to us how she did the trick. The rabbit appeared BECAUSE [make sweeping finger movement in air, see Base Appendix, p. 17.] Alex pulled the rabbit out of the secret pocket.”   [Point to the Because String and each of the event cards]. |
| \_\_\_\_\_ | * Say: “We found a causal connection. The rabbit appeared *because* [make sweeping finger movement in air, see Base Appendix, p. 17.] Alex pulled the rabbit out of the secret pocket.” |
| \_\_\_\_\_ | * Say: “We can also retell it by saying the CAUSE first, Alex pulled the rabbit out of the secret pocket, which *caused* the rabbit to appear.”   [Use the Velcro board to illustrate the connection, and point to the Because String while describing the causal connection] |
|  | ***Materials for Part 2: Explicit Instruction***   * Goal cards (on tablet or actual cards, see Base Appendix, p. 5) * Procedure cards (1 for each child, 1 for each teacher) * Lesson 2 Intro Balloon Popping Mastery Sheet (only mapping goals and because card) (p. 2) * Pre-printed cards: Lesson 2 Intro: Balloon Popping (build together on Velcro board during the lesson) * Blank laminated cards (at least 6) * Velcro board * Wet erase marker * Wikki stix * 1 non-helium balloon |
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|  | 2. **Explicit Instruction** (15 min.) |
|  | a. [Use the script below to explain declarative, procedural, and conditional knowledge related to identifying goals. Use anchor chart (see Base Appendix p. 6) and the Procedure Cards (see Base Appendix p. 2) to support this activity.] |
| \_\_\_\_\_ | [Explain to students that we will now be switching to “**I Do/You Watch.**”]  Say: “We are now going to switch to ‘**I Do/You Watch**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, it will be my turn to talk. We will call this time: ‘I Do/You Watch,’ meaning it is my time to teach you and your time to learn.” [*Point to the “I Do/You Watch” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Do/You Watch,’ I will be the only one talking. I may read a story or watch a video and tell you what I’m thinking inside my head so that I can teach you how to do it. When it is ‘I Do/You Watch,’ you should be listening; you should be actively listening and thinking inside your head, trying hard to learn what I am teaching you. The only talking that you will do is if you are confused or don’t understand, you should ask questions to help you learn what we are doing.”  Say: “So this means during ‘I Do/You Watch’ you will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and at the end raising with your hand [raise your hand] if you have any questions.” [see Gestures for Explaining Roles in Base Appendix, p. 16.] |
| \_\_\_\_\_ | Say: “Today we are going to learn how to identify goals in stories. When we can identify a goal in a story it helps us focus on the important parts of a story so we can understand it better. A goal itself is a very important part of a story. When we understand a goal and all its parts, it helps us to find the important parts of a story.” |
| \_\_\_\_\_ | Say: “First, we will think about what a goal is.Goals are what the character wants to do or get in a story. Usually a goal is identified early in the story.” |
| \_\_\_\_\_ | Say: “We are going to use this picture (show GOAL card on tablet, or hold up GOAL card) to represent goals.” |
|  | [If tablets are available follow the directions in this dark gray box]  [Goal card will pop up on each student’s tablet when the teacher reaches this portion of the script. Students will not be able to select the card until teachers hit the fidelity box below in which they ask students to click on the card.] |
| \_\_\_\_\_ | Say: “Now take a look at your tablets. You each should have a goal card that looks like mine on them. Do you see it? If you see or hear a goal during a story, I want you to tap on that card on the screen.” |
| \_\_\_\_\_ | [Activate first practice item by tapping the fidelity box to the left.] |
| \_\_\_\_\_ | Say: “Can you tap on it now?”  [Students tap the GOAL card and hold up their tablet.]  [Before tapping the ‘Done’ button on the top right of the screen to move to the next question, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
| \_\_\_\_\_ | Say: “Great! It gets bigger and has a yellow ring around it when you tap on it, doesn’t it? Once you tap on the goal card, I want you to hold it up so that I can see that you think there is a goal in the story. “Let’s practice tapping and showing your GOAL card again. Let’s pretend you see or hear a goal. What do you do?” |
| \_\_\_\_\_ | [Activate second practice item by tapping the fidelity box to the left.]  [Students tap the GOAL card and hold up their tablet.]  [Before pressing the ‘Done’ button on the top right of the screen, teachers should double-check to make sure that all students have responded to the current question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available follow directions in this light gray box]  [Pass out a goal card to each student.] |
| \_\_\_\_\_ | Say: “Let’s practice showing your GOAL card. You see or hear a goal. What do you do?”  [Students hold up GOAL card.] |
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|  | [If tablets are available follow the directions in this dark gray box]  Say: “When the background of the tablet is white, you will be able to tap on the screen and select the goal card. When the background is black, you will still see the goal card, but tapping won’t activate the goal card. The goal card is on the screen when there is a black background just to remind you to look for goals as we go through stories.” |
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| \_\_\_\_\_ | Say: “Let’s take a look at the pictures on these cards. I see a person holding a bunch of balloons, and there’s a yellow bubble coming from their head. I’ve seen a bubble like this before—it shows what a character is thinking. Inside this yellow bubble is a balloon popping, so it looks to me like this person is thinking about popping these balloons. That must be their goal! Remember, a goal is what a character wants to do or get. We can see on this card that this person’s goal is to pop the balloons.” |
| \_\_\_\_\_ | Say: “You will tap/hold up this card whenever you see or hear a goal.” |
| \_\_\_\_\_ | Say: “When we want to identify a GOAL in a story, we use these steps:   1. First, we listen for a goal, especially at the beginning of the story. 2. As you listen think, “What does the character want to do or get?” 3. When you think you hear a goal, tap/hold up your goal card (demonstrate by holding up/tapping the goal card) and have students hold up their cards. 4. Then we will record that goal on one of these yellow thought bubbles to help us remember what the character’s goal is. 5. Once we know what the character’s goal is, we have to ask ourselves a question “Why does the character have this goal?” It helps us understand stories better when we think about why the character has a goal. |
|  | [Have students turn their Procedure Card to the “How to Find Goals, Tries, and Outcomes” side] |
| \_\_\_\_\_ | Say: “You can use this side of the card to help you remember how to find goals in a story. After we read the story, our first step is looking for a goal. We will talk about these other steps later. To find a goal ask the question, ‘what does the character want to do or get?’” |
| \_\_\_\_\_ | b. Say: “So, let me show you how I think when I identify goals.” |
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| \_\_\_\_\_ | [Display a balloon that is filled with air.]  Say: “Okay, I have a balloon here. When I think of a goal I have to think, “What do I want to do with this balloon?” [Tap/Hold up GOAL card.] |
| \_\_\_\_\_ | Say: “Hmmm, I could do lots of things with a balloon. I might want to play with the balloon. Or, I might want to pop the balloon. I really love popping balloons. It’s one of my favorite things to do. Let’s say my goal is “I want to pop the balloon.” |
| \_\_\_\_\_ | Say: “Okay, so we have identified our goal. I want to pop the balloon. My next step [pointing to anchor chart] is to tap/hold up my goal card. When you tap/hold up your goal card, it lets me know that you have an idea about what a goal in a story might be. Let’s practice. So, my goal is that I want to pop the balloon.” |
| \_\_\_\_\_ | [Teacher and Co-teacher tap/hold up Goal Cards]  “I tap/hold up my goal card to show that I think I have an idea of what the character’s goal might be.” |
| \_\_\_\_\_ | “So, my goal is that I want to pop the balloon. Once we find a goal we will write it on a yellow thought bubble. The words in the thought bubble tell what I am thinking in my head [hold thought bubble up to your head to illustrate]. It reminds us of what the goal is.” |
| \_\_\_\_\_ | [Show the “Pop the balloon” yellow thought bubble and hold it up to your temple.] |
| \_\_\_\_\_ | Say: “Now that I know what my goal is, I have to think about WHY [make “why” gesture, see Base Appendix, p. 16.] I have this goal.”  Say: “Remember in our last lesson we learned about causes. When we think about WHY [make “why” gesture, see Base Appendix, p. 16.] we have a goal we are thinking about what CAUSED the character to have that goal.”  Say: “So, after we find a goal we will think about what CAUSED the character to have that goal. My goal is to pop the balloon. WHY do I have that goal? WHY do I want to pop the balloon?” [make “why” gesture, see Base Appendix, p. 16.] |
| \_\_\_\_\_ | Say: “I decided my goal would be to pop the balloon BECAUSE [make finger move] popping balloons is one of my favorite things to do. That was my reason, or what CAUSED me to want to pop it. To help us remember, let’s write that on this blue BECAUSE card.” |
| \_\_\_\_\_ | [Show “Popping balloons is one of my favorite things to do” Because Card and place to the left of the yellow thought bubble on the organizer]. |
| \_\_\_\_\_ | Say: “We will put the BECAUSE card to the left of the goal thought bubble. Guess what? I think I’ve found a causal connection! I can show this on our organizer using a Because String.”  [Connect the goal to the blue Because Card using a Because String]. |
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| \_\_\_\_\_ | Say: “See, even though we are learning about goals today, we can still look for causal connections like we did in the last lesson. Let’s practice retelling the causal connection. We can retell it one way by saying what our goal is.” |
| \_\_\_\_\_ | Say: “My goal is to pop the balloon [point to the yellow thought bubble] *because* [move finger along the because string] popping balloons is one of my favorite things to do [point to the blue Because Card]. |
| \_\_\_\_\_ | Say: “Remember I can also retell it by saying the CAUSE first. Popping balloons is one of my favorite things to do [point to the blue Because card], WHICH CAUSED [move finger along the Because string] me to want to pop the balloon [point to yellow thought bubble].” |
| \_\_\_\_\_ | Say: “As we learn about goals, I’m also going to teach you how to use tools that can help you remember what you read. The first tool we’re going to use is our Velcro board organizer. Each time we read a story this organizer will be a tool we can use to help us remember the story. We will use it to store all of the important information we find in a story.” |
| \_\_\_\_\_ | Say: “Goals are very important in a story. What causes a goal is also important to the story. So, when we identify these important things we will record it on our Velcro board organizer. At the top of the Velcro board will be where we put the character’s goal, or what they want to do or get. In this balloon example, my goal, or what I want to do, is pop the balloon.” |
| \_\_\_\_\_ | [Point to the yellow thought bubble with “I want to pop the balloon” written on it at the top of the Velcro board.] |
| \_\_\_\_\_ | c. [Explain to students that we will now be switching to “**I Do/You Help.**”]  Say: “We are now going to switch to ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, once I think that you are getting the hang of it, I will give you a chance to help me out. We will call this time: ‘I Do/You Help’.” [*Point to the “I Do/You Help” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Do/You Help,’ I will still be teaching, but you will be able to participate by offering your ideas or helping me figure out the answers. You should still be listening with your ears [point to ears], watching with your eyes [point to eyes], and thinking with your brain [point to brain]. When you have something to add you can let me know by raising your hand [raise hand]. This will help you think and learn the information by participating more—it will also help me to know what you understand and what you still need help on.” [Use Gestures for Explaining Roles in Base Appendix, p. 16.] |
| \_\_\_\_\_ | d. Say: “Let’s brainstorm ways that we could achieve our goal of popping the balloon. Does anyone have some ideas?”  [Students share ideas] |
| \_\_\_\_\_ | [Record student suggestions on laminated index cards with wet erase marker and place on Velcro board.] |
| \_\_\_\_\_ | Say: “In the next lesson, we will try to achieve our goal. Remember, a goal is something a character wants to do or get in a story. We usually find them in the beginning of a story. When we can identify a goal in a story it helps us focus on the important parts of a story so we can understand it better.” |
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|  | ***Materials for Part 3: Guided Practice with Magician Narrative***   * Goal cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * Pre-printed cards: Lesson 1 Magician Narrative Review Board Mastery Sheet (built Velcro board prior to the start of the lesson) * Pre-printed cards: Lesson 2 Magician Narrative (build together during the lesson) * Blank laminated cards (at least 6) * Velcro board * Wet erase marker * Wikki stix * Lesson 2 video message from Alex the Magician (either the magician or Angela will send to you) |
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|  | ***Setting Up for the Magician Narrative***  *Before the lesson begins*:   1. Discuss and make arrangements with your co-teacher and with research personnel to decide which 2 locations in the school you will use to look for Alex the Magician’s missing balloons in the Magician Narrative today. The locations should be somewhere: (a) close to your classroom, (b) that does not interfere with other school activities, and (c) that you have previously requested to visit. 2. Locations in the school might include: classrooms nearby, the principal’s office, the nurse’s office, counselor’s office, or teacher’s workroom if available and permission has been granted.   *Materials to Take Along on Journey:*  Teacher will bring:   * Tablet with lesson on it   Co-teacher will bring:   * Velcro board with goal and blue Because card charted (build together with students prior to departing on journey) * Blank laminated cards (6) (to write locations on) * Wet erase marker * Wikki stix * You do NOT need balloons (you will not find them during today’s journey)   Students will bring:   * Procedure card |
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|  | 3. **Guided Practice with Magician Narrative** (25 min.) |
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|  | a. [Explain to students that we will now continue with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles, Base Appendix, p. 16] |
| \_\_\_\_\_ | b. [Review with students what happened in the Magician Narrative in Lesson 1 (display Review of Lesson 1 Magician Narrative Velcro board which was reviewed earlier in this lesson).]  Say: “Remember, in our last lesson Alex the Magician came to visit us to practice some tricks for a party, where she’ll be performing in in a few weeks. She showed us a few different tricks—like pulling a rabbit out of a hat.” |
| \_\_\_\_\_ | c. Say: “Alex the Magician sent me a video message earlier today, but I haven’t had a chance to watch it yet. Would you guys like to see it?”  [Watch the message with the students once.] |
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|  | ***Magician Video:***  In the video message, Alex the Magician tells us that last time when she left us she took her balloons with her to practice her balloon magic trick, but she accidentally left her balloons somewhere in the school. She will be performing a trick using the balloons at a party, and she needs the balloons so that she can practice her trick. She can’t remember which room she left them in, but she asks us to find them and bring them to her so she can practice for the party. |
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| \_\_\_\_\_ | d. Say: “Since this is a story, there must be a *goal*, which is something you want to want to get. We know to look for goals in stories because they are important parts of the story. Knowing goals helps us to understand and remember a story better. In our story, we have to think about what our goal is. What do we want to do or get? I remember that goals often happen in the beginning of the story. Let’s watch the video one more time and see if we can listen for a GOAL and its CAUSE. If you hear a goal what will you do?” |
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|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Teacher will activate student responses by tapping the fidelity box to the left.]  [Students should tap on the GOAL card and hold up their tablet.]  [Before pressing the ‘Done’ button on the top right of the screen, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up the goal card] |
| \_\_\_\_\_ | [Play video]  When students tap/hold up their goal card ask: “Did you hear a goal? Did you hear something that we want to do or get?”    [Students respond] |
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|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Teacher will activate student responses by tapping the fidelity box to the left.]  [Students should tap the GOAL card and hold up their tablet.]  [Before pressing the ‘Done’ button on the top right of the screen, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up the goal card] |
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|  | ***Teacher Response Instruction:***  After students respond, the teacher will revoice what the students said, provide evaluative feedback, ask query aimed at discerning the source of the response, and make a connection to the lesson’s objectives.  For example, if the student said, “We want to find the balloons.”  The teacher would respond, “Okay, so you’re saying that we want to find the balloons is a goal in the story [revoice]. Great [evaluative feedback]! What in the story makes you think that is our goal? [query] Okay, so you’re saying that our goal is to find the balloons and you know this because \_\_\_\_\_. This is a goal. It is a really important part of the story. So, we’re going to write it down on this thought bubble to help us remember. So let’s do that now. [Connect to lesson objectives]. |
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| \_\_\_\_\_ | [After students have responded with the goal(s) they saw, guide them to identify that there are actually two goals in the story by saying]:  Say: “You said that Alex the Magician told us our goal would be to locate the balloons and bring the balloons to her so she could practice her trick for the party. So that makes me think, we really have two goals. Our big goal is to get the balloons to Alex the Magician. I am going to write that on our big thought bubble.”  [Show “Take the balloons to Alex” on a big yellow thought bubble and place it on the Velcro board] |
| \_\_\_\_\_ | Say: “We also have another goal. This is a little goal we have to do first before we can get our big goal. What do we need to do before we can take the balloons to Alex?”  [Students should say: Find them in the school.]  [Show “Find the balloons in the school” on another little thought bubble and have student place it on the Velcro Board] |
| \_\_\_\_\_ | Say: “When we are looking for goals it is also helpful to think about WHY[make “why” gesture, see Base Appendix, p. 16.] we have a goal.”  Say: “WHY [make “why” gesture, see Base Appendix, p. 16.] did we have the goal to take the balloons to Alex the Magician? What caused us to have this goal?”  [Students should say: Because she needs the balloons to practice her trick for the party.] |
| \_\_\_\_\_ | Say: “Thinking about WHY [make “why” gesture, see Base Appendix, p. 16.] we have this goal helps us to understand what is happening in the story better. We write our reason for having these goals on a blue because card and then we can place it on the organizer.” |
| \_\_\_\_\_ | [Show “Alex needs the balloons to practice her trick for the party” on a Because Card and place it on the board to the right of the goal].  Say: “Now I will add a Because String to show the causal connection.” |
| \_\_\_\_\_ | Say: “We want to take the balloons to Alex the Magician *because* [make finger move] she needs them to practice her trick for the party [point to the Because String while saying “because”]. |
| \_\_\_\_\_ | Say: “Or I could say Alex the Magician needs the balloons to practice her trick for the party, *which caused* us to have the goal of taking the balloons to her. [Trace the Because String while saying “which caused.”] |
| \_\_\_\_\_ | Say: “WHY did we have to go find the balloons in the school?” [make “why” gesture, see Base Appendix, p. 16.]  [Students should say: Because Alex left the balloons in the school.] |
| \_\_\_\_\_ | [Show the reasons for the goal on Because Cards and connect to the goal using Because Strings].  Say: “We want to find the balloons in the school *because* Alex left the balloons in the school.” [Trace the Because String while saying “because”]. |
| \_\_\_\_\_ | Say: “Or we could also say Alex the Magician left the balloons in the school, *which caused* us to have the goal of finding the balloons in the school. [Trace the Because String while saying “which caused.”] |
| \_\_\_\_\_ | Say: “So, what are our two goals?”  [Students respond by holding up goal cards and restating goals]  Say: “Our first goal is to find the balloons in the school. Then our big goal is to take the balloons to Alex the Magician so she can practice her trick for the party.” |
| \_\_\_\_\_ | Say: “If our goal is to find the balloons, we’d better get to work! We will go on a hunt to find them in the school.” |
| \_\_\_\_\_ | Say: “What can we TRY to do to achieve our goal of finding the balloons for Alex the Magician? Where could we look for these balloons that Alex the Magician left for in the school?”  [Have students brainstorm places in the school where the balloons could be. Make sure the places they list include the ones they will be visiting. Write their ideas on blank laminated cards. Select ONE location to begin and place it on the Velcro board under the Goal thought bubble.] |
| \_\_\_\_\_ | e. Say: “What can we *try* to do to achieve our goal of finding the balloons for Alex the Magician? We are going to look around in different places in the school for the balloons. So, let’s start with [Location 1].” |
| \_\_\_\_\_ | Say: “Remember, what is our goal?” [point to the goal thought bubble on the Velcro board]  [Students respond by holding up goal cards and restating goal]  Say: “Okay, so if our goal is that we want to find the balloons in the school one place we can try is [Location 1]. Let’s line up at the door and begin our journey. Remember, that we will need to be respectful and stay on task while we are traveling through the school.”  [The co-teacher will bring along the Velcro board and charting materials so that the blank laminated cards can be added as we look in each location.] |
| \_\_\_\_\_ | [TRY 1: Travel to Location 1]  Say: “Here we are at the [Location 1]! Our goal is to find the balloons. Let’s look inside to see if our try helps us achieve our goal.”  [Enter the room for Try 1. It will be an Outcome Fail] |
| \_\_\_\_\_ | Say: “Our goal is to find the balloons. The first thing we tried to get our goal was that we looked in [Location 1]. Did we find the balloons?”  [Students respond] |
| \_\_\_\_\_ | Say: “No, we didn’t get our goal. Since we didn’t get our goal, we have to think about whether our goal is still the same.”  [Point to the yellow thought bubble with the goal recorded on it]  Say: “Do, we still want to find the balloons? Yes, we still have the same goal. We still have to find those balloons! So, let’s try another location.”  [Look through the ideas that students brainstormed that you wrote on the blank index cards. Have students agree on a second location to try and place the second card under the Goal thought bubble on the Velcro board.]  Say: “Okay, now that we have agreed on another place to try, let’s go to [Location 2].” |
| \_\_\_\_\_ | [TRY 2: Travel to Location 2]  Say: “Here we are at the [Location 2]! Our goal is still to find the balloons right? Let’s look inside to see if our try helps us achieve our goal.”  [Enter the room for Try 2. It will be an Outcome Fail] |
| \_\_\_\_\_ | Say: “Our goal is to find the balloons. The first thing we tried to get our goal was that we looked in [Location 1] Now we are trying [Location 2]. Did we find the balloons?”  [Students respond] |
| \_\_\_\_\_ | Say: “No, we didn’t get our goal. Since we didn’t get our goal, we have to think about whether our goal is still the same.”  [Point to the yellow thought bubble with the goal recorded on it]  Say: “Do, we still want to find the balloons? Yes, we still have the same goal. We still have to find those balloons. Unfortunately, we don’t have any more time for today. We will have to continue our search for the balloons next time.” |
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|  | f. [Bring students back to the classroom and review with them the events of the narrative using the Velcro board and the questions below. Remind students that we use the organizer to remember important parts of the story.] |
| \_\_\_\_\_ | Say: “So let’s use our organizer to review our journey. What was our big goal? What did we want to do or get?”  [Students respond: Our big goal was to take the balloons to Alex the Magician.] |
| \_\_\_\_\_ | Say: “Okay, so that is our big goal, and we have written it on our yellow thought bubble to remind us of what we want to do or get. We want to take the balloons to Alex the Magician.” |
| \_\_\_\_\_ | Say: “Now we have to think about WHY we had this goal [make “why” gesture]. What CAUSED us to have this goal of taking the balloons to Alex the Magician?  [Students respond: Because Alex the Magician needs the balloons to practice her trick for the party.] |
| \_\_\_\_\_ | [Point to the Because card and move your finger along the Because String while describing the causal connection.]  Say: “We want to bring the balloons to Alex the Magician BECAUSE [move finger along the because string] she needs the balloons to practice her trick for the party.” |
| \_\_\_\_\_ | Say: “OR We can say the CAUSE first [Point to the Because card], Alex the Magician needs the balloons to practice her trick for the party, WHICH CAUSED [(move finger along Because string] us to have the goal of bringing them to her.” [Point to the yellow thought bubble.] |
| \_\_\_\_\_ | 1. [Review the little goal (To find the balloons in the school)]   Say: “So let’s use our organizer to review the next part of our journey. What was our little goal? What did we want to do or get?”  [Students respond: To find the balloons in the school.] |
| \_\_\_\_\_ | Say: “Okay, so that is our little goal, and we have written it on our little yellow thought bubble to remind us of what we want to do or get. We wanted to find the balloons in the school.” |
| \_\_\_\_\_ | Say: “Now we have to think about WHY we had this goal [make “why” gesture]. What CAUSED us to have this goal of finding the balloons in the school?  [Students respond: Because Alex the Magician left them in the school.] |
| \_\_\_\_\_ | [Point to the Because card and move your finger along the Because String while describing the causal connection.]  Say: “We want to find the balloons in the school [point to the yellow thought bubble] BECAUSE [move finger along the because string] she accidentally left them in the school [point to the blue Because card].” |
| \_\_\_\_\_ | Say: “OR We can say the CAUSE first [Point to the blue Because card], Alex left the balloons in the school, WHICH CAUSED [move finger along Because string] us to want to find the balloons in the school.” [Point to the yellow thought bubble.] |
| \_\_\_\_\_ | Say: “Good job! You are getting the hang of what goals are. Remember that we tried two places to get our goal. We looked in [Location 1 and Location 2] because our goal was to find the balloons, but there were no balloons in either place. So, we were not successful in getting our goal.” |
| \_\_\_\_\_ | g. Say: “We will continue to practice finding goals more with another story after our break, but first we want you to think about how much you enjoyed the activities we have done so far.” |
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|  | ***Materials for Part 4: Student Evaluation #1***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45) * Backup: Green folders and chips for students (in Teacher Box) * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation record form (if needed, Lesson 2 Appendix, pp. 5-6) |
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|  | 4. **Student Evaluation #1** (5 mins.) |
|  | [If tablets are available follow the directions in this dark gray box]  [Teachers will be able to view student responses on the top left of the teacher tablet. You should remind students to respond if they have not made a response. If necessary, teachers can also remind students to wait for the magic words, ‘Think, Ready, Respond’ before responding. Once all student responses have been recorded, the teacher will tap on the ‘Done’ button on the top right of the screen on the teacher tablet. If the teacher tries to move on to the next question without hitting ‘Done,’ the ‘Done’ button will flash until it is pressed. Co-teachers should circulate to ensure that students are responding to the questions appropriately.] |
| \_\_\_\_\_ | a. **Directions:**  [Distribute student tablets]  Say: “Now that we have finished the activity I want you to think about how hard it was for you, how much you liked it, and how much you think you learned. I will ask you a question, and I want you to tap the answer on your tablet that best shows what you think. The answer you choose should have a yellow border around it after you tap it.” |
| \_\_\_\_\_ | b. **Ask Questions:**  Say: “First, I want you to think about how hard you thought the activity was.”  [The tablets should now display the student response options for DIFFICULTY OF THE ACTIVITY (yellow-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.]  1. Say: “What we did just now with finding the balloons in the school and the balloon poppingactivity was *really hard*, *hard*, *okay*, *easy*, or *really easy*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond]  2. Say: “Learning how to identify GOALS was *really hard*, *hard*, *okay*, *easy*, or *really easy*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond]  Say: “Now we are going to think about how much we liked the activity we just did.”  [The tablets should now display the student response options for APPEAL/SATISFACTION (green-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.]  3. Say: “What we did right now with finding the balloons in the school and the balloon popping activity was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond]  4. Say: “Learning how to find GOALS was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond]  Say: “Now we are going to think about how well you think you can identify GOALS in a story.”  [The tablets should now display the student response options for EFFICACY (pink-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.]  5. Say: “If someone asked me to identify a GOAL in a story *I couldn’t do it*, *I could do it with help*, *I could do it by myself*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond] |
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| \_\_\_\_\_ | c. Co-teacher will circulate to make sure that students are recording their responses accurately on the tablet.    [Do not collect student tablets. Do not turn them off. Students will use them again after the break.] |
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|  | [If tablets are NOT available follow directions in this light gray box] |
| \_\_\_\_\_ | a. Pass out green folders and chip to each child. |
| \_\_\_\_\_ | b. Read each question from p. 29 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 5-6 of the Lesson 2 Appendix. |
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|  | ***Materials for Part 5: Directed Movement Break***   * Directed Movement Activities (laminated copies) |
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| \_\_\_\_\_ | 5. **Directed Movement Break** (Co-teacher leads this 5-minute activity while Lead teacher prepares for second half of lesson)  a. The co-teacher will lead a directed movement break.  b. After movement break have students come back to the classroom to refocus as a group.  c. Say: “Today we have been learning about GOALS. A GOAL is something that the character wants to do or get, and usually we find it at the beginning of the story. We can ask ‘why does the character have this GOAL?’ [make “why” gesture] to figure out the cause of the GOAL. GOALS are a very important part of the story, and when we find them it helps us to understand the story better. Can anyone give me an example of a GOAL from your movement break and why you had that goal?”  [Students respond] |
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|  | ***Materials for Part 6: Teacher Modeling/Guided Practice with Picture Book***   * Goal cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * Lesson 2 *The Ghost with the Halloween Hiccups* Mastery Sheet (only mapping goal and because card) (Lesson 2 Appendix, p. 4) * Powerpoint: *The Ghost with the Halloween Hiccups* (1 copy) * Pre-printed cards: *The* *Ghost with the Halloween Hiccups* * Blank laminated cards (at least 6) * Velcro board * Wet erase marker * Wikki stix |
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|  | 6. **Teacher Modeling/Guided Practice with Picture Book: *Ghost with the Halloween Hiccups*** (20 min.) |
|  | a. [Explain to students that we will continue with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, once I think that you are getting the hang of it, I will give you a chance to help me out. We will call this time: ‘I Do/You Help’.” [*Point to the “I Do/You Help” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Do/You Help,’ I will still be teaching, but you will be able to participate by offering your ideas or helping me figure out the answers. You should still be listening with your ears [point to ears], watching with your eyes [point to eyes], and thinking with your brain [point to brain]. When you have something to add you can let me know by raising your hand [raise hand]. This will help you think and learn the information by participating more—it will also help me to know what you understand and what you still need help on.” [Use Gestures for Explaining Roles in Base Appendix, p. 16.] |
| \_\_\_\_\_ | b. Say: “We can also identify goals in books. We will be looking for goals in a book called *The Ghost with the Halloween Hiccups.*” |
| \_\_\_\_\_ | c. Say: “Since this is a story, there must be a *goal*, which is something the character wants to do or wants to get. We want to look for goals in stories because they are important to a story. Thinking about goals helps us to understand and remember a story better. In our story, we have to think about what our goal is. What do we want to do or get?” |
| \_\_\_\_\_ | Say: “Since this is a story, there must be a *goal*. Who can remind me of what a goal is?”  [Students should respond: Goals are what the character wants to do or get in a story. Usually a goal is identified early in the story.] |
| \_\_\_\_\_ | Say: “When we want to identify a goal in a story, who can help me remember what steps we use to figure out the goal?”  [Students should say: (Guide students using the procedure card if needed)]   1. First, we listen for a goal, especially at the beginning of the story. 2. As you listen think, “What does the character want to do or get?” 3. When you think you hear a goal, hold up your goal card (demonstrate by tapping/holding up your goal card) |
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|  | [If tablets are available follow the directions below]  Say:“The background on your tablet is white, which means you can tap on the goal card any time you think you see a goal. When you hear a goal, tap on the goal card, and hold your tablet up.” |
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|  | [If tablets are NOT available: Have students hold up their goal cards.] |
|  | 1. Then we will record that goal on one of these yellow thought bubbles to help us remember what the character’s goal is. 2. Once we know what the character’s goal is, we have to ask ourselves a question “Why does the character have this goal?” Then we put this on a blue because card. It helps us understand stories better when we think about why the character has a goal. |
| \_\_\_\_\_ | Say: “Remember, you can use the procedure card [“How to Find Goals, Tries, and Outcomes” procedure card] to help you remember how to find goals in the story. As you are reading the story, think ‘what does the character want to do or get?’” |
| \_\_\_\_\_ | d. Say: “Our story today is about hiccups. Have you ever had the hiccups? If you had the hiccups, what might your goal be?”  [Students respond with various goals they might have—try to guide them toward a goal of getting rid of the hiccups]  [As they talk about getting rid of the hiccups have them share what different remedies are for getting rid of the hiccups.] |
| \_\_\_\_\_ | e. [Explain to students that we will now be switching to “**I Do/You Watch.**”]  Say: “We are now going to switch to ‘**I Do/You Watch**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, it will be my turn to talk. We will call this time: ‘I Do/You Watch,’ meaning it is my time to teach you and your time to learn.” [*Point to the “I Do/You Watch” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Do/You Watch,’ I will be the only one talking. I may read a story or watch a video and tell you what I’m thinking inside my head so that I can teach you how to do it. When it is ‘I Do/You Watch,’ you should be listening; you should be actively listening and thinking inside your head, trying hard to learn what I am teaching you. The only talking that you will do is if you are confused or don’t understand, you should ask questions to help you learn what we are doing.”  Say: “So this means during ‘I Do/You Watch’ you will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and at the end raising with your hand [raise your hand] if you have any questions.” [see Gestures for Explaining Roles in Base Appendix, p. 16.] |
|  | f. [While reading, the Lead Teacher will think aloud to demonstrate his/her thought processes used to identify goals. As well, demonstrate the use of the cards and Goal Organizer/Picture Cards during your think aloud.] |
| \_\_\_\_\_ | **Think Aloud/Say:** “The main character in this story is Mr. Penny, so I am going to add this picture of Mr. Penny to our Velcro board.”  [Place Mr. Penny character card on the Velcro board next to where to goal card will go, so that the “I want to…” thought bubble will be coming out of his head. |
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| \_\_\_\_\_ | **Think Aloud/Say:** “I have to remember as I’m reading that I’m trying to think about what Mr. Penny’s goal is and why he has this goal. I’m thinking, ‘What does he want to do or get?’ I know that a goal and the reason for the goal usually come early in the story, so I’m going to be thinking about what he wants right as I begin to read.” |
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| \_\_\_\_\_ | [READ SLIDE 2]  “Mr. Penny loved Halloween. He was always in the Halloween play. This year he was going to be the ghost. (go to next slide)” |
| \_\_\_\_\_ | [READ SLIDE 3]  “On Halloween Mr. Penny headed for town. He met Bert and Laura along the way. ‘Happy HICCUP Halloween.’ ‘Oh my,’ said Laura. ‘You have the hiccups.’ ‘All HICCUP day’ said Mr. Penny. ‘That’s too bad,’ said Bert. ‘It’s worse than HICCUP bad,’ said Mr. Penny. ‘How can I play HICCUP a ghost with hiccups?” ‘What you need is a big drink of water,’ said Laura. **[STOP READING]** |
| \_\_\_\_\_ | **Think Aloud/Say:** I am trying to figure out Mr. Penny’s goal, so I have to think “what does Mr. Penny want to do or get?” I know that he is supposed to be in the Halloween play, but I’m thinking that will be really hard to do when he keeps hiccupping! Also, he seems pretty upset that he has the hiccups. I’m thinking that his goal is to get rid of his hiccups. So, I’m going to tap/hold up my goal card to show that I think I know what his goal is. [Tap/hold up goal card] |
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| \_\_\_\_\_ | [Write Mr. Penny’s goal on a yellow thought bubble and place on the Velcro board. (Goal: Mr. Penny wanted to get rid of the hiccups)]  Say: “And now I can place the goal on this yellow thought bubble and put it on our organizer.” |
|  | ***Mr. Penny’s Goal:***  During the think aloud the teacher will identify Mr. Penny’s goal as being to get rid of his hiccups. However, if students point out that he also has the goal of being in the Halloween play this can also be noted as a goal on the board (similar to how we had two goals during today’s magician narrative—finding the balloons, and bringing the balloons to Alex the Magician). His goal is to be in the play, but first he needs to get rid of his hiccups first. |
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| \_\_\_\_\_ | **Think aloud/Say:** “Now we have to think about WHY [make “why” gesture] does Mr. Penny have this goal?” Why does Mr. Penny want to get rid of the hiccups? [Because: he wants to be in the Halloween play].  Record this information on a blue Because card and place it on the organizer. Use the Because String to show the causal connection. |
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| \_\_\_\_\_ | g. [Model retelling the story using the Velcro board if time permits.]  Say: “The information on the Velcro board organizer is very important, so we want to be sure to include it when we are retelling the story. One way to start our retellings is to tell what the goal is and tell the audience who the character is. So, let me show you. In our story, Mr. Penny wants to get rid of his hiccups. I started with that because his goal is that he wants to get rid of the hiccups. I also added in his name. So, when I retell it I say, ‘Mr. Penny wants to get rid of his hiccups.’”  [Point to the yellow thought bubble.] |
| \_\_\_\_\_ | Say: “Then I add in a description of WHY [make “why” gesture] he has that goal. In our story he wants to get rid of the hiccups BECAUSE he wants to be in the Halloween play [point to the blue Because card].”  Say: “So, my retelling would be, ‘Mr. Penny wants to get rid of his hiccups [point to the yellow thought bubble], BECAUSE [move finger along the Because string] he wants to be in the Halloween play [point to the blue Because card].’” |
| \_\_\_\_\_ | h. [Explain to students that we will now be switching to “**I Do/You Help.**”]  Say: “We are now going to switch to ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | i. Say: “Now that we know what Mr. Penny’s goal is, let’s brainstorm different things he could do to get rid of the hiccups. What are some ideas?”  [Record ideas on blank laminated event cards]. |
| \_\_\_\_\_ | Say: “We will keep these ideas for when we read the rest of *Ghost with the Halloween Hiccups* later, so we can compare what Mr. Penny actually tries with what we thought. This is as far as we are going to read in the story today. We will keep our brainstorming and read tomorrow to see what Mr. Penny tries to do to get his goal.” |
|  | ***Materials for Part 7: Evaluation #2***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45)   Backup: Green folders and chips for students (in Teacher Box)   * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation Record Form (Lesson 2 Appendix, pp. 5-6) |
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|  | 7. **Student Evaluation #2** (5 mins.) |
|  | [If tablets are available follow the directions in this dark gray box]  [Teachers will be able to view student responses on the top left of the teacher tablet. You should remind students to respond if they have not made a response. If necessary, teachers can also remind students to wait for the magic words, ‘Think, Ready, Respond’ before responding. Once all student responses have been recorded, the teacher will tap on the ‘Done’ button on the top right of the screen on the teacher tablet. If the teacher tries to move on to the next question without hitting ‘Done,’ the ‘Done’ button will flash until it is pressed. Co-teachers should circulate to ensure that students are responding to the questions appropriately.] |
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| \_\_\_\_\_ | a. **Directions:**  [Distribute student tablets]  Say: “Now that we have finished the activity I want you to think about how hard it was for you, how much you liked it, and how much you think you learned. I will ask you a question, and I want you to tap the answer on your tablet that best shows what you think. The answer you choose should have a yellow border around it after you tap it.” |
| \_\_\_\_\_ | b. **Ask Questions:**  Say: “First, I want you to think about how hard you thought the activity was.”  [The tablets should now display the student response options for DIFFICULTY OF THE ACTIVITY (yellow-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.]  1. Say: “What we did just now with the *Ghost with the Halloween Hiccups* book activity was *really hard*, *hard*, *okay*, *easy*, or *really easy*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond]  2. Say: “Learning how to identify GOALS was *really hard*, *hard*, *okay*, *easy*, or *really easy*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond]  Say: “Now we are going to think about how much we liked the activity we just did.”  [The tablets should now display the student response options for APPEAL/SATISFACTION (green-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.]  3. Say: “What we did right now with the *Ghost with the Halloween Hiccups* book activity was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond]  4. Say: “Learning how to find GOALS was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond]  Say: “Now we are going to think about how well you think you can identify GOALS in a story.”  [The tablets should now display the student response options for EFFICACY (pink-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.]  5. Say: “If someone asked me to identify a GOAL in a story *I couldn’t do it*, *I could do it with help*, *I could do it by myself*. Think, Ready, Respond.” [Tap the fidelity box to activate response mode]  [Students respond] |
| \_\_\_\_\_ | c. Co-teacher will circulate to make sure that students are recording their responses accurately on the tablet.  [Collect student tablets.] |
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|  | [If tablets are NOT available follow directions in this light gray box] |
| \_\_\_\_\_ | a. Pass out green folders and chip to each child. |
| \_\_\_\_\_ | b. Read each question from p. 29 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 5-6 of the Lesson 2 Appendix. |
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|  | ***Materials for Part 8: Closure***   * Refrigerator Sheet to send home (6 copies, Lesson 2 Appendix p. 7) |
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|  | ***If students start packing up:***  Students may try to get up or start packing their things during the wrap-up. If so they should be instructed that (1) the lesson is not over yet, (2) our group rules still apply, and (3) the teacher will let them know when it is time for them to pack up their things. |
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| \_\_\_\_\_ | 8. **Closure** (2 min.)  a. Pass out refrigerator sheets to students and have them follow along as you review the information. |
| \_\_\_\_\_ | b. Say: “Today we learned about goals. A goal is something that the character wants to do or get, and usually we find it at the beginning of the story. We can ask ‘why does the character have this goal?’ to figure out the cause of the goal. Goals are a very important part of the story, and when we find them it helps us to understand the story better.” |
| \_\_\_\_\_ | c. Say: “When you go home tonight try to recognize characters’ goals and why they have these goals when you are reading, watching television, playing games, or in real life. We will share the goals we notice the next time we meet.” |
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