NS Lesson #4

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

* Explain what outcomes are (primary)
* Identify outcomes for protagonist (primary)
* Establish that goals are important to a story
* Identify simple cause and events related to outcomes (secondary)
* Students explain/verbalize what goals and attempts are for protagonist (review/reinforce)
* Recall/retell text using graphic organizers (build working memory strategies) (secondary)

*Materials Needed*:

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| **Base Appendix Folders *(in Teacher Box)*:**   * Sample Procedure Cards (Causal Connections, Goals/Tries/Outcomes, Inference) (see Base Appendix, pp. 1-3) * Identifying Causes and Events Anchor Chart (Base Appendix, p. 4) * Student Goal/Try/Outcome Cards (on tablet or actual cards, see Base Appendix, p. 5) * Goal/Try/Outcome Anchor Chart (for reference only, Base Appendix, p. 6) * How to Place Cards on Goal/Causal Connections Organizer (Base Appendix, p. 7) * Blank Goal/Causal Organizer (Base Appendix, p. 8) * Outcome Prompt Flowchart (for reference only, 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 4 Appendix *(To be printed)*:**   * + Lesson 4 Intro Balloon Popping Mastery Sheet (Lesson 4 Appendix, p. 1)   + Lesson 4 Magician Narrative Review from Lesson 3 Mastery Sheet (Lesson 4 Appendix, p. 2)   + Lesson 4 Magician Narrative Mastery Sheet (Lesson 4 Appendix, p. 3)   + Lesson 4 *The Ghost with the Halloween Hiccups* Mastery Sheet (Lesson 4 Appendix, p. 4) * Student Evaluation Record Sheet (make 2 copies) (Lesson 4 Appendix, pp. 5-6) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 4 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)   **Pre-Printed Cards *(in Lesson 4 Box)*:**   * + Lesson 4 Intro: Balloon Popping   + Lesson 3 Magician Narrative Review   + Lesson 4 Magician Narrative * Lesson 4 *The Ghost with the Halloween Hiccups*, Day 3 (including Character card for Mr. Penny) (1)   **Boards from Previous Lesson(s):**   * Lesson 3 Magician Narrative Review (build before the lesson begins)   **Additional Materials and Props *(in Lesson 4 Box)*:**   * 8 helium-inflated balloons (for Magician Narrative)   + Large banner on paper that says “Read” (for Magician Narrative)   + “Wet Paint” sign (for Magician Narrative)   + Caution tape (for Magician Narrative)   + “Don’t Open Window Broken” sign (for Magician Narrative)   “Don’t Open Door Broken” sign (for Magician Narrative)  **Magician Materials *(in Magician Box)*:**   * None |

**Lesson 4**

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|  | ***Set up for the Magician Narrative***  *Before the lesson begins*:  Discuss and make arrangements with your co-teacher and with research personnel to decide which two props you will use for the Magician Narrative today. [Use the props that best fit your context. That is, you need to make two failed tries, so pick the props that will work best in your school setting. You should NOT use all of these props/tries—that would take too much time. Only use the two that fit your school context best.]   * *Possible Try/Prop #1:* Lay a banner that says “Read” (painted with Mod Podge to look wet) on the floor blocking the door that leads out of the classroom, with a sign next to it that says “wet paint.” * *Possible Try/Prop #2:* Block one hallway/exit off using caution tape. * *Possible Try/Prop #3:* Use a sign that says “Don’t Open Broken Window” or “Don’t Open Broken Door” to block a window or door   *After the students have entered the classroom:*  Undergraduate helpers/research personnel will set up the props for the Magician Narrative, but you will need to tell them which props to set up and where to place the props before the lesson begins. |
|  | ***Building Board from Previous Lesson:***  *Before the lesson begins:*   1. Build the Lesson 3 Magician Narrative Review Velcro board using the Lesson 3 Magician Narrative Review pre-printed cards, which are in the Lesson 4 box. 2. Use the Lesson 4 Magician Narrative Review from Lesson 3 Mastery Sheet (Lesson 4 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 Lessons 2 and 3 (Locations/TRIES #1, #2, #3, and #4) on the blank TRY cards *prior* to starting the lesson. 4. Do NOT put the OUTCOME cards on the board at this time. You will place them on the board during the lesson. |
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|  | ***Materials for Part 1: Review/Explicit Instruction***   * Goal and Try cards (on tablet or actual cards, see Base Appendix, p. 5) * Procedure cards (1 for each child, 1 for each teacher) * Lesson 4 Intro Balloon Popping Mastery Sheet (Lesson 4 Appendix, p. 1) * Pre-printed cards Lesson 4 Intro Balloon Popping (build together on Velcro board during the lesson) * Velcro Board * Wikki stix * Inflated (non-helium) balloon * Pin |
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| \_\_\_\_\_ | 1. **Review/Explicit Instruction** (20 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 look for goals and tries in books/movies/real life for your homework. Did you notice any goals and tries while you were at home?  [Students respond]  [As students respond ask them “Why did you have this goal?” and “Why did you make that try?” to establish causal connections] |
| \_\_\_\_\_ | Say: “I noticed a goal that I had since our last lesson. I was at the park playing Frisbee with my friend, and I accidentally threw the Frisbee up in a tree. My goal was to get the Frisbee down from the tree since it had gotten stuck. I made a few tries to get my goal. First I tried climbing the tree, but there weren’t any branches low enough for me to reach. Then I tried poking it with a stick, but my stick wasn’t long enough to reach the Frisbee. Then I remembered that I had another Frisbee in my car! I decided to through the second Frisbee at the one stuck in the tree to knock it down, and it worked!” |
|  | b. [Explain to students that we will now begin with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to begin with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, once I think that you are getting the hang of it, I will give you a chance to help me out. We will call this time: ‘I Do/You Help’.” [*Point to the “I Do/You Help” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Do/You Help,’ I will still be teaching, but you will be able to participate by offering your ideas or helping me figure out the answers. You should still be listening with your ears [point to ears], watching with your eyes [point to eyes], and thinking with your brain [point to brain]. When you have something to add you can let me know by raising your hand [raise hand]. This will help you think and learn the information by participating more—it will also help me to know what you understand and what you still need help on.” [Use Gestures for Explaining Roles in Base Appendix, p. 16.] |
| \_\_\_\_\_ | c. Say: “In the last session we learned to identify goals and tries. Today we will continue to learn how to identify goals, tries, and we will also learn about outcomes. We will still be remembering to ask our *why* questions [make “why” gesture] to understand what caused a character to do something.” |
|  | d. [Use the script below to remind students about declarative, procedural, and conditional knowledge associated with events, causes, goals, tries, and the goal and TRY cards, and review the Magician Narrative from Lesson 3.]  [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.] |
| \_\_\_\_\_ | Say: “Let’s review what we have learned so far about **EVENTS, CAUSES, GOALS, and TRIES**. Remember, you can use the procedure card to help you remember.”  **Review what events and causes 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] |
|  | **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] |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should 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.] |
| \_\_\_\_\_ | * Review: “During our last lesson, I had the goal of popping a balloon.” [Show yellow thought bubble that says ‘I want to pop the balloon.’] |
|  | ***Student Help with Review***  The teacher may solicit answers from the students during the review of the Because Card using the script below. If students are having difficulty, the teacher may also choose to review the information without student input. |
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| \_\_\_\_\_ | 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. For example, the fact that I love popping balloons CAUSED me to have the goal of wanting to pop this balloon. What do I use to show this causal connection?” [Students respond: A Because String] |
| \_\_\_\_\_ | Say: “We can retell the story by saying the goal, ‘I want to pop the balloon’ and then I 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 this balloon.’” [point to yellow thought bubble] |
| \_\_\_\_\_ | **Next, review finding TRIES:**   * Ask: “Once we know what a character’s goal is, what do we look for next?”  [What a character did to TRY to get their goal.] |
| \_\_\_\_\_ | * Ask: “What is a TRY?”   [Tries are actions/things a character does to TRY to get what they want/the goal.] |
| \_\_\_\_\_ | * Ask: “When we see a TRY in the story, what card do we hold up?”   [Tap/hold up your TRY card] |
|  | [If tablets are available follow the directions in this gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should 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: Have students hold up their try card.] |
| \_\_\_\_\_ | * Ask: “How do I record the tries on the Velcro board?”   [Write the try on a try card.] |
| \_\_\_\_\_ | * Ask: “What question do we need to ask ourselves after we find a TRY?”   [Why did the character TRY that? / What caused the character to TRY that?] [make “why” gesture] [Point to the WHY question on the procedure card.] |
| \_\_\_\_\_ | * Say: “When we think about WHY we TRIED something, it means there is a causal connection. What do we use to connect what the character TRIED and WHY they tried it?” [make finger move]   [A Because string] |
| \_\_\_\_\_ | * Say: “In our case we tried several things to pop the balloon. First, we tried to squeeze the balloon [squeeze balloon again]. This was the first thing I did, so it was my first TRY.”     [Record that TRY on the Velcro board] |
| \_\_\_\_\_ | * Say: “WHY did I TRY to squeeze the balloon?” [make “why” gesture]   [Show students the procedure card to show them the WHY?” question after the TRY step]  Say: “This ‘why’ question will help us remember to think, ‘WHY did the character TRY this?’ after we notice that a character made a TRY.” |
| \_\_\_\_\_ | * Say: “I squeezed the balloon [point to TRY #1] BECAUSE [trace finger along the Because String while saying BECAUSE] my goal was to pop the balloon.” [point to the yellow thought bubble] |
| \_\_\_\_\_ | Say: “Or, I can tell the story by saying the CAUSE first, ‘I wanted to pop the balloon [point to the yellow thought bubble], WHICH CAUSED [trace finger along the Because String while saying WHICH CAUSED] me to squeeze the balloon [TRY #1].’” |
| \_\_\_\_\_ | e. [Refer students to procedure cards.]  Say: “These procedure cards will help us to remember the steps to finding the goal and tries in a story. If you need a reminder at any time, or forget the next step, you can look at the card and see the steps.”  [Review the steps of finding goals and tries with the students using procedure card.] |
| \_\_\_\_\_ | f. *Include the following if applicable:*  Say: “Last time I saw you tapping/holding up your goal cards when you saw us get our goal (for example when we found the balloons in Location 4). Great! You were really thinking! You knew that we had gotten our goal! The goal is what we want to do or get, but when we actually GET our goal (or don’t get our goal) that is actually called an OUTCOME. We actually have a whole new card for that, which I am going to show you today.” |
| \_\_\_\_\_ | g. Say: “Today, we are going to learn about OUTCOMES. OUTCOMES are the result of a try.” [point to OUTCOME on the procedure card]  Say: “Sometimes tries work and the character gets their goal, and some tries don’t work. In our balloon example, when I made my first try I squeezed the balloon, it didn’t pop. So, that TRY didn’t work. I didn’t achieve my goal of popping the balloon. We call the result of that TRY the OUTCOME.” |
| \_\_\_\_\_ | Say: “After you make a TRY, you have to think about the OUTCOME, and whether you achieved your goal. You can think, ‘What was the result of that try? What happened?’ Outcomes can either be successful, or unsuccessful.” |
| \_\_\_\_\_ | Say: “When we find an OUTCOME in a story, we write WHAT HAPPENED on an OUTCOME card.”  [Display OUTCOME card on tablet/Pass out the OUTCOME cards to each student so they can study them]  [Show students the procedure card to show them the outcome step]  Say: “This is the third step in learning how to understand stories better. You look for the OUTCOME.” |
| \_\_\_\_\_ | Say: “So, after you identify the character’s goal, and the character makes a TRY (and think about WHY you made that TRY), you think about whether the TRY was successful or unsuccessful.”  [Point to the outcome step on the procedure card]  Say: “You ask yourself, “What was the result of this try?” You think about what happened [make “what happened” gesture] and whether the character got their goal or not.” |
| \_\_\_\_\_ | Say: “So I’m going to ask myself, ‘What happened?’ [make “what happened” gesture] when we made our first TRY? |
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|  | ***Teacher Modeling of Explaining Outcomes***  Do NOT let students respond here. The teacher needs to **model** the response so that students know that they need to explain WHAT HAPPENED rather than just saying “Outcome Fail.” |
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| \_\_\_\_\_ | Say: “When we squeezed the balloon, the balloon squished in, but it did NOT pop. So, what was the result of our try? What happened? The balloon did NOT pop. We did NOT achieve our goal. Our goal was to pop the balloon. We wanted to pop the balloon, and we did not. We call that an OUTCOME: FAIL.” |
| \_\_\_\_\_ | Say: “When we see an Outcome Fail, we tap/hold up our Outcome Fail card. [Teacher will tap/hold up Outcome Fail card on demo tablet.] It has a picture of a balloon that has not been popped, because our balloon did not pop and we did not get our goal. |
| \_\_\_\_\_ | Say: “We are going to use this picture of an unpopped balloon on a card with a red border [show OUTCOME FAIL card on demo tablet, or hold up OUTCOME FAIL card] to represent an unsuccessful outcome.” |
|  | [If tablets are available follow the directions in this dark gray box]  [Goal, Try, Outcome Fail and Outcome Yes cards 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 an OUTCOME FAIL card that looks like mine on them. It’s below the GOAL card. Do you see it? We are going to use this picture to represent an OUTCOME FAIL.”  [tap/hold up OUTCOME FAIL card on demo tablet] |
| \_\_\_\_\_ | Say: “If you see or hear an OUTCOME FAIL in a story, I want you to tap the OUTCOME FAIL card on the screen. After you tap on the OUTCOME FAIL card, I want you to hold your tablet up so that I can see that you think there is an OUTCOME FAIL in the story. Let’s practice tapping and showing your OUTCOME FAIL card. Pretend we’re reading a story, and you see that a character does not achieve their goal, what do you do?” |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students tap on the OUTCOME FAIL card and hold the tablet up]  Say: “That’s right you will tap on the OUTCOME FAIL 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.] |
| \_\_\_\_\_ | Say: “Let’s practice that again. You hear an OUTCOME FAIL. What do you do?”  [Students tap on the OUTCOME FAIL 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 directions in this light gray box]  Say: “Now, let’s look at the OUTCOME FAIL card. We are going to use this picture to represent an OUTCOME FAIL.” |
| \_\_\_\_\_ | Say: “If you see or hear an OUTCOME FAIL in a story, I want you to hold up your OUTCOME FAIL card so that I can see that you think there is an OUTCOME FAIL in the story. Let’s practice holding up your OUTCOME FAIL card. Pretend we’re reading a story, and you see that a character does not achieve their goal, what do you do?”  [Students hold up OUTCOME FAIL cards]  Say: “That’s right you will hold up your OUTCOME FAIL card. Good job!” |
| \_\_\_\_\_ | Say: “Let’s practice that again. You hear an OUTCOME FAIL. What do you do?”  [Students hold up OUTCOME FAIL cards] |
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| \_\_\_\_\_ | Say: “We will write what happened [make “what happened” gesture] on this card that has a red border around it so we know this was an Outcome Fail. The red border reminds us that we did not get our goal.” |
| \_\_\_\_\_ | Say: “So, I will write down what happened [make “what happened” gesture] on the Outcome Fail card. I will write, ‘Squished, but did not pop’ on the Outcome Fail card and put it on the board.”  [Teacher places “Squished but did not pop” Outcome Fail card on the Velcro board next to the first try] |
| \_\_\_\_\_ | Say: “Let’s practice. We tried squeezing the balloon to make it pop. The balloon squished, but didn’t pop. What card would we tap/hold up to show that we did not get our goal?”  [Students tap/hold up Outcome Fail cards.] |
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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.]  [Students tap on the OUTCOME FAIL 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 OUTCOME FAIL card.]  Say: “Good job!” |
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| \_\_\_\_\_ | Say: “Good job. You know how to show your outcome fail card. After we figure out what the outcome was, we have to think about WHY that outcome happened.”  [Point to “WHY” on procedure card after OUTCOME]  Say: “Remember, when we think about WHY something happened, there is a causal connection. So, when we think about the question ‘WHY did that OUTCOME happen?’ [make “why” gesture] we are thinking about what CAUSED that OUTCOME.”  Say: “So, our OUTCOME is [read from the Outcome Fail card], ‘The balloon squished, but did not pop.’ WHY did that OUTCOME happen? [make “why” gesture] BECAUSE [make finger move] we squeezed the balloon.” [point to the TRY card] |
| \_\_\_\_\_ | Say: “That balloon squished but didn’t pop because of what we TRIED. The balloon wouldn’t have squished in a little if we hadn’t tried squeezing it right? Since squeezing the balloon is what CAUSED it to squish but not pop, we can connect the OUTCOME to the TRY using a Because string.” [make finger move]  [Connect the OUTCOME to the TRY using a Because string.] |
| \_\_\_\_\_ | Say: “Once we figure out WHY the OUTCOME happened, we make a connection using a Because String. We can retell this part of the story by saying, ‘The balloon squished in but did not pop’ [point to the Outcome Fail card] BECAUSE [trace finger along the Because string while saying BECAUSE] I squeezed it.” [point to the TRY #1 card] |
| \_\_\_\_\_ | Say: “We can also retell it by saying the CAUSE first, ‘I squeezed the balloon [point to TRY #1] WHICH CAUSED [trace finger along the Because string while saying WHICH CAUSED] the balloon to squish in, but it did not pop.’” |
| \_\_\_\_\_ | Say: “So, did we get our goal? My goal was to pop the balloon [point to the yellow thought bubble]. Did I get this goal?”  [Students respond: No]  Say: “No, I didn’t get this goal.” |
| \_\_\_\_\_ | Say: “After we find the OUTCOME, our next step is to check to see if our goal is still the same. We have to think, ‘Is our goal still the same?’”  [Use finger to trace the red arrow on the procedure card.]  Say: “Did we still want to pop the balloon? Yes, so our goal was still the same.” |
| \_\_\_\_\_ | Say: “This procedure card helps us remember that if the character didn’t get a goal, then it is a failed OUTCOME. After we figure out what the OUTCOME is we need to think, ‘Is the character’s goal still the same?’ Try it with me.”  [Ask students to use their fingers to trace the path of the red arrow on the procedure card and say “Is the goal still the same?”]. |
| \_\_\_\_\_ | Say: “So, is our goal still the same? Do we still want to pop the balloon?”  [Students respond: Yes]  Say: “Yes, we still have the same goal. We still want to pop the balloon.” |
| \_\_\_\_\_ | Say: “If the character’s goal is still the same, they usually make another TRY. They think of something else they can DO that will help them get their goal.” |
| \_\_\_\_\_ | Say: “In our last lesson, the second thing I did to get my goal, the SECOND TRY, was that I stuck the balloon with a pin. [stick it with a pin]  [Place the second TRY “stick it with a pin” card on the Velcro board] |
| \_\_\_\_\_ | [Refer students to the procedure card and show them the “why” question after the TRY]  Say: “Since we made a TRY, we now have to think, WHY did we TRY this? [make “why” gesture] WHY did I stick the balloon with a pin?”  [Students respond: Because our last TRY did not work and Because we want to pop the balloon.] |
| \_\_\_\_\_ | Say: “Since we are thinking about WHY something happened [make “why” gesture], that means there is a causal connection. So, we can use Because strings to make some connections. We really have TWO causes for WHY I stuck the balloon with a pin.”  Say: “One reason WHY [make “why” gesture] I stuck the balloon with a pin is: I stuck the balloon with a pin [point to TRY #2] BECAUSE [Connect TRY #2 to GOAL and trace finger along the Because string while saying BECAUSE] I still want to pop the balloon.” |
| \_\_\_\_\_ | Say: “Or, I can say the CAUSE first,”  Say: “I still want to pop the balloon [point to the yellow thought bubble], WHICH CAUSED [trace finger along the Because string while saying WHICH CAUSED] me to stick the balloon with a pin [point to TRY #2].” |
| \_\_\_\_\_ | Say: “There is also another reason WHY I stuck the balloon with a pin” [make “why” gesture]:  Say: “I stuck the balloon with a pin [point to TRY #3] BECAUSE [Connect TRY #3 to OUTCOME FAIL #1 and trace finger along the Because string while saying BECAUSE] my first TRY did not work [point to the failed outcome].” |
| \_\_\_\_\_ | Say: “Or, I can say the CAUSE first,”  Say: “My first TRY of squeezing the balloon did not work [point to the failed outcome], WHICH CAUSED [trace finger along the Because string while saying WHICH CAUSED] me to TRY to stick the balloon with a pin.”  Say: “Sometimes, when a TRY doesn’t work and we have an Outcome Fail, it **CAUSES** us to TRY something else.” |
| \_\_\_\_\_ | Say: “So, sometimes several events in the story CAUSE us to TRY something to get our goal.” |
| \_\_\_\_\_ | Say: “After we make a TRY (and think about WHY we made that TRY) we think about whether the TRY was successful or unsuccessful. [Point to the outcome step on the procedure card]. We ask ourselves, ‘What was the result of this try?’ What was the outcome?”  Say: “That is, we think about what happened [make “what happened” gesture] and whether the character got a goal or not.” |
| \_\_\_\_\_ | Say: “When we find an outcome in a story, we write WHAT HAPPENED on an outcome card. [make “what happened” gesture]  [Show students the procedure card to show them the outcome step] |
| \_\_\_\_\_ | Say: “In our balloon example, what was the outcome of the second TRY? What happened when we made our second TRY? [make “what happened” gesture] What happened when we stuck the balloon with a pin to get our goal?  [Students respond: The balloon popped] |
| \_\_\_\_\_ | Say: “When we stuck the balloon with a pin, the balloon popped. So, the result of that TRY was that the balloon popped. We DID achieve our goal. Our goal was to pop the balloon. We wanted to pop the balloon, and we did. We call that an OUTCOME: YES when the character gets their goal.”  [Refer students to the OUTCOME YES step on the procedure card.] |
| \_\_\_\_\_ | Say: “When we see an Outcome Yes, we tap/hold up our Outcome Yes card. It has a picture of a balloon that has been popped, because our balloon popped and we DID get our goal.” |
| \_\_\_\_\_ | Say: “We write what happened [make “what happened” gesture] on this card that has a green border around it so we know this was an Outcome Yes. The green border reminds us that we DID get our goal.”  [Teacher practices tapping/holding up Outcome Yes card using demo tablet.] |
| \_\_\_\_\_ | Say: “Let’s practice. We tried sticking the balloon with a pin to make it pop. The balloon popped. What card would we tap/hold up to show that we did get our goal?”  [Students tap/hold up Outcome Yes cards.] |
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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.]  [Students tap on the OUTCOME YES card and hold the tablet up]  Say: “That’s right you will tap on the OUTCOME YES 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.] |
|  |  |
|  | [If tablets are NOT available follow directions in this light gray box] |
| \_\_\_\_\_ | [Students hold up OUTCOME YES cards]  Say: “That’s right you will hold up your OUTCOME YES card. Good job!” |
|  |  |
| \_\_\_\_\_ | Say: “So, I would write down what happened [make “what happened” gesture] on the Outcome Yes card. I will write, “The balloon popped” on the Outcome Yes card.”  [Teacher shows “the balloon popped” on the Outcome Yes card.] |
| \_\_\_\_\_ | Say: “After we figure out the outcome we think, “WHY did this outcome happen?” [make “why” gesture]  [Students respond: Because our TRY, sticking the balloon with a pin did work, and because our goal was to pop the balloon and it did pop.]  [Show students the procedure card to show them the WHY question after the outcome step]  Say: “This “why” question will help us remember to think, ‘WHY did this outcome happen?’ [make “why” gesture] after we notice that an outcome.” |
| \_\_\_\_\_ | Say: “Remember, when we think about WHY something happened, there is a causal connection. So, when we think about the question ‘WHY did that outcome happen’ [make “why” gesture] we are thinking about what CAUSED that outcome.”  Say: “So, our outcome is [read from the Outcome Yes card], ‘The balloon popped.’ WHY did that outcome happen? [make “why” gesture] BECAUSE [make finger move] we stuck the balloon with a pin.” [point to the TRY card] |
| \_\_\_\_\_ | Say: “That balloon popped because of what we TRIED. The balloon wouldn’t have popped if we hadn’t tried sticking it with a pin, right? Since sticking the balloon with a pin is what CAUSED it to pop, we can connect the OUTCOME to the TRY using a Because string.”    [Connect the OUTCOME YES card to the TRY using a Because string.] |
| \_\_\_\_\_ | Say: “Once we figure out WHY [make “why” gesture] the outcome happened, we make a connection using a Because String. We can retell this part of the story by saying,”  Say: “‘The balloon popped [point to the Outcome Yes card] BECAUSE [trace finger along the Because string while saying BECAUSE] I stuck it with a pin.’” [point to the TRY #2 card] |
| \_\_\_\_\_ | Say: “We can also retell it by saying the CAUSE first, ‘I stuck the balloon with a pin [point to TRY #2] WHICH CAUSED [trace finger along the Because string while saying WHICH CAUSED] the balloon to pop.’” |
| \_\_\_\_\_ | Say: “So, did we get our goal? Our goal was to pop the balloon [point to the yellow thought bubble]. Did we get this goal?”  [Students respond: Yes]  Say: “Yes, we did get this goal.” |
| \_\_\_\_\_ | Say: “So, was our goal still the same?”  [Trace the red arrow on the procedure card and ask students to trace the arrow and say “Is the goal still the same?”]  Say: “No, the goal is not the same. We achieved our goal. So, we don’t have that goal anymore.” |
| \_\_\_\_\_ | Say: “So it took two times, but we finally achieved our goal of popping the balloon. Sometimes in a story, the character gets their goal on the first TRY and has an Outcome Yes, but other times it takes a character several TRIES where they get several Outcome Fails before they make a TRY that helps them get their goal. Sometimes a character might never get their goal and may just have lots of Outcome Fails.” |
| \_\_\_\_\_ | Say: “Now that we have gotten our goal, all our tries, and the outcomes of our tries on the Velcro board, we are going to retell the story. Remember that the Velcro board is a place we keep all our important information of what happened in the story. We can use it to retell what happened with extra details so it sounds like a story.” |
| \_\_\_\_\_ | [Model retelling what happened with the balloon using the Velcro board, gathering student input as you feel they are ready to help. Make sure to point to each part to help students make the connection between the Velcro board and the retelling.] |
|  | **Teacher Retelling:**  Say: “My goal was to pop this balloon *because* [make finger move] popping balloons is one of my favorite things to do. The first thing I tried to pop the balloon was to squeeze it. This caused the balloon to squish a little, but it didn’t pop. So, I did not get my goal. Since my first TRY didn’t work and my goal was still the same, I decided to TRY something else. My second TRY was to stick the balloon with a pin, which caused it to pop. So, I got my goal. I decided to make a second TRY to pop the balloon *because* [make finger move] my goal was still the same and because [make finger move] my first try didn’t work. My second TRY was to stick the balloon with a pin. When I did that it popped, so I got my goal.” |
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|  | ***Materials for Part 2: Guided Practice with Magician Narrative***   * Goal, Try, and Outcome cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * Lesson 4 Magician Narrative Review from Lesson 3 Mastery Sheet (Lesson 4 Appendix, p. 2) * Lesson 4 Magician Narrative Mastery Sheet (Lesson 4 Appendix, p. 3) * Pre-printed cards: Lesson 3 Magician Narrative Review (build Velcro board before the lesson begins) * Pre-printed cards: Lesson 4 Magician Narrative (build together during the lesson) * Wikki stix * Velcro Board * Props to block exits (e.g., “Read” banner, wet paint sign, caution tape, broken window sign, broken door sign). These props should be set up by research personnel after lesson begins * 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) * Blank TRY cards (to write locations on) * OUTCOME cards * Wet erase marker * Wikki stix * Students will bring: * Procedure card * Tablet (or goal, try, and outcome cards)   *You will make two tries:*   * TRY #1: LOCATION 1 * TRY #2: LOCATION 2   *Use the following procedure:*   1. Brainstorm the first TRY. 2. Write 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. (The TRY might also connect to a previous OUTCOME FAIL if there is one.) 6. GO to the location for the TRY to determine the OUTCOME. 7. Students tap/hold up OUTCOME cards and put the outcome on the Velcro board. 8. Students think about WHY that OUTCOME happened. Students state the causal connection and connect the OUTCOME to the TRY using a Because string. 9. Students think/state: Is the GOAL is still the same? 10. Students BRAINSTORM the next TRY. 11. (Repeat Steps 2-10 for each TRY)   The students will want to forge ahead. Use the behavior management system to make sure students stay with you. |
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|  | 2. **Guided Practice with Magician Narrative** (25 min.)  a. [Explain to students that we will continue with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] 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. [Review what has happened in the Magician Narrative to this point with the students.] |
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|  | ***Reviewing the Magician Narrative***  As time permits, have students assist with the retelling. If there is sufficient time to have students assist, make sure students refer to and use the Velcro board. If you are retelling the story, point to each element (the pre-printed cards from the Lesson 3 Magician Narrative) on the Velcro board as you go. |
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| \_\_\_\_\_ | [Refer to the Magician Narrative Review board from Lesson 3]  Say: “Remember, in our second lesson we got a video message from Alex the Magician and found out that Alex left her balloons in the school, WHICH CAUSED us to have our first goal, which was to find the balloons in the school.” [Point to the yellow thought bubble.] |
| \_\_\_\_\_ | Say: “WHY did we have this goal? [make “why” gesture]  [Students respond: BECAUSE (Have students trace finger along the Because string and point to the blue Because card) Alex the Magician left her tricks in the school.] |
| \_\_\_\_\_ | Say: “To get our goal, we made several TRIES. First, we tried looking in [Location 1]. WHY did we TRY this?” [make “why” gesture]  [Students respond: BECAUSE (make finger move) our goal was to find the balloons in the school.] |
| \_\_\_\_\_ | Say: “What was the result of this try? What happened [make “what happened” gesture] when we tried looking in [Location 1]? Show me with your cards.”  [Students respond: Students should say the balloons were not in (Location 1) and then tap/hold up their Outcome Fail cards.] |
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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.]  [Students tap on the OUTCOME FAIL card and hold the tablet up]  Say: “Yes, if we see an OUTCOME FAIL we need to tap our OUTCOME FAIL 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 OUTCOME FAIL card]  Say: “Yes, if we see an OUTCOME FAIL we need to hold up our OUTCOME FAIL card. Good job!” |
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| \_\_\_\_\_ | Say: “You’re right. The balloons were not in [Location 1]. It was an Outcome Fail.”  [Place the pre-printed OUTCOME FAIL card on the Velcro board to the right of the TRY #1 card.] |
| \_\_\_\_\_ | Say: “Did we get our goal of finding the balloons?”  [Students respond: No]  Say: “Was our goal still the same?” [Point to the red arrow on the procedure card]  [Students respond: Yes]  Say: “Yes, we still wanted to find the balloons in the school.” |
| \_\_\_\_\_ | Say: “So, we made a second TRY. We looked in [Location 2]. WHY did we TRY the [Location 2]?”  [Students respond: Because our goal was still to find the balloons, and because our first TRY didn’t work (students trace finger along the Because strings). |
| \_\_\_\_\_ | Say: “What was the outcome of this second TRY? What happened [make “what happened” gesture] when we tried looking in the [Location 2]? Show me with your cards.”  [Students respond: Students should say the balloons were not in (Location 2) and then tap/hold up an OUTCOME FAIL card.] |
|  | [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 OUTCOME FAIL card and hold the tablet up]  Say: “Yes, if we see an OUTCOME FAIL we need to tap our OUTCOME FAIL 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 OUTCOME FAIL card]  Say: “Yes, if we see an OUTCOME FAIL we need to hold up our OUTCOME FAIL card. Good job!” |
| \_\_\_\_\_ | Say: “You’re right. The balloons were not in [Location 2]. It was an Outcome Fail.”  [Place the pre-printed OUTCOME FAIL card on the Velcro board to the right of the TRY #2 card.] |
| \_\_\_\_\_ | Say: “Was our goal still the same?” [point to and trace the red arrow on the procedure card]  [Students respond: Yes, we still wanted to find the balloons in the school]. |
| \_\_\_\_\_ | Say: “So, we tried looking in [Location 3]. WHY did we TRY this?” [make “why” gesture]  [Students respond: Because our goal was still to find the balloons, and because our second TRY didn’t work]. |
| \_\_\_\_\_ | Say: “What was the outcome of this third TRY? What happened [make “what happened” gesture] when we tried looking in [Location 3]?”  [Students respond: Students should say the balloons were not in (Location 3) and then tap/hold up their OUTCOME FAIL cards.] |
|  | [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 OUTCOME FAIL card and hold the tablet up]  Say: “Yes, if we see an OUTCOME FAIL we need to tap our OUTCOME FAIL 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 OUTCOME FAIL card]  Say: “Yes, if we see an OUTCOME FAIL we need to hold up our OUTCOME FAIL card. Good job!” |
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| \_\_\_\_\_ | Say: “You’re right. The balloons were not in [Location 3]. It was an Outcome Fail.”  [Place the pre-printed OUTCOME FAIL card on the Velcro board to the right of the TRY #3 card.] |
| \_\_\_\_\_ | Say: “So, was our goal still the same?”  [Students respond: Yes, we still wanted to find the balloons.] |
| \_\_\_\_\_ | Say: “So, we tried looking in [Location 4]. WHY did we TRY this?” [make “why” gesture]  [Students respond: Because we still wanted to find the balloons, and because our last TRY didn’t work.] |
| \_\_\_\_\_ | Say: “What was the result of this try? What happened [make “what happened” gesture] when we tried looking in [Location 4]?”  [Students respond: Students should say we found the balloons in (Location 4) and then tap/hold up their Outcome Yes cards.] |
|  | [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 OUTCOME YES card and hold the tablet up]  Say: “Yes, if we see an OUTCOME YES we need to tap our OUTCOME YES 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 OUTCOME YES card]  Say: “Yes, if we see an OUTCOME YES we need to hold up our OUTCOME YES card. Good job!” |
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| \_\_\_\_\_ | Say: “You’re right. The balloons were in [Location 4]. It was an Outcome Yes.”  [Place the pre-printed OUTCOME YES card on the Velcro board to the right of the TRY #4 card.] |
| \_\_\_\_\_ | c. Say: “Now that we have found the balloons, we have achieved one of our goals. But we still have the other big goal. We need to take them to Alex the Magician, because she said in her message that she needed them as soon as possible because she needs to practice her tricks for the party.” |
| \_\_\_\_\_ | Ask: “What is our goal and what should we do if we hear a goal?” |
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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.]  [Students should tap on the GOAL card and hold the tablet up and say “Our goal is to take the balloons to Alex the Magician.”]  Say: “Yes, our GOAL is to take the balloons to Alex the Magician. I’m glad to see that you tapped your GOAL card and held up your 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.]  [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] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their GOAL card and say “Our goal is to take the balloons to Alex the Magician.”]  Say: “Yes, our GOAL is to take the balloons to Alex the Magician. I’m glad to see that you held up your GOAL card. Good job!”  [If students do *not* hold up the GOAL card]  Say: “What should you do if you hear a GOAL in a story?”  [Students hold up the GOAL card] |
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| \_\_\_\_\_ | Say: “Can someone put our new goal on our board?”  [Have one student place the yellow goal thought bubble (take the balloons to Alex the Magician) on a new Velcro board.] |
| \_\_\_\_\_ | Ask: “WHY do we have this goal?” [make “why” gesture]  [Students respond: Because Alex the Magician needs the balloons to practice her trick for the party.]  [Ask one student to place a Because String to make the causal connection between the goal and the blue because card on the Velcro board.]  Say: “Can anyone say this causal connection?” [select one student]  [Students respond: Our goal is to take the balloons to Alex the Magician BECAUSE (make finger move) she needs them to practice her trick for the party.] |
| \_\_\_\_\_ | Say: “Or, can anyone retell it by saying the CAUSE first?” [select one student]  [Students respond: Alex the Magician needs the balloons to practice her trick for the party, WHICH CAUSED [make finger move] us to have the goal of taking the balloons to her.] |
| \_\_\_\_\_ | Say: “Great job with the review. We have to get these balloons safely to Alex the Magician. She doesn’t live far from here, so I think we can walk. Our goal is what?”  [Students respond: to take the balloons to Alex the Magician.] |
|  | ***How to Respond to Students: Teacher Response Instruction Sample***  After students respond, the teacher will (1) **revoice** what the students said, (2) **provide evaluative feedback**, (3) ask **query** aimed at discerning the source of the response, and (4) **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. [connect to lesson objectives] |
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|  | ***How to Use Outcome Prompts when Responding to Students***  The following prompts are suggestions. You do not need to ask all of the prompts below or all that are on the flowchart (see Base Appendix, p. 9). Use whatever prompts needed to make sure that students are able to: (1) describe the outcome event, (2) express whether the outcome was successful or unsuccessful, (3) understand that whether the outcome was successful or not depends on what the goal was, and (4) make a causal connection between the outcome and the TRY.   1. “What was the outcome to this TRY?” and “Is it outcome fail/yes? 2. “What happened to make this an outcome fail/yes?” [make “what happened” gesture] 3. “WHY did this outcome happen?” [make “why” gesture] 4. “Is the goal still the same? |
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| \_\_\_\_\_ | 1. TRY #1: [make sure the door to your classroom is closed. Make sure you have the balloons with you and that the Co-teacher has the Velcro board and pre-printed cards.]  Say: “Okay, so if our goal is to take the balloons to Alex the Magician, we need to think about what our first TRY will be.”  TRY #1 OPTION 1: (You plan to go out of the classroom):  Say: “I guess we will go out the door and then we probably should turn (right or left) and go down the hall. That is our first TRY”  [If you are going out of the classroom then “Turn left down the hall” or “Turn right down the hall” would be TRY #1 and the banner will be spread across the hall on either the right or the left]  TRY #1 OPTION 2: (You plan to stay in the classroom—use if you think the children will have difficulty maintaining focus in the hallways):  Say: “I guess we will go out the door. That is our first TRY.”  [If you are staying in the classroom then that will be TRY #1— “Go out the door” and the banner will be blocking the door on the other side.] |
| \_\_\_\_\_ | Say: “Wait a second! I just said TRY. Are we TRYING something? Our goal is to take the balloons to Alex the Magician. Are we doing something to TRY to get the balloons to her? If we are making a TRY, what should we do?” |
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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.]  [Students should 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.]  [If students do *not* tap on the TRY card and hold up their tablet]  Say: “What should you do if you hear a TRY in a story?”  [Students tap on the TRY card and hold the tablet up] |
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| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their TRY card]  Say: “Yes, if we see a TRY we need to hold up our TRY card. Good job!”  [If students do *not* hold up the TRY card]  Say: “What should you do if you hear a TRY in a story?”  [Students hold up the TRY card] |
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| \_\_\_\_\_ | Say: “Let’s write our TRY 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 TRY card. Can someone put the TRY card on the Velcro board?”  [Co-teacher: Writes TRY #1 on the blank TRY card (either “Turn right/left down the hall” or “Go out the door”)]  [Student should: Place the TRY #1 card under the goal on the Velcro board.] |
| \_\_\_\_\_ | Ask: “After we make a TRY, we ask WHY. WHY are we TRYING this?” [make “why” gesture]  [Give one student a Because String to make the causal connections between TRY#1 and the GOAL on the Velcro board.]    [Students respond: We are going (down this hallway/out the door) BECAUSE (make finger move) our goal is to take the balloons to Alex the Magician.]  Say: “Can you say it the other way?”  [Students respond: Our goal is to take the balloons to Alex the Magician, WHICH CAUSED (make finger move) us to go (down this hallway/out the door).] |
| \_\_\_\_\_ | Say: “Now that we have our first TRY mapped out let’s take our tablets (or Goal/Try/Outcome 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. We will also need to follow our rules. We must walk and stay together. Let’s head out! Let’s TRY to go (down this hallway/out this door) to get to Alex the Magician’s house.”  [Teacher and students take their tablets (or goal, try and outcome cards) with them so they can raise them when they see a goal, try, or outcome]  [Co-teacher takes Velcro board, pre-printed cards, and wikki stix to use along the way] |
| \_\_\_\_\_ | [Open the door and see a large banner that says “Read” and a “Caution Wet Paint” sign next to it]  Say: “Oh no! These people are making a huge painting on the floor. It’s wet and there’s no way we can get around it to (get down the hallway/go out the door).” |
| \_\_\_\_\_ | Say: “So, what happened when we tried to (go down the hallway/go out the door)? [make “what happened” gesture] What is the result of this try?” |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the OUTCOME FAIL card and hold the tablet up and say a painting was blocking the way]  Say: “Yes, if we see an OUTCOME FAIL we need to tap our OUTCOME FAIL card and hold up our tablets. Good job!”  [If students do *not* tap on the OUTCOME FAIL card and hold up their tablet]  Say: “What should you do if you hear an OUTCOME in a story?”  [Students tap on the OUTCOME FAIL 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.] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their OUTCOME FAIL card and say a painting was blocking the way]  Say: “Yes, if we see an OUTCOME FAIL we need to hold up our OUTCOME FAIL card. Good job!”  [If students do *not* hold up the OUTCOME FAIL card]  Say: “What should you do if you hear an OUTCOME in a story?”  [Students hold up the OUTCOME FAIL card] |
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| \_\_\_\_\_ | Say: “You’re right. We couldn’t go (down the hallway/out the door) because a painting was blocking our way. It was an Outcome Fail.”  [Ask a student to place the “Painting blocking our way” Outcome Fail card on the Velcro board next to TRY #1] |
| \_\_\_\_\_ | Ask: “WHY did this outcome happen?” [make “why” gesture]  [Ask a student to place Because string to connect the first Outcome Fail to TRY#1]  Say: “Can someone retell the connection?”  [Students respond: We couldn’t go (down the hallway/out the door) BECAUSE (make finger move) a painting was blocking our way.] |
| \_\_\_\_\_ | Say: “Did we achieve our goal of taking the balloons to Alex the Magician?”  [Students respond: No, a painting was blocking our way. TRY#1 didn’t work. We can’t take the balloons to her this way. So, this is an outcome fail. We did not achieve our goal.]  Say: “Let’s look at our procedure cards. Remember, after we know an outcome we think, is our goal still the same?”  [Have students trace the red arrow on the procedure card and say “Is the goal still the same?”]  [Students respond: Yes, our goal is still the same. We still need to find a way to get the balloons to Alex the Magician so she can practice her trick.] |
| \_\_\_\_\_ | 2. TRY #2: [Try to keep the students focused on you and not looking around the hallway or the classroom]  Say: “Okay, so if our goal is to take the balloons to Alex the Magician, we need to think about a different way to get them to her. We will have to plan what our second TRY will be.”  TRY #2 OPTION 1: (You are going out of the classroom):  Say: “We have to get these balloons to Alex the Magician. Let’s TRY getting out of the school by going the other way down the hall. We can go out the door at the end of the hall.”  [If you are going out of the classroom then “Go out the door at the end of the hall” or something to that effect would be TRY #2 and there will be caution tape spread across the door at the end of the hall, and there will be a “broken door” sign on it.]  TRY #2 OPTION 2: (You are staying in the classroom—use if you think the children will have difficulty maintaining focus in the hallways):  Say: “Well, we can’t go out the door, and we have to get these balloons to Alex the Magician. What can we TRY now? The only other way out is through the window. That will have to be our second TRY.”  [If you are staying in the classroom then that will be TRY #2— “Go out the window.” You have to “sell” this option by sounding desperate. As you open the blinds, you will see caution tape and a “broken window” sign on the window] |
| \_\_\_\_\_ | Say: “Wait a second! I just said TRY. Are we TRYING something? Our goal is to take the balloons to Alex the Magician. Are we doing something else to TRY to get the balloons to her? If we are making a TRY, what should we do?” |
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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.]  [Students should 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!”  [If students do *not* tap on the TRY card and hold up their tablet]  Say: “What should you do if you hear a TRY in a story?”  [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 directions in this light gray box]  [Students should hold up their TRY card]  Say: “Yes, if we see a TRY we need to hold up our TRY card. Good job!”  [If students do *not* hold up the TRY card]  Say: “What should you do if you hear a TRY in a story?”  [Students hold up the TRY card] |
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| \_\_\_\_\_ | Say: “Let’s write our TRY on this blank TRY card. Now that we are about to make another TRY, we need to chart it on our Velcro board. We will write what we will TRY on this card. Then we will place it under the goal thought bubble on the Velcro board.”  [Co-teacher writes TRY #2 on the blank TRY card (either “Go out the door at the end of the hall” or “Go out the window”)]  Say: “Remember, we put the TRY cards underneath the goal.”  [Ask a student to place the TRY #2 card under the goal and to the right of the first Outcome Fail card on the Velcro board.] |
| \_\_\_\_\_ | Ask: “After we make a TRY, we ask WHY. WHY are we TRYING this?” [make “why” gesture]  [Give one student a Because String to make the causal connections between TRY#2 and the GOAL on the Velcro board.]    [Students respond: We are going (out the door at the end of the hall/out the window) BECAUSE (make finger move) our goal is to take the balloons to Alex the Magician.]  Say: “Can you say it the other way?”  [Students respond: Our goal is to take the balloons to Alex the Magician, WHICH CAUSED (make finger move) us to go (out the door at the end of the hall/out the window).] |
| \_\_\_\_\_ | Say: “Is there another reason why we made this try? Can someone make another connection?”  [Students should connect TRY #2 to the first Outcome Fail and say: We are also going to (Location #2) BECAUSE our first try was not successful.] |
| \_\_\_\_\_ | Say: “Now that we have our second TRY mapped out let’s continue our journey. Let’s TRY to go (out the door at the end of the hall/out this window) to get to Alex the Magician’s house.” |
| \_\_\_\_\_ | TRY #2 OPTION 1:  [Go down the hall to the door and see that it has caution tape across it and a “broken door” sign]  Say: “Oh no! There is caution tape here and a broken door sign). It looks like they are doing some sort of construction. That means we shouldn’t go any further because it could be dangerous. We better not take a risk.” |
| \_\_\_\_\_ | TRY #2 OPTION 2:  [Open the blinds on a window in your classroom to reveal that it has caution tape across it and a “broken window” sign]  Say: “Oh no! There is caution tape here and a broken window sign. It looks like they are doing some sort of construction. That means we shouldn’t go any further because it could be dangerous. We better not take a risk.” |
| \_\_\_\_\_ | Say: “So, what is the result of this try? What happened when we tried to (go out the door at the end of the hall/go out the window)?” [make “what happened” gesture] |
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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.]  [Students should tap on the OUTCOME FAIL card and hold the tablet up and say there was caution tape blocking the door/window and a broken door/window sign]  Say: “Yes, if we see an OUTCOME FAIL we need to tap our OUTCOME FAIL card and hold up our tablets. Good job!”  [If students do *not* tap on the OUTCOME FAIL card and hold up their tablet]  Say: “What should you do if you hear an OUTCOME in a story?”  [Students tap on the OUTCOME FAIL 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.] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their OUTCOME FAIL card and say there was caution tape blocking the door/window and a broken door/window sign]  Say: “Yes, if we see an OUTCOME FAIL we need to hold up our OUTCOME FAIL card. Good job!”  [If students do *not* hold up the OUTCOME FAIL card]  Say: “What should you do if you hear an OUTCOME in a story?”  [Students hold up the OUTCOME FAIL card] |
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| \_\_\_\_\_ | Say: “You’re right. We couldn’t go (out the door at the end of the hallway/out the window) because there was caution tape in the way. It was an Outcome Fail.”  [Ask a student to place the “Caution tape in the way” Outcome Fail card on the Velcro board next to TRY #2] |
| \_\_\_\_\_ | Ask: “WHY did this outcome happen?” [make “why” gesture]  [Ask a student to place Because string to connect the second Outcome Fail to TRY#2]  Say: “Can someone retell the connection?”  [Students respond: We couldn’t go out the door at the end of the hall/out the window BECAUSE [make finger move] there was caution tape blocking the door/window. So, we didn’t achieve our goal of taking the balloons to Alex the Magician.” |
| \_\_\_\_\_ | Say: “Did we achieve our goal of taking the balloons to Alex the Magician?”  [Students respond: No, caution tape was in the way. TRY#2 didn’t work. We can’t take the balloons to her. So, this is an Outcome Fail. We did not achieve our goal.]  Say: “Let’s look at our procedure cards. Remember, after we know an outcome we think, is our goal still the same?”  [Have students trace the red arrow on the procedure card and say “Is the goal still the same?”]  [Students respond: Yes, our goal is still the same. We still need to find a way to get the balloons to Alex the Magician so she can practice her trick.] |
| \_\_\_\_\_ | Say: “That was our last way out. We don’t have any more time to figure out another way to get the balloons to Alex the Magician today. We have work to do! Our goal is still the same, so we will come back to this next time. We’ll put the balloons here in the room for now.” |
| \_\_\_\_\_ | Say: “We will have to figure out what to do with the balloons next, but first, let’s retell the story so far. Remember, we can use the Velcro board to help us retell the story. I’m going to retell the story to you using the Velcro board. As you listen, think about whether I am doing a good job or not. Think about whether I have too much detail, not enough detail, or whether it is just right. I want to try to make the retelling sound like a story, but I don’t need to include every single detail.” |
| \_\_\_\_\_ | d. [Model retelling 3 different ways (The Goldilocks Method): One retelling with too much detail, one retelling with not enough detail, and one retelling that is “just right.” After you model each retelling ask students to critique the retelling.] |
| \_\_\_\_\_ | **Teacher Modeling:**  Too Much Detail:  Say: “Our goal today was to bring Alex the Magician the balloons because she needs them to practice her trick for the party. She doesn’t live very far from here… I think she has a brick house with lots of flowers out front. We decided we were going to walk to her house to bring them to her. First, we tried [INSERT TRY #1], but we couldn’t get by because there was a painting on the floor blocking our way. The painting was very long and had lots of different colors of paint and said something about reading. I’m not sure who made it but they did a great job! We thought about walking over it but decided to TRY something else instead. We didn’t get our goal, so that was an outcome fail. Our next TRY was to [INSERT TRY #2] to see if we could leave that way but there was caution tape blocking the way. I’ve seen caution tape like that before—when my neighbors were getting their driveway fixed! We couldn’t go over it—we might fall and hurt ourselves! That was an outcome fail since we did not get our goal of bringing the balloons to Alex the Magician. We went to the (door/window) to try to get out that way. I’ve never gone out of the school using that (door/window). It seems like it should have worked, but in the end, there was a note on the (door/window) saying that it was broken. So, we couldn’t use it to get out. Unfortunately, that was another outcome fail since we did not get our goal of bringing the balloons to Alex the Magician.”  Say: “What did you think of my retelling? Did it have too much detail? Not enough detail? Or, was it just right?”  [Students respond] |
| \_\_\_\_\_ | Not Enough Detail:  Say: “We wanted to bring the balloons to Alex the Magician. First, we tried [INSERT TRY #1]. Outcome fail. Then we tried [INSERT TRY #2]. Outcome fail.”  Say: “What did you think of my retelling this time? Did it have too much detail? Not enough detail? Or, was it just right?”  [Students respond] |
| \_\_\_\_\_ | Just Right:  Say: “Our goal today was to bring the balloons to Alex the Magician because she needs the balloons to practice her trick for the party. First, we tried [INSERT TRY #1], but we came across a painting that was blocking our way. We were not able to get past to bring the balloons to Alex the Magician, so this was an outcome fail. Our goal was still to bring her the balloons, so next we tried [INSERT TRY #2]. When we got there, we found that there was caution tape blocking our way, so we were not able to get past. This was another outcome fail since we did not get our goal of bringing the balloons to Alex the Magician. Our goal was still the same. Unfortunately, we didn’t get our goal of bringing the balloons to Alex the Magician. We will have to try another time.”  Say: “What did you think of my retelling this time? Did it have too much detail? Not enough detail? Or, was it just right?”  [Students respond] |
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|  | ***Materials for Part 3: Student Evaluation #1***   * Tablets (1 for each child, 1 for teacher, 1 tablet 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 4 Appendix, pp. 5-6) |
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|  | 3. **Student Evaluation #1** (5 min.) |
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|  | [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 trying to take the balloons to Alex the Magician and the balloon popping 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 OUTCOMES 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 trying to take the balloons to Alex the Magician 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 OUTCOMES 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, TRIES, and OUTCOMES 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 what a character does to TRY to get their 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] |
| \_\_\_\_\_ | 7. Say: “If someone asked me to identify the OUTCOME 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. 31 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 5-6 of the Lesson 4 Appendix. |
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|  | ***Materials for Part 4: Directed Movement Break***   * Directed Movement Activities (laminated copies) |
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| \_\_\_\_\_ | 4. **Directed Movement Break** (Co-teacher leads this 5-minute activity while Lead teacher prepares for second half of lesson) |
|  | a. The co-teacher will lead a directed movement break.  b. After movement break have students come back to the classroom to refocus as a group.  c. Say: “Today we have been learning about OUTCOMES. When a character in a story has a goal, they will make a TRY to get their goal. Outcomes are the result of a TRY that the character makes. To find an OUTCOME we ask, “What happened” and “What was the result of the try?” Sometimes the character gets their goal—we call this an Outcome Yes. When they do not get their goal we call this an Outcome Fail. Once we figured out the OUTCOME we ask ourselves ‘why?’ [make “why” gesture] to figure out the cause of the OUTCOME. When we find goals, tries, and outcomes in stories it helps us to understand and remember better. Can anyone give me an example of an OUTCOME from your movement break?” |
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|  | ***Materials for Part 5: Teacher Modeling/Guided Practice with Picture Book***   * Goal, Try, and Outcome 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 4 *The Ghost with the Halloween Hiccups* Mastery Sheet (Lesson 4 Appendix, p. 4) * Pre-printed cards: Lesson 4 *Ghost with the Halloween Hiccups,* Day 3 * Wikki stix * Velcro Board |
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|  | 5. **Teacher Modeling/Guided Practice with Picture Book: *Ghost with the Halloween Hiccups*** (20 mins.)  a. [Explain to students that we will continue with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, once I think that you are getting the hang of it, I will give you a chance to help me out. We will call this time: ‘I Do/You Help’.” [*Point to the “I Do/You Help” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Do/You Help,’ I will still be teaching, but you will be able to participate by offering your ideas or helping me figure out the answers. You should still be listening with your ears [point to ears], watching with your eyes [point to eyes], and thinking with your brain [point to brain]. When you have something to add you can let me know by raising your hand [raise hand]. This will help you think and learn the information by participating more—it will also help me to know what you understand and what you still need help on.” [Use Gestures for Explaining Roles in Base Appendix, p. 16.] |
| \_\_\_\_\_ | b. Say: “Just like we have been practicing finding goals, tries, and outcomes in our Magician Narrative, we can also find goals, tries, and outcomes in books. Today we are going to practice this with some books we have already read.” |
|  | Say: “Remember that you can use the procedure card to help you remember how to find goals, tries, and outcomes.” |
| \_\_\_\_\_ | c. PRE-READING: Engage students in a discussion on *The Ghost with the Halloween Hiccups.*  Say: “We have been reading the book *The Ghost with the Halloween Hiccups.*” We have looked at Mr. Penny’s goal and the tries he made. Today we are going to focus on the OUTCOMES of those tries.” |
| \_\_\_\_\_ | [Use the graphic organizer to review the goal. Hold up Mr. Penny character card and . . .]  Ask: “What was Mr. Penny’s goal in this story?”  [Students respond: To get rid of his hiccups] |
| \_\_\_\_\_ | Ask: “Why did Mr. Penny have this goal?” [make “why” gesture]  [Students respond: Because he wanted to be in the Halloween play, but he couldn’t have the hiccups in the Halloween play] |
| \_\_\_\_\_ | Ask: “What TRIES has Mr. Penny made to get his goal?”  [Students respond: drank water and held his breath, put a paper hat on and sang a song, tickled his nose with a feather] |
| \_\_\_\_\_ | d. Say: “We’re going to reread *The Ghost with the Halloween Hiccups* and focus on the OUTCOMES and WHY those outcomes happened. Remember, as I read you will tap/hold up your cards to let me know when you think you hear a GOAL, a TRY, or an OUTCOME.” |
| \_\_\_\_\_ | [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 GOAL, TRY, or OUTCOME in the story by tapping the GOAL, TRY, OUTCOME FAIL, or OUTCOME YES cards and holding up their 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 GOAL, TRY, OUTCOME FAIL, or OUTCOME YES cards when they feel it is appropriate throughout this activity.] |
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|  | e. [While reading, the Lead Teacher will think aloud to demonstrate his/her thought processes used to identify goals and tries, and outcomes using the script below. The teacher will demonstrate the use of the tablet/cards (students can tap/hold up their cards as well if they are ready) and ask students to assist in building the Velcro board organizer. After the second try (putting a paper hat on head and singing), you will stop thinking aloud and guide the students less.] |
| \_\_\_\_\_ | **Think Aloud with Student Help:**  Say: “Since Mr. Penny is the main character in the story, we need to put this picture of him on the board.”  [Ask a student to place the character card on the board next to where the yellow thought bubble will go]  Say: “I have to remember as I’m reading what Mr. Penny’s GOAL is. Once I know his goal, I have to listen for TRIES and OUTCOMES. I know that a TRY is what the character does to get their goal. So, I have to listen for what Mr. Penny does to TRY to achieve his goal of getting rid of the hiccups.”  Say: “Next, I have to be listening for whether his TRY achieves his goal, or the OUTCOME. When we hear the OUTCOME we think about WHAT HAPPENED and whether Mr. Penny got his goal or not. If he gets his goal then the OUTCOME will be Outcome Yes. If he does not get his goal, then the OUTCOME will be an Outcome Fail. I also need to be thinking about WHY things happened in the story or what made Mr. Penny do those things.” |
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| \_\_\_\_\_ | [READ SLIDE 2]  “Mr. Penny loved Halloween. He was always in the Halloween play. This year he was going to be the ghost. (go to next slide)”  [READ SLIDE 3]  “On Halloween Mr. Penny headed for town. He met Bert and Laura along the way. ‘Happy HICCUP Halloween.’ ‘Oh my,’ said Laura. ‘You have the hiccups.’ ‘All HICCUP day’ said Mr. Penny. ‘That’s too bad,’ said Bert. ‘It’s worse than HICCUP bad,’ said Mr. Penny. ‘How can I play HICCUP a ghost with hiccups?” ‘What you need is a big drink of water,’ said Laura. **[STOP READING]** |
| \_\_\_\_\_ | **Think Aloud with Student Help:**  Say: “I think I heard a GOAL here. I think Mr. Penny wants to get rid of his hiccups.”  [Teacher will tap/hold up GOAL card on demo tablet. Students may tap/hold their GOAL cards up as well.]  [Ask a student to place the GOAL thought bubble on the Velcro board]  Say: “I know Mr. Penny wants to get rid of the hiccups [Point to the yellow thought bubble]. I also know WHY he has that goal [make “why” gesture] BECAUSE [make finger move] he wants to be in the Halloween play.”  [Ask a student to put the Because Card on Velcro board and connect it to the Goal with a Because string].  Say: “Now that we know what Mr. Penny’s goal is and why he has that goal, we have to listen for TRIES.” |
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| \_\_\_\_\_ | [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.  [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 with Student Help:**  Say: “He took a drink of water. Then he held his breath, and he is talking about his hiccups. So, I think this is a TRY.”  [Teacher will tap/hold up TRY card on demo tablet. Students may tap/hold up their TRY cards as well.]  [Ask a student to put TRY card that says “drink water” on the Velcro board]  Say; “Now I have to think about what caused him to make this TRY. Why did he take a drink of water and hold his breath?” [make “why” gesture]  Say: “Mr. Penny tries to drink water and hold his breath BECAUSE [make finger move] he wants to get rid of his hiccups.”  [Ask a student to put a Because String connecting the TRY to the GOAL]. |
| \_\_\_\_\_ | Say: “Now I have to think about what the OUTCOME, or result, of this TRY is. After he took the drink of water and held his breath, he hiccupped some more. So, what happens is that he continues to hiccup. This means he did not get his goal, it is an Outcome Fail.  [Teacher will tap/hold up OUTCOME FAIL card on demo tablet. Students may tap/hold up their OUTCOME FAIL cards as well.]  Say: “I need to write WHAT HAPPENED [make “what happened” gesture] on an Outcome Fail card with the red border around it and put it on the board.”  [Ask a student to place the Outcome Fail card on the Velcro board]  Say: “Now, we have to ask ourselves, ‘WHY did this OUTCOME happen?’ [make “why” gesture] Mr. Penny continued to hiccup BECAUSE [make finger move] drinking the water and holding his breath didn’t work.”  [Ask a student to connect the TRY and OUTCOME using a Because String.]  Say: “He did not get his goal of getting rid of his hiccups. Now that I have figured out the OUTCOME, I have to ask myself if his goal is still the same. I think he still wants to get rid of the hiccups because [make finger move] he wants to be in the Halloween play and he can’t if he has the hiccups. So, yes, his goal would still be the same. That means we need to look for other tries. He needs to TRY something else because he did not achieve his goal this time.” |
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| \_\_\_\_\_ | [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 with Student Help:**  Say: “I see another TRY!”  [Teacher will tap/hold up TRY card on demo tablet. Students may tap/hold up their TRY cards as well.]  Say: “Mr. Penny put a paper hat on his head and sings a song. Can someone put that TRY on the board?”  [Ask a student to place TRY card on the Velcro board]  Say: “Now I have to think about what caused him to make this TRY. Why did he put the paper hat on his head? [make “why” gesture] Mr. Penny tries to put a paper hat on his head and sing a song BECAUSE [make finger move] he wants to get rid of his hiccups.”  [Ask student to place Because String connecting the GOAL and the TRY]  Say: “I think there is another reason why he is trying this—BECAUSE [make finger move] his first TRY didn’t work.”  [Ask student to place Because String connecting the TRY to the previous OUTCOME FAIL]. |
| \_\_\_\_\_ | Say: “Now I have to think about what the OUTCOME of this TRY is. He puts on a paper hat and starts singing a song, but then he hiccups some more. This means he did not get his goal, it is an Outcome Fail.”  [Teacher will tap/hold up OUTCOME FAIL card on demo tablet. Students may tap/hold up their OUTCOME FAIL cards as well.]  Say: “I need to write WHAT HAPPENED [make “what happened” gesture] on an Outcome Fail card with the red border around it and put it on the board.”  [Ask a student to place the Outcome Fail card on the Velcro board]  Say: “Now, we have to ask ourselves, “WHY did this OUTCOME happen?” [make “why” gesture] Mr. Penny continued to hiccup BECAUSE [make finger move] putting on the paper hat and singing a song didn’t work.  [Ask a student to connect the TRY and the OUTCOME using a Because String]  Say: “He did not get his goal of getting rid of his hiccups. Now that I have found the OUTCOME, I have to ask myself if his goal is still the same. I think he still wants to get rid of the hiccups because he wants to be in the Halloween play and he can’t if he has the hiccups. So, yes, his goal would still be the same. That means we need to look for other tries. He needs to TRY something else because he did not achieve his goal this time.” |
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| \_\_\_\_\_ | Say: “For the rest of the story, I want you to tap/hold up your TRY and OUTCOME cards when you hear a TRY or an OUTCOME without my help. When you tap/hold up a TRY or OUTCOME card, we will stop reading, talk about what you heard, and map it out on the Velcro board at that time.” |
| \_\_\_\_\_ | [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.  [Someone should tap/hold up a TRY card about here so **STOP READING**] |
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| \_\_\_\_\_ | Say: “I see that some of you heard a TRY. What did you hear?”  [Students respond: Mr. Penny tried to tickle his nose with a feather] |
| \_\_\_\_\_ | Say: “Good, job. Can someone put that TRY on the Velcro board organizer?”  [Ask a student to put the TRY card on the board. Be sure that they place it under the goal and next to the last outcome.] |
| \_\_\_\_\_ | Say: “Now we need to ask ourselves ‘Why did Mr. Penny TRY to tickle his nose with a feather?’ [make “why” gesture]  [Students respond: He tickled his nose with a feather BECAUSE [make finger move] he wants to get rid of his hiccups.]  [Ask a student to connect the TRY to the GOAL using a Because string] |
| \_\_\_\_\_ | Say: “Why else did Mr. Penny have to tickle his nose with a feather?”  [Students respond: 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.]  [Ask a student to connect the TRY to the previous OUTCOME FAIL using a Because string] |
| \_\_\_\_ | Say: “Let’s keep reading to see if we can hear the OUTCOME.”  [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 an OUTCOME FAIL card about here so **STOP READING**] |
| \_\_\_\_\_ | Say: “I see that some of you heard an OUTCOME. What did you hear?”  [Students respond: Mr. Penny still has the hiccups. It was an Outcome Fail.] |
| \_\_\_\_\_ | Say: “Good, job. Can someone put that OUTCOME FAIL on the Velcro board organizer?”  [Ask a student to put the OUTCOME FAIL card on the board. Be sure that they place it next to the last TRY.] |
| \_\_\_\_\_ | Say: “Now, we have to ask ourselves, “WHY did this OUTCOME happen?” [make “why” gesture]  [Students respond: Mr. Penny continued to hiccup BECAUSE [make finger move] tickling his nose with a feather didn’t work.]  [Ask a student to connect the TRY and the OUTCOME using a Because String] |
| \_\_\_\_\_ | Say: “He did not get his goal of getting rid of his hiccups. Now that you have found the OUTCOME, what do we ask ourselves? [Direct students to the red arrow on the procedure card]  [Students respond: Students should trace the red arrow and say “Is the goal still the same?” and add that they think he still wants to get rid of the hiccups because he wants to be in the Halloween play and he can’t if he has the hiccups. So, yes, his goal would still be the same.] |
| \_\_\_\_\_ | Say: “You are doing a good job. Let’s finish the story. Tap/hold up your TRY or OUTCOME cards if you hear one.”  [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.” |
|  | [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.  [Someone should tap/hold up a TRY card about here so **STOP READING**] |
| \_\_\_\_\_ | Say: “I see that some of you heard a TRY. What did you hear?”  [Students respond: The kids dressed up and scared Mr. Penny.] |
| \_\_\_\_\_ | Say: “Good, job. Can someone put that TRY on the Velcro board organizer?”  [Ask a student to put the TRY card on the board. Be sure that they place it under the goal and next to the last outcome.] |
| \_\_\_\_\_ | Say: “Now we need to ask ourselves ‘Why did the kids TRY scaring Mr. Penny?’” [make “why” gesture]  [Students respond: The kids TRIED scaring Mr. Penny BECAUSE [make finger move] he wants to get rid of his hiccups.]  [Ask a student to connect the TRY to the GOAL using a Because string] |
| \_\_\_\_\_ | Say: “Why else did the kids scare Mr. Penny?”  [Students respond: The kids tried scaring Mr. Penny BECAUSE [make finger move] tickling his nose with a feather didn’t work.]  [Ask a student to connect the TRY to the previous OUTCOME FAIL using a Because string] |
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| \_\_\_\_\_ | Say: “Okay, let’s finish the story. Be sure to tap/hold up a TRY or OUTCOME card if you hear one.    [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.  [Someone should tap/hold up an OUTCOME YES card about here so **STOP READING**] |
| \_\_\_\_\_ | Say: “I see that some of you heard an OUTCOME. What did you hear?”  [Students respond: Mr. Penny got rid of his hiccups. It was an Outcome Yes.] |
| \_\_\_\_\_ | Say: “Good, job. Can someone put that OUTCOME YES on the Velcro board organizer?”  [Ask a student to put the OUTCOME YES card on the board. Be sure that they place it next to the last TRY.] |
| \_\_\_\_\_ | Say: “Now, we have to ask ourselves, “WHY did this OUTCOME happen?” [make “why” gesture]  [Students respond: Mr. Penny got rid of his hiccups BECAUSE [make finger move] the kids scared him and it worked.]  [Ask a student to connect the TRY and the OUTCOME using a Because String] |
| \_\_\_\_\_ | Say: “He got his goal! He getting rid of his hiccups. Now that you have found the OUTCOME, what do we ask ourselves? [Direct students to the red arrow on the procedure card]  [Students respond: Students should trace the red arrow and say “Is the goal still the same?” and say “No, his goal is not the same because he got rid of his hiccups. He got his goal.] |
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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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|  | ***Retelling the Story* [if time permits]**  You can either model how to retell the story or have students retell it depending on time and student readiness. |
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| \_\_\_\_\_ | f. [If time permits]  Have the students use the Velcro board organizer to retell the story if time permits. |
| \_\_\_\_\_ | [Remind students that their retelling should be “just right,” not too long and not too short. They should use the information on the Velcro board to remind them of what happened. Encourage students to retell using details to make it sound like a story. Praise appropriate contributions.] |
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|  | ***Materials for Part 6: 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 4 Appendix, pp. 5-6) |
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|  | 6. **Student Evaluation #2** (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 the *Ghost with the Halloween Hiccups* bookactivity 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 OUTCOMES 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* bookactivity 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 OUTCOMES 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, TRIES, and OUTCOMES 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 what a character does to TRY to get their 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] |
| \_\_\_\_\_ | 7. Say: “If someone asked me to identify the OUTCOME 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] |
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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. 31 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 5-6 of the Lesson 4 Appendix. |
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|  | ***Materials for Part 7: Closure***   * Refrigerator Sheet to send home (make 6 color copies) (Lesson 4 Appendix, p. 7) |
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|  | ***If students start packing up:***  Students may try to get up or start packing their things during the wrap-up. If so they should be instructed that (1) the lesson is not over yet, (2) our group rules still apply, and (3) the teacher will let them know when it is time for them to pack up their things. |
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| \_\_\_\_\_ | 7. **Closure** (2 min.)  a. Pass out refrigerator sheets to students and have them follow along as you review the information. |
| \_\_\_\_\_ | b. Say: “Today we learned about OUTCOMES. When a character in a story has a goal, they will make a TRY to get their goal. Outcomes are the result of a TRY that the character makes. To find an OUTCOME we ask, “What happened” and “What was the result of the try?” Sometimes the character gets their goal—we call this an Outcome Yes. When they do not get their goal we call this an Outcome Fail. Once we figured out the OUTCOME we ask ourselves “why?” [make “why” gesture] to figure out the cause of the OUTCOME. When we find goals, tries, and outcomes in stories it helps us to understand and remember better.” |
| \_\_\_\_\_ | c. Say: “When you go home tonight try to recognize goals, tries, and outcomes when you are reading, watching television, playing games, or in real life. We will share the goals, tries, and outcomes 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.] |