NS Lesson #3

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

* Explain what attempts are (primary)
* Identify explicit attempts for protagonist (primary)
* Establish that goals are important to a story
* Identify simple causes and events related to attempts (secondary)
* Identify initiating events (secondary)
* Students explain/verbalize what goals are (review)
* Students identify goals for protagonist (reinforcement)
* 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 Sheet (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 3 Appendix *(To be printed)*:**   * + Lesson 3 Intro Balloon Popping Mastery Sheet (Lesson 3 Appendix, p. 1) * Lesson 3 Magician Narrative Review from Lesson 2 Mastery Sheet (Lesson 3 Appendix, p. 2)   + Lesson 3 Magician Narrative Mastery Sheet (Lesson 3 Appendix, p. 3)   + Lesson 3 *The Ghost with the Halloween Hiccups* Mastery Sheet (Lesson 3 Appendix, p. 4) * Student Evaluation Record Sheet (make 2 copies) (Lesson 3 Appendix, pp. 5-6) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 3 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 3 Box)*:**   * Lesson 2 Magician Narrative Review * Lesson 3 Intro: Balloon Popping * Lesson 3 Magician Narrative * Lesson 3 *The Ghost with the Halloween Hiccups*, Day 2 (including Character card for Mr. Penny) (1)   **Boards from Previous Lesson(s):**   * Lesson 2 Magician Narrative Review (build before the lesson begins)   **Additional Materials and Props *(in Lesson 3 Box)*:**   * + 8 feathers   + 1 plastic cup   + 1 brown paper bag   + 1 inflated balloon (non-helium)   + Pin   + 8 helium-inflated balloons (to find for magician narrative)   **Magician Materials *(in Magician Box)*:**   * None |

**Lesson 3**

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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, (c) that you have previously requested to visit, and (d) where you did not look in Lesson 2. 2. Identify which of the 2 locations will be the place where Alex the Magician’s 8 helium-filled balloons will be found. Be sure to tell undergraduate helpers/research personnel which location you would like the balloons to be placed.   *After the students have entered the classroom:*   1. Undergraduate helpers/research personnel will put the 8 helium-filled balloons for the Magician Narrative in the 1 location where you, your co-teacher, and research personnel decide they will be hidden, but you will need to tell them that location before the lesson begins. |
|  | ***Building Board from Previous Lesson:***  *Before the lesson begins:*   1. Build the Lesson 2 Magician Narrative Review Velcro board using the Lesson 2 Magician Narrative Review pre-printed cards, which are in the Lesson 3 box. 2. Use the Lesson 3 Magician Narrative Review from Lesson 2 Mastery Sheet (Lesson 3 Appendix, p. 2) as a guide when building the board. 3. Teacher/Co-teacher will need to use a wet erase marker to write in the locations for where you searched for the balloons from Lesson 2 (Location #1 and Location #2) on the blank cards *prior* to starting the lesson. |
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|  | ***Materials for Part 1: Introduction/Review***   * Goal cards (on tablet or actual cards, see Base Appendix, p. 5) * Procedure cards (1 for each child, 1 for each teacher) * Lesson 3 Intro Balloon Popping Mastery Sheet (Lesson 3 Appendix, p. 1) * Pre-Printed cards Lesson 3 Intro: Balloon Popping (build together on Velcro board during the lesson) * Velcro Board * Wikki Stix |
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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 find goals in books, movies, or real life for your homework. Did anyone notice a goal while they were at home?  [Students respond]  [As students respond ask them “So, what was your goal? Why did you have this goal?”] |
| \_\_\_\_\_ | Say: “I noticed a goal I had since our last lesson. I was getting ready to leave my house this morning, and I realized that I didn’t remember where I’d put my keys! My goal was to find my keys *because* (make finger move) I couldn’t remember where I had put them.” |
| \_\_\_\_\_ | Say: “In the last session we learned to identify goals. Today we will learn about TRIES. That is, we will learn about what characters TRY to achieve their goal.” |
| \_\_\_\_\_ | b. [Explain to students that we will now be starting 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. [Use the script below to remind students about declarative, procedural, and conditional knowledge associated with events, causes, and goals, displaying the GOAL cards, and reviewing the Magician Narrative from Lesson 2.]  [This review should be QUICK and almost game-like. To make it quicker, you should commit the script to memory as much as you can and call on students rather than waiting for them to raise their hands.] |
| \_\_\_\_\_ | d. Say: “Before we learn about TRIES, let’s review what we have learned so far about **EVENTS, CAUSES, and GOALS.** Remember, you can use the procedure card to help you remember.”  **Review what causes and events are . . .** |
| \_\_\_\_\_ | * 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] |
| \_\_\_\_\_ | * 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] |
| \_\_\_\_\_ | * Ask: “How do we show causal connections on our Velcro board?” [We show a causal connection using a Because String] [make finger move] |
|  | e. [Use the script below to remind students of the declarative, procedural, and conditional knowledge associated with goals.] |
| \_\_\_\_\_ | **Review how to find the GOAL…**   * Ask: “What is a goal?”   [Something a character wants to do or get.] |
| \_\_\_\_\_ | * Ask: “When do we find a goal in a story?”   [The beginning of the story.] |
| \_\_\_\_\_ | * Ask: “When we find a goal, what card do we hold up?”   [Tap/Hold up your goal card] |
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|  | [If tablets are available follow the directions below] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the GOAL card and hold the tablet up]  [If students do *not* tap on the GOAL card and hold up their tablet]  Say: “What should you do if you hear a GOAL in a story?”  [Students tap on the GOAL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, 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: Have students hold up their goal card.] |
| \_\_\_\_\_ | * Ask: “How do we record the goal on our Velcro board?”   [Record the goal on one of the yellow thought bubbles.]  [Display the sample thought bubble and the goal card]. |
| \_\_\_\_\_ | * Ask: “Why do we need to find a goal in a story?”   [Because a goal is the important part of a story. Knowing a goal in a story helps us to remember and understand the story better.] |
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| \_\_\_\_\_ | * Say: “Let’s link what we have learned to our example from the last lesson. Remember, during our last lesson I had the goal of popping a balloon.” [Show yellow thought bubble that says ‘I want to pop the balloon.’] |
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|  | ***Student Help with Review***  The teacher may solicit answers from the students if they seem ready to help with the review of the Because Card. |
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| \_\_\_\_\_ | f. [Review how to find the initiating event using the **Because Card**.]  Say: “After we figure out the goal, what question do we ask ourselves?”  [Students respond: Why does the character have this goal?]  [make “why” gesture] |
| \_\_\_\_\_ | Say: “This helps us think about what CAUSED the character to have that goal.” |
| \_\_\_\_\_ | Ask: “How do we record WHY the character had this goal on the Velcro board?”  [On a Because Card] |
| \_\_\_\_\_ | Ask: “After I write the CAUSE on the blue Because card I put it where?” [Students respond: On the Velcro board next to the goal.] |
| \_\_\_\_\_ | Say: “This will remind us of what CAUSED the character to have the goal. We place this Because card on the Velcro board [hold up the blue Because Card], and we put it right up here next to the goal.” [Place the blue Because card to the LEFT of the thought bubble.] |
| \_\_\_\_\_ | Say: “Since this is a CAUSE, we can connect the blue Because card to what it CAUSED. The fact that I love popping balloons CAUSED me to have the goal of wanting to pop this balloon. What do we use to connect ‘I love popping balloons’ to the goal?”  [Students respond: A Because String] |
| \_\_\_\_\_ | Say: “We can retell the story by saying the goal, ‘I want to pop the balloon’ and then we can say *“because”* and connect the goal to WHY the character wanted to do it.”  [Trace finger along the Because String while saying because] |
| \_\_\_\_\_ | Say: “For example, my goal is that I want to pop the balloon [point to the goal thought bubble].”  Say: “WHY do I want to pop the balloon?” [make “why” gesture]  [Point to the blue Because card]  [Students respond: Because popping balloons is one of my favorite things to do.]  Say: “BECAUSE [Trace finger along the Because string while saying because] popping balloons is one of my favorite things to do.” [Point to the blue Because card] |
| \_\_\_\_\_ | Say: “Or, I can tell the story by saying the CAUSE first, ‘Popping balloons is one of my favorite things to do [point to the blue Because card], WHICH CAUSED [trace finger along the Because String while saying WHICH CAUSED] me to want to pop the balloon.’” [point to yellow thought bubble] |
| \_\_\_\_\_ | Say: “So when we ask ourselves that question, ‘Why does the character have this goal?’ we have to THINK about what CAUSED the character to have that goal. Then we are going to write the CAUSE on the Because Card, and then connect it to the goal using a Because String. We will practice this throughout the day today.” |
|  | ***Materials for Part 2: Explicit Instruction Balloon Popping Activity***   * Goal and TRY cards (on tablet or actual cards, see Base Appendix, p. 5) * Procedure cards (1 for each child, 1 for each teacher) * Inflated (non-helium) balloon * Pin * Lesson 3 Intro Balloon Popping Mastery Sheet (Lesson 3 Appendix, p. 1) * Pre-printed cards Lesson 3 Intro: Balloon Popping (build together on Velcro board during the lesson) * Wikki stix * Velcro Board |
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|  | 2. **Explicit Instruction: Balloon Popping Activity** (15 min.)  a. [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.] |
| \_\_\_\_\_ | b. Say: “So, remember yesterday my goal was to pop this balloon?”  [Hold up yellow thought bubble that says, “I want to pop this balloon” next to your temple]  Say: “Let’s look at our goal card [tap/hold up goal card on demo tablet]. Remember that the goal card shows someone holding a bunch of balloons and a thought bubble. What does the thought bubble show? [A balloon popping.] This goal card is just like us having a balloon and having a goal that we want to pop it. The picture on this card is a way we can remember what a goal is. It will remind us that a goal is something the character wants to do or get. Today, I am the character and my goal is that I want to pop this balloon just like the person in this picture.” |
| \_\_\_\_\_ | c. Say: “Today we are going to learn something new. After a character has a goal in mind, they **DO** something to get that goal. We call these TRIES. Tries are ACTIONS that the character does to get their goal. The character might try many different things to get their goal.” |
|  | d. [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] |
| \_\_\_\_\_ | e. Say: “What’s my goal again?”  [Students respond]  Say: “My goal is to pop the balloon. Remember last time we brainstormed some things that I could do to pop the balloon? I could pop it by [Recall ways to pop balloons that students brainstormed from Lesson 2].” |
| \_\_\_\_\_ | Say: “These actions that we brainstormed could be my tries, or the things that I DO, the *actions* that I DO to TRY to get my goal of popping the balloon.” |
| \_\_\_\_\_ | Say: “We are going to use this picture [tap/hold up TRY card on tablet, or hold up TRY card] to represent TRIES.” |
|  | [If tablets are available follow the directions in this dark gray box]  [Goal and Try card will be displayed on the student tablets when the teacher reaches this portion of the script. Students will not be able to select the cards until teachers tap the fidelity box in which they ask students to tap on the card.] |
| \_\_\_\_\_ | Say: “Now take a look at your tablets. You should each have a TRY card that looks like mine on them. It’s next to the GOAL card. Do you see it? We are going to use this picture to represent our TRIES.”  [tap/hold up TRY card on demo tablet] |
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|  | [If tablets are NOT available follow the directions in this light gray box]  [Pass out a TRY card to each student to look at.] |
| \_\_\_\_\_ | Say: “Now, let’s look at this TRY card. We are going to use this picture to represent our TRIES.”  [hold up your TRY card] |
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| \_\_\_\_\_ | Say: “Remember on the GOAL card [tap/hold up GOAL card on demo tablet], what was the character’s goal in this GOAL card?”  [Students respond: To pop the balloon]  Say: “And the picture shows a person dreaming of popping a balloon.” |
| \_\_\_\_\_ | Say: “So now, on this TRY card [tap/hold up TRY card on demo tablet], there are pictures of things that the person is *doing* to pop the balloon. What are some of the things you see him doing in the card? What do you think they might be doing if they have their hands on the balloon like that?”    [Students respond: Squeezing the balloon]. |
| \_\_\_\_\_ | Say: “What else do you think they might be doing?”  [Students respond: Poking it with a pencil]  Say: “They’re trying to pop it with a pencil.” |
| \_\_\_\_\_ | Say: “So, the pictures on the TRY card are kind of like the things that I might do to pop the balloon. So, the pictures represent the things we might TRY to DO to achieve our goal of popping the balloon. The TRY card has an orange border around it so that you can tell that it is different from the goal card, which has a purple border.” |
|  | [If tablets are available follow the directions in this dark gray box]  Say: “If you see or hear a TRY in a story, I want you to tap the TRY card on the screen. After you tap on the TRY card, I want you to hold your tablet up so that I can see that you think there is a TRY in the story. Let’s practice tapping and showing your TRY card. Pretend we’re reading a story, and you see a character TRYING something to get their goal, what do you do?” |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students tap on the TRY card and hold the tablet up]  Say: “That’s right you will tap on the TRY card and hold your tablet up. Good job!”  [Before tapping the ‘Done’ button on the top right of the screen to move on, 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.] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  Say: “Let’s practice that again. You hear a TRY. What do you do?”  [Students tap on the TRY card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, 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 the directions in this light gray box] |
| \_\_\_\_\_ | Say: “If you see or hear a TRY in a story, I want you to hold up your TRY card so that I can see that you think there is a TRY in the story. Let’s practice holding up your TRY card. Pretend we’re reading a story, and you see a character TRYING something to get their goal, what do you do?”  [Students hold up TRY cards]  Say: “That’s right you will hold up your TRY card. Good job!” |
| \_\_\_\_\_ | Say: “Let’s practice that again. You hear a TRY. What do you do?”  [Students hold up TRY cards] |
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| \_\_\_\_\_ | f. [Introduce the procedural knowledge for identifying tries in stories.]  Say: “When we look for TRIES in a story, we use these steps. Let’s use our procedure card to help us remember the steps.”  [Display goal/attempt/outcome procedure card] |
| \_\_\_\_\_ | 1. Say: “First, I remind myself of the goal. I think about what the character wants to do or get.”   [Point to “Look for the Goal” on the procedure card]  Say: “My goal is that I want to pop the balloon.”  [Point to the yellow thought bubble on the Velcro board] |
| \_\_\_\_\_ | 1. Say: “Then I think about WHY the character has that goal.”   [Point to the WHY after “Look for the Goal” on the procedure card]  Say: “WHY do I want to pop the balloon? [make “why” gesture]  [Students respond: Because popping balloons is one of my favorite things to do.]  Say: “And we record that on the blue BECAUSE card.”  [Point to the blue Because card] |
| \_\_\_\_\_ | 1. Say: “Then I have to watch or listen for actions the character does to get the goal, or things they TRY to get the goal.   [Point to “Look for TRIES” on the procedure card]  Say: “In this case, I’m watching for what I TRY to do to pop the balloon.” |
| \_\_\_\_\_ | Say: “So you’re going to be watching for things that I do to *TRY* to do what?”  [Students respond: pop the balloon]  Say: “Pop the balloon. Right.” |
| \_\_\_\_\_ | 1. Say: “When you see or hear a TRY tap/hold up your TRY card.”   [Demonstrate by tapping/holding up TRY card on demo tablet] |
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|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  Say: “So, when you see or hear a TRY in a story, what are you going to do?”  [Students tap on the TRY card and hold the tablet up]  Say: “Good job! You’re going to tap the TRY card and hold your tablet up so that I can see it.”  [Before tapping the ‘Done’ button on the top right of the screen to move on, 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] |
| \_\_\_\_\_ | Say: “So, when you see or hear a TRY in a story, what are you going to do?”  [Students should hold up TRY card]  Say: “Good job! You’re going to hold up your TRY card.” |
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| \_\_\_\_\_ | 1. Say: “Finally, after you see the TRY, you ask yourself ‘Why is the character TRYing this?” [make WHY gesture]   [Point to the WHY after “Look for TRIES” on the procedure card] |
| \_\_\_\_\_ | Say: “Once we figure out the answer to this question, we are going to THINK about WHY the character tried what they tried. What CAUSED the character to TRY this? Since it is a CAUSE we can connect it using a Because string [make finger move]. The Because string will remind us of what CAUSED us to make that TRY. Remember we use Because Strings to show *why* something happened in the story.” |
| \_\_\_\_\_ | g. Say: “Let’s go back to our example. So, my goal is to pop the balloon. One thing I could TRY to get my goal of popping the balloon is to squeeze the balloon.”  [demonstrate by squeezing the balloon with your hands]  Say: “That is my TRY.”  [Tap/hold up TRY card on demo tablet] |
| \_\_\_\_\_ | Say: “When we see a TRY or something the character is DOING to get their goal, we will tap/hold up our TRY cards and then write down what the TRY was or what they did.” |
| \_\_\_\_\_ | Say: “In this case, we TRIED to get our goal of popping the balloon by squeezing it.”  [Hold card with “squeeze the balloon” up] |
| \_\_\_\_\_ | Say: “So, our first TRY was to squeeze the balloon. Every time we see a TRY we will place it under the goal thought bubble on our chart  [Put “squeeze the balloon” card on Velcro board organizer underneath the yellow goal thought bubble. See Lesson 3 Appendix, p. 1] |
| \_\_\_\_\_ | Say: “Remember, to figure out tries we ask ourselves, ‘What did the character *do* to TRY to get their goal?’”  [Point to “What does the character do to get their goal” on the procedure card] |
| \_\_\_\_\_ | Say: “The first TRY that I did was what?”  [Students respond: Squeeze the balloon.]  Say: “Squeeze the balloon. Now I have to ask myself a question. What’s that question that I have to ask myself?”  [Point to the WHY on the procedure card]  [Students respond: Why did I TRY that?] |
| \_\_\_\_\_ | Say: “Yes, after we tell what our TRY was, we have to think of *why* we tried that. So, *why* did we squeeze the balloon?” [make “why” gesture]  [Students respond: Because the goal was that I want to pop the balloon] |
| \_\_\_\_\_ | Say: “So, WHY did I TRY to squeeze the balloon?” [make “why” gesture] *Because* . . .” [make finger move]  [Students respond: I want to pop the balloon]  Say: “*Because* [make finger move] I want to pop the balloon. Good job. So, that is a CAUSAL connection. We can connect that TRY back to our goal using a Because String. So, I tried to squeeze the balloon *because* [make finger move] I wanted to pop the balloon.” |
| \_\_\_\_\_ | Say: “So, our first TRY was to squeeze the balloon. Every time we see a TRY, we write what we DID on a blank card, and we put it right up here on the Velcro Board underneath the goal. Then, we think about WHY did we TRY that?” [make “why” gesture] |
| \_\_\_\_\_ | Say: “Okay, that TRY didn’t work. After we make a TRY we think, ‘Is my goal still the same?’”  [Use finger to trace the red arrow on the procedure card]  Say: “That’s a question we have to ask ourselves after we have a TRY that doesn’t work. We have to ask ourselves ‘Is my goal still the same?’”  Say: “That question is in this red arrow on our ‘How to Find Goals, Tries and Outcomes’ procedure card  [Point to the red arrow on the procedure card and have students use their fingers to trace the arrow.] |
| \_\_\_\_\_ | Say: “So, is my goal still the same? [point to the thought bubble] Do I still want to pop the balloon?”  [Students respond: Yes] |
| \_\_\_\_\_ | Say: “Yes, I still want to pop the balloon. So, I’ll need to TRY another idea to pop the balloon. Popping the balloon is still my goal even though squeezing the balloon didn’t work.” |
| \_\_\_\_\_ | Say: “So, my goal is to pop the balloon. Another way I could TRY to get my goal is to stick it with a pin.”  [Show pin, give students a warning regarding the loud sound, and pop the balloon with the pin] |
| \_\_\_\_\_ | Say: “That is my TRY.”    [Tap/hold up TRY card on demo tablet] |
| \_\_\_\_\_ | Say: “When we see a TRY or something the character is DOING to get their goal, we will tap/hold up our TRY cards and then write down what the TRY was or what they did. Show me what you do when you hear a TRY.” |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students tap on the TRY card and hold the tablet up]  Say: “Good job!”  [Before tapping the ‘Done’ button on the top right of the screen to move on, 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 hold up their TRY card]  Say: “Good job!” |
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| \_\_\_\_\_ | Say: “So, our second TRY was to stick it with a pin. Every time we see a TRY we will place it under the goal thought bubble on our chart.”  [Put “stick it with a pin” card on Velcro board underneath the yellow goal thought bubble after the previous try. See Lesson 3 Appendix, p. 1] |
| \_\_\_\_\_ | Say: “Remember, to figure out tries we ask ourselves “What did the character *do* to TRY to get their goal?”  [Point to “What does the character do to get their goal” on the procedure card] |
| \_\_\_\_\_ | Say: “The second TRY that I did was what?”  [Students respond: Stick it with a pin.]  Say: “After I make a TRY I have to ask myself a question. What’s that question that I have to ask myself?”  [Point to the WHY on the procedure card]  [Students respond: Why did I TRY that?] |
| \_\_\_\_\_ | Say: “After we tell what our TRY was, we have to think of *why* we tried that. So, *why* did we stick the balloon with a pin?” [make “why” gesture]  [Students respond: Because our goal was that I want to pop the balloon]. |
| \_\_\_\_\_ | Say: “So, WHY did I TRY to stick it with a pin?” [make “why” gesture] *Because* . . . [make finger move]  [Students respond: I want to pop the balloon]  Say: “*Because* [make finger move] I want to pop the balloon. Good job. So, that is a CAUSAL connection. We can connect that TRY back to our goal using a Because String. So, I tried to stick the balloon with a pin *because* [make finger move] I wanted to pop the balloon.” |
| \_\_\_\_\_ | Say: “Is there another reason WHY I had to TRY a second time? Because I tried to squeeze the balloon, but that didn’t work. So, I had to TRY something different. The first TRY didn’t work and that CAUSED me to have to make a second TRY.”  (NOTE: Don’t put a Because String connecting Try 1 to Try 2 because technically the cause is the failed outcome) |
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| \_\_\_\_\_ | Say: “So, after we make a TRY we think, ‘Is my goal still the same?’”  [Use finger to trace the red arrow on the procedure card]  Say: “That’s a question we have to ask ourselves after we have a TRY that doesn’t work. Is my goal still the same? [point to the thought bubble] Do I still want to pop the balloon?”  [Students respond: No] |
| \_\_\_\_\_ | Say: “No, I don’t want to pop the balloon. It’s already popped. Popping it with a pin worked. I achieved my goal of popping the balloon!” |
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| \_\_\_\_\_ | g. Say: “Now we have practiced how to find TRIES. Once a character or a person has a goal, they do things (actions) to TRY to get their goal. Remember, our goal was to pop the balloon and we tried different things like squeezing it and poking it with a pin to TRY to get our goal. We charted our goal and tries on our Velcro board. Remember that every time a character has a goal, they TRY things to get their goal. We call these TRIES.” |
| \_\_\_\_\_ | Say: “When we are able to identify the goal and tries in a story and tell what caused things to happen, it helps us remember the story better. You can use this procedure card (“How to find goals, tries, and outcomes” procedure card) to help you remember how to find goals and tries in a story.” |
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|  | ***Materials for Part 3: Guided Practice with Magician Narrative***   * Goal and Try cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * Lesson 3 Magician Narrative Review from Lesson 2 Mastery Sheet (Lesson 3 Appendix, p. 2) * Pre-printed cards: Lesson 2 Magician Narrative Review (build Velcro board before the lesson begins) * Lesson 3 Magician Narrative Mastery Sheet (Lesson 3 Appendix, p. 3) * Pre-printed cards: Lesson 3 Magician Narrative (build together during the lesson) * Wikki stix * Velcro Board * Lesson 2 video message from Alex the Magician * 8 helium-inflated balloons |
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|  | ***Overview of Magician Narrative Activity and Charting***  (This is just an overview of the activity. The script follows.)  *Materials to Take Along on Journey:*  Teacher will bring:   * Tablet with lesson on it   Co-teacher will bring:   * Velcro board with goal, blue Because card, and first try charted (build together with students prior to departing on journey) * Blank TRY cards (to write locations on) * Wet erase marker * Wikki stix * You WILL find 8 helium-filled balloons (so you need them) * Students will bring: * Procedure card * Tablet (or goal and try cards)   *You will make two tries to locations decided in advance:*   * TRY #3: LOCATION 3 (will not find balloons) * TRY #4: LOCATION 4 (will find balloons)   *Use the following procedure:*   1. Brainstorm the first TRY 2. Write the TRY on a blank try card. 3. Students tap/hold up TRY cards to indicate that they are making a TRY. 4. Students place the TRY card where it should go on the Velcro board. 5. Students think about WHY they are making that try. Then students state that causal connection and connect the TRY to the GOAL using a Because string. 6. GO to the location for the TRY. 7. Discuss what happened. 8. Students BRAINSTORM the next TRY 9. (Repeat Steps 2-8 for each TRY)   The students will want to forge ahead. Use the behavior management system to make sure students stay with you. |
|  | 3. **Guided Practice with Magician Narrative** (25 min.)  a. [Explain to students that we will continue with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are 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] |
| \_\_\_\_\_ | b. [Display the Lesson 2 Magician Narrative Review Velcro board]  Say: “We are now going to practice identifying TRIES with our magician story. Can anyone recall what has happened in our magician story so far? We can use our Velcro board from the last lesson to help us remember.”  [Students respond]  Say: “Good job remembering! Alex the Magician sent us a video, and she gave us some goals. Let’s watch the video again to remind ourselves what she said.”  [Rewatch video message from Alex the Magician from Lesson 2] |
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| \_\_\_\_\_ | c. [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*.] That means I’ll be doing the talking and explaining what’s going on in my head. 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.” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | Say: “Alex the Magician sent us a video message asking us if we would find the balloons that she left in the school and take them to her so she can practice her trick for the party. So, we have two goals: (1) finding the balloons in the school and (2) taking them to the Alex the Magician.” |
| \_\_\_\_\_ | [Use the Lesson 2 Magician Narrative Review Velcro board to demonstrate how to retell the story for students.]  Say: “I’m going to show you how we can use our Velcro board to help us retell stories. When we retell the story, we use the Velcro board because it has all the important information about the story. So you have to include what is on the board. We always want to start our retellings by saying who the main character is, what their goal is, and why they have that goal. In this story we are the main characters and our goals are to find the balloons and take them to Alex the Magician because she needs them to practice her trick for the party. So, let me show you. In our story, we want to find the balloons in the school and take them to Alex the Magician. I started with that because we have two goals [point to goals]. We want to find the balloons and we have to take them to Alex the Magician. Then I need to add in a description of why the character has each goal. In our story, we want to find the balloons and take them to Alex the Magician, BECAUSE [make finger move] She left the balloons in the school.”  [Trace finger along the Because String connecting the goal to the Because Card] |
| \_\_\_\_\_ | Say: “So, my retelling so far would be, ‘We want to find the balloons in the school and take them to Alex the Magician, BECAUSE [make finger move] she left the balloons in the school and needs them to practice her trick for the party.’ We could also say this a different way: ‘Alex left the balloons in the school and needs them to practice her trick for the party, WHICH CAUSED [make finger move]us to want to find the balloons and take them to her.’” |
| \_\_\_\_\_ | Say: “After telling about the character’s goal, we tell about the TRIES. In our last lessons, we made two TRIES to find the balloons. The first thing we TRIED to do to find the balloons was we looked in [Location 1].”  [Replace the blank event card with Location 1 on it with the TRY card with Location 1 written on it under the goal].  Say: “We carefully opened the door and looked inside and found that there were no balloons. Remember, after we make a TRY we have to ask *why* we tried that.” [make “why” gesture and refer to the WHY on the procedure card].  Say: “We looked in [Location 1] BECAUSE . . . we wanted to find the balloons and take them to Alex the Magician. [Trace finger along the Because String] But when we looked inside we didn’t see any balloons.” |
| \_\_\_\_\_ | Say: “When a character doesn’t get a goal, we check to see if this goal is still the same.” [Use finger to trace the red arrow on the procedure card]  Say: “So, was our goal still the same? Did we still need to find those balloons?”  [Students respond: Yes, our goal was still the same.]  Say: “So, next thing we made another TRY. We went to [Location 2].”  [Replace the blank event card with Location 2 on it with the TRY card with Location 2 written on it under the goal]  Say: “BECAUSE [make finger move] we still wanted to find the balloons to take them to Alex the Magician, but when we looked in there we still didn’t see any balloons.” |
| \_\_\_\_\_ | Say: “So my whole retelling is [point to Velcro board as you retell], ‘We want to find the balloons in the school and take them to Alex the Magician [Point to yellow goal thought bubbles], BECAUSE [trace Because string with finger] she left them in the school and needs them to practice her trick for the party. [Point to the blue Because card]  Say: “We want to find the balloons, WHICH CAUSED [Trace Because String from goal to Location #1], us to TRY [Location 1] [Point to TRY card]. Our try didn’t work. We didn’t see any balloons in [Location 1]. Our goal was still the same because we still need to find those balloons, so we made another TRY. We went to [Location 2] BECAUSE we want to find those balloons [Trace Because String connecting Location #2 to goal], and BECAUSE our first TRY didn’t work. So, we looked in [Location 2]. Once again our try didn’t work. We didn’t find the balloons.” |
| \_\_\_\_\_ | Say: “So, is our goal still the same? Do we still want to find Alex’s balloons? Yes! We still need to find those balloons. So, today we are going to need to make some more TRIES.” |
| \_\_\_\_\_ | d. [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] |
| \_\_\_\_\_ | e. Say: “What are some other places we can TRY to achieve our goal of finding the balloons for Alex the Magician? We will have to TRY to look in different places in the school for the balloons. Let’s brainstorm some other places that we could TRY.”  [Have students brainstorm places in the school where the balloons could be. Select ONE location to begin.] |
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| \_\_\_\_\_ | Say: “So, let’s remind ourselves, what is our goal?”  [Students respond: Find the balloons in the school.]  [Point to the yellow thought bubble on the Velcro board to remind students of the goal] |
| \_\_\_\_\_ | Say: “Why do we have this goal?” [make “why” gesture]  [Students respond: Because Alex the Magician left the balloons in the school.]  [Point to the blue because card and place it to the left of the goal on the Velcro board] |
| \_\_\_\_\_ | Say: “Okay, so if our goal is to find the balloons in the school, we decided that another place we can TRY is [Location 3]. Let’s write that on this blank TRY card. Now that we are about to make our TRY, we need to chart it on our Velcro board first. We will write what we will TRY on this card with an orange border. Then we will place it under the goal thought bubble on the Velcro board.”  [Co-teacher writes Location 3 on the blank TRY card.]  Say: “Remember, we put the TRY cards underneath the goal.”  [Place TRY card with Location 3 written on it under the goal on the Velcro board.] |
| \_\_\_\_\_ | Say: “If we are making a TRY, what should we do?” |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students tap on the TRY card and hold the tablet up]  Say: “Yes, if we see a TRY we need to tap our TRY card and hold up our tablets. Good job!”  [Before tapping the ‘Done’ button on the top right of the screen to move on, 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 hold up their TRY card]  Say: “Yes, if we see a TRY we need to hold up our TRY card. Good job!” |
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| \_\_\_\_\_ | Say: “Let’s restate the connection. We are going to TRY looking in [Location 3] BECAUSE [make finger move] we want to find the balloons in the school. Is there another reason why we are looking in [Location 3]?”  [Students respond: Because when we looked in (Location 1) and (Location 2) in the last lesson the balloons weren’t there.]  Say: “Yes, we are also looking in [Location 3] BECAUSE when we tried looking in [Location 1 and 2] the balloons weren’t there.” |
| \_\_\_\_\_ | Say: “Let’s take our tablets (or Goal and Try cards) and line up at the door to begin our journey. Remember, that we will need to be respectful and stay on task while we are traveling through the school. We will also need to follow our rules. We must walk and stay together.”  [The co-teacher will bring along the Velcro board and charting materials so that the tries can be added as we look in each location.] |
| \_\_\_\_\_ | [GO to (Location 3). Look around and see that there are no balloons there.] |
| \_\_\_\_\_ | Say: “Our goal is to find Alex’s balloons. The third place we TRIED to get our goal was that we looked in [Location 3]. Did we find the balloons?”  [Students respond: No] |
| \_\_\_\_\_ | Say: “Since we didn’t get our goal of finding Alex’s balloons, we have to think about whether our goal is still the same.”  [Trace finger along the red arrow on the procedure card “Is the goal still the same?”  Say: “Do we still want to find the balloons?” [Point to the yellow thought bubble with the goal recorded on it].  [Students respond: Yes] |
| \_\_\_\_\_ | Say: “Yes, our goal is still the same. We still have to find those balloons! Now we need to TRY again. Why do we need to TRY again? [make “why” gesture]  [Students respond: Because we didn’t find them in (Location 3) and because our goal is still to find them]. |
| \_\_\_\_\_ | Say: “We have time to TRY one more place.”  [Have students agree on another location to try.] |
| \_\_\_\_\_ | Say: “Okay, if our goal is to find the balloons in the school, we decided that another place we can TRY is [Location 4]. Let’s write that on this blank TRY card. Now that we are about to make our TRY, we need to chart it on our Velcro board first. We will write what we will TRY on this card with an orange border. Then we will place it under the goal thought bubble on the Velcro board.”  [Co-teacher writes Location 4 on the blank TRY card.]  Say: “Remember, we put the TRY cards underneath the goal.”  [Place TRY card with Location 4 written on it under the goal on the Velcro board.] |
| \_\_\_\_\_ | Say: “If we are making a TRY, what should we do?” |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students tap on the TRY card and hold the tablet up]  Say: “Yes, if we see a TRY we need to tap our TRY card and hold up our tablets. Good job!”  [Before tapping the ‘Done’ button on the top right of the screen to move on, 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 hold up their TRY card]  Say: “Yes, if we see a TRY we need to hold up our TRY card. Good job!” |
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| \_\_\_\_\_ | Say: “Why will we look in [Location 4]?” [make “why” gesture]  [Students respond: Because we want to find the balloons in the school.]  [Ask students to use a Because string to connect the TRY to the goal] |
| \_\_\_\_\_ | Say: “Let’s restate the connection. We are going to TRY looking in [Location 4] BECAUSE [make finger move] we want to find the balloons in the school. Is there another reason why we are looking in [Location 4]?”  [Students respond: Because when we looked in (Location 1), (Location 2), and (Location 3) the balloons weren’t there.]  Say: “Yes, we are also looking in [Location 4] BECAUSE when we tried looking in [Location 1, 2, and 3] the balloons weren’t there. Okay, let’s continue our journey. Remember, that we will need to be respectful and stay on task while we are traveling through the school. We will also need to follow our rules. We must walk and stay together.” |
| \_\_\_\_\_ | [GO to (Location 4). Look around and find balloons there.] |
| \_\_\_\_\_ | Say: “Our goal is to find Alex’s balloons. The fourth place we TRIED to get our goal was that we looked in [Location 4]. Did we find the balloons?”  [Students respond: Yes] |
| \_\_\_\_\_ | Say: “Since we have finished this TRY, now we have to think about whether our goal is still the same.”  [Trace finger along the red arrow on the procedure card “Is the goal still the same?”  Say: “Do we still want to find the balloons?” [Point to the yellow thought bubble with the goal recorded on it].  [Students respond: No, we already found them.] |
| \_\_\_\_\_ | Say: “No, we don’t want to find the balloons anymore! We found the balloons already. We have achieved our goal, but we still have another goal. We still have to take the balloons to Alex the Magician. We’ll have to do that next time. Let’s take the balloons back to the classroom.” |
|  | 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*.] That means I’ll be doing the talking and explaining what’s going on in my head. 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.” [Use Gestures for Explaining Roles] |
|  | f. [Model retelling Alex the Magician narrative for the students using the script below if time permits.] |
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|  | ***Retelling Causal Connections:***  When retelling causal connections in the story, emphasize the word *because* (make the finger move) and point to the Because String on the Velcro board. |
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| \_\_\_\_\_ | Say: “The information we have been charting on the Velcro board is very important. It can help us remember the important parts of a story. When we tell a story, we always want to start our stories with the goal and tell our audience who the main character is. In this story, we are the main characters! Our goals are to find the balloons in the school and take the balloons to Alex the Magician. We had these goals *because* [make finger move] Alex left the balloons in the school and she needs them to practice her trick for the party.” |
| \_\_\_\_\_ | Say: “Now I will add onto my story by telling about the tries we made to get our goal. First, we checked [Location 1], *because* [make finger move] we wanted to find the balloons. We didn’t find the balloons there, so we didn’t get our goal. We still had the same goal, to find the balloons.”  Say: “Next we decided to check [Location 2], *because* [make finger move] our goal was to find the balloons. We didn’t find the balloons there, so we didn’t get our goal. Our goal was still the same—we still wanted to find those balloons.”  Say: “We tried looking in [Location 3] *because* [make finger move] our goal was to find the balloons. We didn’t find the balloons there either, so we did not get our goal. We still had the same goal, to find the balloons.”  Say: “Our next TRY was to look in [Location 4] *because* [make finger move] we still wanted to find those balloons. That TRY worked! We found the balloons in [Location 4], which means that we got our goal.” |
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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 3 Appendix, pp. 5-6) |
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|  | 4. **Student Evaluation #1** (5 min.) |
|  | [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 or green 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*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 2. Say: “Learning how to identify TRIES was *really hard*, *hard*, *okay*, *easy*, or *really easy*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left 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*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 4. Say: “Learning how to find TRIES was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | Say: “Now we are going to think about how well you think you can identify GOALS and TRIES 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*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 6. Say: “If someone asked me to identify a TRY in a story *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 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. 30 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. 4-5 of the Lesson 3 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)   1. 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 looking at GOALS in stories. Remember, a GOAL is something a character wants to do or get. We have also been learning about TRIES. A TRY is something a character does to get their GOAL. Once we figured out what a character tried, we asked ourselves ‘why?’ [make “why” gesture] to figure out the cause of the TRY. When we find GOALS and TRIES in stories it helps us to understand and remember better. Can anyone give me an example of a TRY from your movement break?”  [Students respond] |
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|  | ***Materials for Part 6: Teacher Modeling/Guided Practice with Picture Book***   * Goal and TRY cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * PowerPoint: *The Ghost with the Halloween Hiccups* (1 copy) * Lesson 3 *The Ghost with the Halloween Hiccups* Mastery Sheet (Lesson 3 Appendix, p. 4) * Pre-printed cards: Lesson 3 *The Ghost with the Halloween Hiccups*, Day 2 * Wikki stix * Velcro Board * 8 feathers * 1 plastic cup * 1 brown paper bag |
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|  | 6. **Teacher Modeling/Guided Practice with Picture Book (Powerpoint): *The Ghost with the Halloween Hiccups*** (20 min.) |
|  | a. [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 Board*.] 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 Board.*] |
| \_\_\_\_\_ | 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 and TRIES and their CAUSES in books. Today, we are going to continue reading the book *The Ghost with the Halloween Hiccups.*” |
| \_\_\_\_\_ | c. Say: “So, in *The Ghost with the Halloween Hiccups*, what was Mr. Penny’s goal? Who can remember? If you can’t remember, then you can always look at our organizer. That’s why we put them on the Velcro board—to help us remember.”  [Point to the Velcro board with the goal and blue Because card from the last lesson already on the board]  [Students respond: Mr. Penny wants to get rid of his hiccups.] |
| \_\_\_\_\_ | Say: “Mr. Penny’s goal was to get rid of his hiccups. That’s right. And why did he want to get rid of his hiccups? [make “why” gesture]  [Students respond: Because he wants to be in the Halloween play.]  Say: “Good job. Because he wants to be in the Halloween play.” |
| \_\_\_\_\_ | Say: “So we wrote that on a Because Card and stuck it up here next to the goal to remind us *why* we have that goal [make “why” gesture], or what *caused* us to have that goal. Then we connected it to the goal using a Because String. Mr. Penny’s goal was to get rid of his hiccups *because* [make “why” gesture] he wanted to be in the Halloween play.” |
| \_\_\_\_\_ | Say: “Today we learned that after a character has a goal in mind, they then TRY to get that goal. We call these TRIES. Tries are actions that the character does to get their goal. The character might do many different things to get their goal.” |
| \_\_\_\_\_ | Say: “When I look for tries these are the steps I use these steps:”   1. Say: “First I remind myself of the goal.”   [Place the Mr. Penny character card and the yellow thought bubble on the Velcro board] |
| \_\_\_\_\_ | Say: “So, in our story Mr. Penny’s goal was to get rid of his hiccups. Why did Mr. Penny have this goal”? [make “why” gesture] Because he wants to be in the Halloween play. So, we know his goal and why he has that goal.” |
| \_\_\_\_\_ | 1. Say, “After I identify the goal and what caused it, I have to watch or listen for things the character TRIES to get the goal.” |
| \_\_\_\_\_ | Say: “Remember that we brainstormed things Mr. Penny might TRY to get rid of the hiccups?”  [Recall cards with brainstormed suggestions from Lesson 2]  Say: “When we brainstormed those ideas in the last lesson, we were really brainstorming what his TRIES might be. We said that he could [Read off of the cards the students brainstormed in Lesson 2]”. |
| \_\_\_\_\_ | Say: “So, those were our ideas of some things that Mr. Penny could TRY to do to achieve his goal of getting rid of the hiccups. Now it’s time to read the rest of the story and see what he actually does TRY to get rid of his hiccups.” |
| \_\_\_\_\_ | 1. Say: “When you see or hear a TRY, tap/hold up your TRY card like this.”   [Demonstrate by tapping/holding up TRY card on demo tablet.]  Say: “Show me what you will do when you see or hear a TRY.” |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students tap on the TRY card and hold the tablet up]  Say: “Yes, if we see a TRY we need to tap our TRY card and hold up our tablets. Good job!”  [Before tapping the ‘Done’ button on the top right of the screen to move on, 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 hold up their TRY card]  Say: “Yes, if we see a TRY we need to hold up our TRY card. Good job!” |
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| \_\_\_\_\_ | Say: “After we identify the TRY, we will write the TRY on a blank TRY card and place it on the Velcro board.” |
| \_\_\_\_\_ | Say: “We think about the reason why the character tried this and make a connection using a Because String.” [make finger move] |
| \_\_\_\_\_ | d. [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 Board*.] That means I’ll be doing the talking and explaining what’s going on in my head. 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.” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | Say: “Later on in the story I will give you the chance to help me. I will let you know when it is time.” |
| \_\_\_\_\_ | e. Say: “Today, we’re going to be listening to the rest of the story and thinking about what is Mr. Penny TRIES to do to get his goal. Your job will be to listen carefully to what I’m saying and think about what Mr. Penny’s goal is and what he TRIES to do get his goal. |
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|  | ***If students try to interrupt during the think aloud:***  Students may try to help you figure out the answers during your thinking aloud. If so, say, “I’m glad you’re thinking and listening, but remember this is I Do/You Watch time. It is my turn to think and talk and show you what I’m thinking. You’ll have your turn in a few minutes.” |
|  |  |
| \_\_\_\_\_ | f. [While reading, the Lead Teacher will think aloud to demonstrate his/her thought processes used to identify goals and tries. This think aloud should involve the Declarative (what a TRY is), Procedural (how to find TRIES), and Conditional knowledge (where, when, why TRIES are important) of the lesson’s objectives. As well, demonstrate the use of the tablet/cards and Velcro board organizer during your think aloud.] |
| \_\_\_\_\_ | **Think Aloud/Say:** “The main character in our story is Mr. Penny [Place Mr. Penny character card on the Velcro board next to the “Mr. Penny wants to…” goal thought bubble]. I have to remember as I’m reading what Mr. Penny’s goal is and why he has this goal. I know Mr. Penny’s goal is to get rid of his hiccups and he wants this because he needs to get rid of his hiccups to be in the Halloween play” [point to goal thought bubble and Because Card already on the Velcro board].” |
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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 [make hiccup sound] 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:** “So I know Mr. Penny’s goal is to get rid of his hiccups. He says he can’t have the hiccups and be in the Halloween Play, so I know that his goal is to get rid of the hiccups, and he wants this because [make finger move] he wants to be in the Halloween play (point to goal on thought bubble). So now that Mr. Penny has his goal, I know he’s going to TRY something next, so now I’m going to be listening for tries.” |
| \_\_\_\_\_ | [READ SLIDE 3]  “Please bring me some HICCUP water,” said Mr. Penny. “The sooner I get rid of these hiccups, the HICCUP better.”  [READ SLIDE 4]  Laura gave Mr. Penny a glass of water. Then he held his breath and waited. Ten seconds went by. He didn’t hiccup once. **[STOP READING]** |
| \_\_\_\_\_ | **Think Aloud/Say:** “So I see Mr. Penny, and he got a glass of water, and took a big drink and held his breath, and now he’s waiting to see if he still has the hiccups. So I think that was his TRY. When I hear a TRY I have to tap/hold up my TRY card [tap/hold up TRY card]. He DID something. He TRIED to drink some water and hold his breath to get his goal of getting rid of his hiccups. So, we need to write that down on a TRY card to help us remember that TRY. So I’m going to put this TRY card up here on the board and write, ‘He drank water and he held his breath’. Since it is a TRY, it is something he DID to TRY to get his goal. Therefore, I’m going to act that out.”  [Use the cup to take a drink of pretend water and hold your breath].  Say: “Then I have to ask myself WHY [make “why” gesture] he TRIED that. Mr. Penny TRIED to drink a glass of water and hold his breath BECAUSE [make finger move] he wants to get rid of his hiccups [place because string between GOAL and TRY]. Or, we could say Mr. Penny wanted to get rid of his hiccups, WHICH CAUSED him to drink a glass of water and hold his breath. So now I’m going read some more and see what happens.” |
| \_\_\_\_\_ | [READ SLIDE 5]  “That did it!” he said. “My hiccups are HICCUP! HICCUP! HICCUP!” Bert sighed. “I’m sorry,” he said. “Maybe you can get rid of them in town.” **[STOP READING]** |
| \_\_\_\_\_ | **Think aloud/Say:** “So he didn’t get rid of his hiccups, so I have to think: Is Mr. Penny’s goal still the same? [Trace the red arrow on the procedure card.] Yes, I think it probably is. I think he wants to get rid of these hiccups and why does he want to get rid of these hiccups? [make “why” gesture] Because he wants to be in the play for Halloween, and he can’t be in the play if he has the hiccups.”  Say: “So now, Mr. Penny TRIED something, it didn’t work. Now we have to listen for another TRY. I think he’s probably going to TRY something else because his goal is still the same. So, I’m going to get my TRY card ready.” |
| \_\_\_\_\_ | [READ SLIDE 6]  Mr. Penny hiccupped into town. “Hello Ms. HICCUP Gates,” said Mr. Penny. “How are you HICCUP today?” “I’m fine, but you sound terrible,” said Ms. Gates. “I HICCUP must get over the hiccups. I have to be in HICCUP the play.” “Hiccups are easy to fix,” said Ms. Gates. “All you have to do is put a paper hat on your head. Then you sing a song.”  [READ SLIDE 7]  So Mr. Penny put a paper hat on his head. He tried to sing, “Row, row your boat, gently down HICCUP the stream.” That was as far as he could get. **[STOP READING]** |
| \_\_\_\_\_ | **Think Aloud/Say:** “Okay, I think I heard another TRY! [tap/hold up TRY card]. I remember that his goal is to get rid of the hiccups, and he tried drinking water and holding his breath and that didn’t work. So, now he is TRYING something else to get his goal. He put a paper hat on his head and sang a song. That sounds like he is DOING something to TRY to get his goal of getting rid of the hiccups. So, I’m going to write that on a TRY card. [Show “Put a paper hat on his head and sang song” on TRY card and place on Velcro board]. So, I wrote his TRY on this card and I’m going to put it right up here beside the other TRY card.” |
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| \_\_\_\_\_ | **Think Aloud/Say:** “And now I have to think, “WHY did he TRY this?” [make “why” gesture] Well, he wants to get rid of those hiccups, and he wants to get rid of the hiccups so he can be in the Halloween play. So, I can place a Because string between this TRY and the goal. [Place Because string so that it connects the TRY to the GOAL.] He tried to put a hat on his head and sing a song *because* [make finger move] he wanted to get rid of his hiccups [Point to the cards as you say them]. We can also say it the other way, “He wanted to get rid of his hiccups, WHICH CAUSED [make finger move] him to put a paper hat on his head and sing a song.” He also tried to put a paper hat on his head and sing a song *because* [make finger move] the first TRY, drinking water and holding his breath, didn’t work. He still had the hiccups and he had to TRY something else.” |
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| \_\_\_\_\_ | Say: “Since it is a TRY, a TRY is something we can DO. So, I’m going to TRY it.”  [Put a paper bag on your head and sing Row, Row, Row your boat to demonstrate.] |
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| \_\_\_\_\_ | Say: “Okay, so that didn’t work. Is Mr. Penny’s goal still the same? Do you think he still want to get rid of his hiccups? Yes, I think he does. Now, we can read on and see if he tries something else that might help him get rid of his hiccups.” |
| \_\_\_\_\_ | g. [Transition to Guided Practice after the second TRY (paper bag on head and singing a song) to get rid of the hiccups. 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 Board*.] 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] |
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| \_\_\_\_\_ | [If tablets are available follow the directions in this dark gray box]  [The rest of this activity is a free response period. Students can freely respond when they identify a TRY in the story by tapping the TRY card and holding up the tablet. Teachers can monitor responses by looking at student tablets when they are held up. You should not tap the Done button until the end of this activity.] |
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|  | [If tablets are NOT available follow directions in this light gray box]  [Students will hold up their TRY cards when they feel it is appropriate throughout this activity.] |
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| \_\_\_\_\_ | Say: “If you hear a TRY what will you do?”  [Students respond: tap/hold up TRY card]    Say: “Yes. You will need to tap/hold up your TRY cards to show me that you heard a TRY. Then you will share what you think the TRY is and we will write in on a TRY card.” |
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| \_\_\_\_\_ | [Continue to read the story. Allow students to identify the attempts and record this information on the Velcro board. Guide them to identifying *why* Mr. Penny is making his attempts, and add in Because Strings on the Velcro board. Guide students in their use of the manipulatives and the organizer. Provide cues and prompts to assist the students to recognize the correct GAO sequences.] |
|  | **Overview of the procedure when students tap/hold up their Try card** **(a scripted version follows the light gray boxes)** |
|  | 1. Evaluate “Good I’m glad to see you’re holding up your TRY card. What TRY did you see?” |
|  | 1. Discuss it. |
|  | 1. Record it on a blank TRY card and place on the Velcro Board. |
|  | 1. Ask students “Why did Mr. Penny TRY this?” [make “why” gesture] and place the Because String on the board. |
|  | 1. Act out the TRY. [Students can use the props (paper cups to drink water, paper bag, feather) to dramatize each TRY to get rid of the hiccups. |
|  | 1. Ask students after each TRY if Mr. Penny’s goal is still the same. “So, is Mr. Penny’s goal still the same? (students respond) Yes, he still wants to get rid of his hiccups.” |
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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, “Mr. Penny wants to get rid of the hiccups.” The teacher would respond, “Okay, so you’re saying that Mr. Penny wants to get rid of the hiccups is the goal in the story [revoice]. Great [evaluative feedback]! What in the story makes you think that is his goal? [query] Okay, so you’re saying that Mr. Penny’s goal is to get rid of the hiccups and you know this because \_\_\_\_\_. This is the 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. |
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|  | ***Charting the Story:***  Be sure to chart out the goals and tries on the Velcro board as you identify them. |
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| \_\_\_\_\_ | [Read until students tap/hold up a card]  [READ SLIDE 8]  “Do you have any more ideas?” asked Mr. Penny. Ms. Gates was out of ideas. But Mr. Brown thought he could help. “Tickle his nose,” he said.  [READ SLIDE 9]  Ms. Gates found a feather. She tickled Mr. Penny’s nose. “HICCUP! AH-CHOO!” sneezed Mr. Penny. “HICCUP! AH-CHOO! HICCUP!” Mr. Penny started to cry. “Now I have the AH-CHOO sneezes as well as the hiccups.”  [Someone should tap/hold up a TRY card about here so **STOP READING**] |
| \_\_\_\_\_ | Say: “Good, that sounds like he tried something to get rid of his hiccups. So, we need to write that on a TRY card. What should we write?”  [Students respond: Tickle his nose with a feather]  Say: “Yes, we would write, “tickled his nose with a feather” on the TRY card.” |
| \_\_\_\_\_ | Say: “Where will we put it on the Velcro board organizer?”  [Students respond: Under the goal and next to the last try]  Say: “Yes, we will put the TRY card up on this board under the goal and next to the last TRY. |
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| \_\_\_\_\_ | Say: “Now we need to ask ourselves ‘Why did Mr. Penny TRY to tickle his nose with a feather?’ [make “why” gesture]  [Students respond]  Evaluate response. Revoice and connect to goals. “Yes, he tickled his nose with a feather because [make finger move] he wants to get rid of his hiccups. He also tried to tickle his nose with a feather because [make finger move] putting a paper hat on his head and singing a song didn’t work.” |
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| \_\_\_\_\_ | Say: “Since TRIES are things characters do to get their goals, we can TRY them, too. We have some feathers here. Tickle your noses with a feather.”  [Pass out one feather to each child and have them tickle their noses with the feather.]  Say: “Do you think that would get rid of the hiccups? So what did Mr. Penny TRY again?”  [Students respond: Tickle his nose with a feather]  Say: “Tickle his nose with a feather, good job. So let’s put this up on our Velcro board.” |
| \_\_\_\_\_ | Say: “Why did Mr. Penny tickle his nose with a feather? [make “why” gesture]  [Students respond: To get rid of his hiccups]  Say: “Yes, to get rid of his hiccups, so he tickled his nose with a feather *because* [make finger move] he wanted to get rid of his hiccups and because [make finger move] the last TRY didn’t work. Good job.” |
| \_\_\_\_\_ | Say: “And did that work? No. What happened? What happened instead?  [Students respond: No] |
| \_\_\_\_\_ | Say: “He started to cry because he’s so sad. Do you think he still wants to get rid of the hiccups? Is his goal still the same?”  [Students respond: Yes]  Say: “Yes, he still wants to get rid of his hiccups.” |
| \_\_\_\_\_ | [READ SLIDE 10]  What am I HICCUP going to do?” wondered Mr. Penny. He went on down the road. “The play starts HICCUP in an hour.” |
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|  | ***Mr. Penny’s Tries (Why does the powerpoint go from slide 10 to slide 19?):***  The story is edited from the original story. In the edited version Mr. Penny’s tries are: (1) drinking water and holding his breath, (2) putting a paper hat on and singing a song, and (3) tickling his nose with a feather. The powerpoint is also edited to reflect those tries (which means slides 11-18 are hidden). If for some reason the powerpoint does not have slides 11-18 hidden, read slide 10 then skip to slide 19 where he meets the bat and dragon in the park. |
| \_\_\_\_\_ | [READ SLIDE 19]  The town clock said seven. “I’ll have to HICCUP tell everyone to go HICCUP home,” he said. “I’m afraid they will be HICCUP mad.”  [READ SLIDE 20]  He crossed Mill Road. Then Mr. Penny stopped. His hair stood on end.  It was a hairy bat and a dragon. “HICCUP bats and HICCUP dragons!” screamed Mr. Penny, “HICCUP help!” He yelled, “run for your HICCUP lives.”  [READ SLIDE 21]  The monsters ran after Mr. Penny. “Help HICCUP, help HICCUP police,” shouted Mr. Penny. He was so scared he jumped right out of his shoes.  [READ SLIDE 22]  “Please don’t hurt me,” he begged.  “Mr. Penny, it’s only me,” said the bat, taking off her mask.  “And me,” said the dragon. “We just wanted to trick you for Halloween.”  [READ SLIDE 23]  Mr. Penny sighed and shook his head. “It’s just that I was so upset by my hiccups that . . . “ Suddenly, Mr. Penny stopped. “My hiccups are gone! You scared them out of me. Now I can be in the play,” smiled Mr. Penny. “Your trick has turned out to be a Halloween treat.”  [READ SLIDE 24]  And Mr. Penny was the best ghost ever. |
| \_\_\_\_\_ | **Sample Instruction:**  Say: “So let’s go back and look at this. Did something happen to help Mr. Penny get his goal?” [Students respond]  Say: “What happened? [Students respond: The kids scared Mr. Penny]  Say: “Yes, they scared him! Now, I’ve got to be honest. Is that really something that Mr. Penny did to get rid of his hiccups? [Students respond]  Say: “No, not really. But, is it still something that helped him get his goal? Yes, so we’re still going to call that a TRY even though it’s not something that Mr. Penny did to get rid of his hiccups. Sometimes stories don’t work out exactly the right way. Does that make sense? Let’s write that TRY on a card [Show “scared him” on a TRY card].  Say: “Where would we put this TRY?” [Students respond].  Say: “Yes, we will put it right up here next to the last TRY.” |
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| \_\_\_\_\_ | Say: “Now let’s think about why Mr. Penny’s friends scared him? [make “why” gesture]  [Students respond: To help him get rid of his hiccups]  Say: “To help him get rid of his hiccups, yes! Did he get rid of his hiccups?” [Students respond: Yes]  Say: “So is his goal still the same?” [Students respond]  Say: “What’s his goal?” [Students respond]  Say: “To get rid of his hiccups. Has he gotten rid of the hiccups?” [Students respond]  Say: “Yes, so was his goal still the same?” [Students respond]  Say: “No! He’s already gotten his goal now.” |
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| \_\_\_\_\_ | [If tablets are available follow the directions in this dark gray box]  [The free response period is over. Tap the Done button to end the activity.] |
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|  | h. [Use the Velcro board organizer to help to retell the story with the students. Model retelling from the board, but have students assist you if you feel they are ready to help. Be sure to explain that what is on the board is what is important, so you have to include what is on the board.]  [Model this retelling, as necessary, prompting for student input. Praise appropriate contributions, reminding students to retell the story in a natural way, sounding like an actual story.] |
| \_\_\_\_\_ | Say: “We always want to start our retellings with the goal and we want to tell the audience who the character is. So, let me show you how to do that. In our story, Mr. Penny wants to get rid of his hiccups because he wants to be in the Halloween play. I started with that because our 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.’ Then I add in a description of why he has that goal [make “why” gesture]. In our story he wants to get rid of the hiccups *because* [make finger move] he wants to be in the Halloween play. So, my retelling would be, ‘Mr. Penny wants to get rid of his hiccups, because [make finger move] he wants to be in the Halloween play.” |
| \_\_\_\_\_ | Say: “Now, I want to add on the tries [point to TRY cards as you retell]. First, he tried to drink a cup of water and hold his breath. That didn’t work. He still had the hiccups. *Because* [make finger move] he still had the hiccups and wanted to get rid of them, he had to TRY something else. So, he tried putting a paper hat on his head and singing a song. But that didn’t work. He still had the hiccups. *Because* [make finger move] he still wanted to get rid of the hiccups and *because* [make finger move] the last TRY didn’t work, he made another TRY. He tickled his nose with a feather. But that just caused him to sneeze. He still had the hiccups. He was about to give up when a bat and a dragon appeared in the park and scared him, and that worked. Mr. Penny got rid of the hiccups and could be in the play *because* [make finger move] they scared him.” |
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| \_\_\_\_\_ | i. [Remind the students of how, when, and why to use organizers.]  Say: “Do you see how using this chart can really help us remember the important parts of a story? These important parts are what we should include when we retell a story. So, use this chart to help you remember the important parts of a story when you retell it.” |
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|  | ***Materials for Part 7: Student 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 (if needed, Lesson 3 Appendix, pp. 5-6) |
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|  | 7. **Student Evaluation #2** (8 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 or green 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*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 2. Say: “Learning how to identify TRIES was *really hard*, *hard*, *okay*, *easy*, or *really easy*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left 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*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 4. Say: “Learning how to find TRIES was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | Say: “Now we are going to think about how well you think you can identify GOALS and TRIES 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*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 6. Say: “If someone asked me to identify a TRY in a story *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left 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.] |
|  |  |
|  | [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. 30 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. 4-5 of the Lesson 3 Appendix. |
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|  | ***Materials for Part 8: Closure***   * Refrigerator Sheet to send home (make 6 color copies) (Lesson 3 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. |
|  |  |
| \_\_\_\_\_ | 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 were still looking for goals in stories. Remember, a goal is something a character wants to do or get. We also learned about something new—tries. A TRY is something a character does to get their goal. Once we figured out what a character tried, we asked ourselves “why?” [make “why” gesture] to figure out the cause of the TRY. When we find goals and tries in stories it helps us to understand and remember better.” |
| \_\_\_\_\_ | c. Say: “When you go home tonight try to recognize goals and tries when you are reading, watching television, playing games, or in real life. We will share the goals and tries we notice the next time we meet.” |
|  |  |

END OF LESSON

[Be sure to exit the session by tapping the red “EXIT” button at the top right of your tablet. On the next screen (on the main menu) tap the red “MARK SESSION AS FINISHED” button to be sure the data are downloaded.]