NS Lesson #5

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

* Students explain/verbalize what goals, attempts, outcomes are (review/reinforce)
* Students identify goals, attempts, outcomes for protagonist (review/reinforce)
* Establish that goals are important to a story
* Identify simple causes and events as they relate to attempts and outcomes (review/reinforce)
* Recall/retell text using graphic organizers (build working memory strategies) (secondary)
* Create and orally tell a detailed story using a graphic organizer (model how to use a graphic organizer to tell/retell stories)

*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 (for reference only, Base Appendix, pp. 13-15) * Gestures Instruction Sheet (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 5 Appendix *(To be printed)*:**   * + Lesson 5 Magician Narrative Review from Lesson 4 Mastery Sheet (Lesson 5 Appendix, p. 1)   + Lesson 5 Magician Narrative Mastery Sheet (Lesson 5 Appendix, p. 2)   + Lesson 5 *Apple Trouble* Mastery Sheet (Lesson 5 Appendix, p. 3) * Student Evaluation Record Sheet (make 2 copies) (Lesson 5 Appendix, pp. 4-5) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 5 Appendix, p. 6)   **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) * PowerPoint: *Apple Trouble* (2 copies)   **Pre-Printed Cards *(in Lesson 5 Box)*:**   * Lesson 4 Magician Narrative Review * Lesson 5 Magician Narrative * Lesson 5 *Apple Trouble* (including character card for Hedgehog) (2 sets)   **Boards from Previous Lesson(s):**   * Lesson 4 Magician Narrative Review (build before the lesson begins)   **Additional Materials and Props *(in Lesson 5 Box)*:**   * Props for Magician Narrative: 1 note for storage room, 3 papier mâché balloons, 3-balloon “lung” science experiment, 2 laminated balloons * Props for *Apple Trouble*: 2 stuffed hedgehogs, 2 bags of manipulatives that include foam apple, nuts, green pear, brown leaf, piece of blue paper, pink water lily, blackberries   **Magician Materials *(in Magician Box)*:**   * None |

**Lesson 5**

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|  | ***Setting Up for the Magician Narrative***  *Before the lesson begins*:   1. Discuss and make arrangements with your co-teacher and with research personnel to decide where to place props you will use for the Magician Narrative today. Each prop should be placed in a different room somewhere close to the room where you are teaching. 2. Place the note that says, “Sorry, I had to move your balloons. I left them…” (the rest of the note is smudged with water/coffee so it is unreadable) in the room where you stored balloons in Lesson 4 (probably your classroom)   *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 where to place props ahead of time. Have each prop in one of three rooms previously decided on.   * ROOM 1 will have the 3 papier mâché balloons * ROOM 2 will have the 3-balloon “lung” science experiment * ROOM 3 will have the 2 laminated balloons |
|  | ***Building Board from Previous Lesson:***  *Before the lesson begins:*   1. Build the Lesson 4 Magician Narrative Review Velcro board using the Lesson 4 Magician Narrative Review pre-printed cards, which are in the Lesson 5 box. 2. Use the Lesson 5 Magician Narrative Review from Lesson 4 Mastery Sheet (Lesson 5 Appendix, p. 1) as a guide when building the board. 3. Teacher/Co-teacher will need to use a wet erase marker to write in the TRIES to take the balloons to Alex the Magician from Lesson 4 (TRIES #1 and #2) on the blank TRY cards *prior* to starting the lesson. |
|  | ***Small Group Practice Set-Up:***  *Before the Lesson begins:*   * Teacher and Co-teacher decide which children will be in each of the two small groups. * Teacher and Co-teacher decide where the two small group practices will be held. * Inform research personnel where both small group practices will be held.   *During the break in the lesson:*   * Research personnel will set up the co-teacher’s small group practice materials in the location where it will be held. * Materials to be set up include:   + Video camera   + Audio recorder   + Small Group Practice Flip Chart (in Teacher Box)   + Roles Chart (in classroom)   + Velcro Board (in classroom)   + Wikki stix (in Teacher Box)   + Wet erase marker (in Teacher Box)   + Pre-printed cards: *Apple Trouble* (including character card for hedgehog: 1 set) (in Lesson 5 Box)   + Powerpoint: *Apple Trouble* (on laptop) |
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|  | ***Materials for Part 1: Review/Explicit Instruction***   * Goal, Try, and Outcome card (on tablet or actual cards, see Base Appendix, p. 5) * Procedure cards (1 for each child, 1 for each teacher) * Lesson 5 Magician Narrative Review from Lesson 4 Mastery Sheet (Lesson 5 Appendix, p. 1) * Pre-printed cards Lesson 4 Magician Narrative Review (build before the lesson begins) * Velcro board * Wikki stix |
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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, tries, or outcomes in books, movies, or real life for your homework. Did you notice any goals, tries, or outcomes while you were at home since our last lesson?  [Students respond]  [As students respond make sure that students identify the goals, tries, and outcomes in their own stories. As a follow-up ask them “Why did you have this goal?” “Why did you make that try?” and “Why did that outcome happen?” to establish causal connections] |
| \_\_\_\_\_ | Say: “Yesterday, I had the goal of finding a snack to eat. For my first try, I looked in the pantry. Unfortunately, there were no snacks in the pantry. So that try didn’t work. It was an outcome fail. My second try was the refrigerator where I found carrots! I love carrots! This was an outcome yes, because my try worked and I had delicious carrots for my afternoon snack.” |
|  | 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 outcomes. Today we will continue to learn how to identify goals, tries, and 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, outcomes, displaying the Goal/Try/Outcome cards, and reviewing the Magician Narrative from Lesson 4.]  [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, TRIES, and OUTCOMES**. 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.] |
| \_\_\_\_\_ | e. Review how to find the initiating event using the **Because Card**.   * Say: “After we figure out the goal, we ask ourselves what? “   [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. So, we can use a Because String to connect the blue Because card to the goal.” [Point to wikki stick connecting the Because card to a 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] |
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|  | [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]  [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] |
| \_\_\_\_\_ | **Next, review finding OUTCOMES:**   * Ask: “After we find a try, what do we look for next?”  [What was the outcome of the try?] |
| \_\_\_\_\_ | * Ask: “What is an outcome?”   [An outcome is the result of a try.] |
| \_\_\_\_\_ | * Ask: “What is an outcome fail?”   [The character did not get their goal.] |
| \_\_\_\_\_ | * Ask: “When we see an outcome fail, what card do we hold up?”   [Tap/hold up your outcome fail card.] |
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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]  [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 outcome fail card.] |
| \_\_\_\_\_ | * Ask: “How do I record an outcome fail on the Velcro board?”   [Write what happened on an outcome fail card.] |
| \_\_\_\_\_ | * Ask: “What is an outcome yes?”   [The character did get their goal.] |
| \_\_\_\_\_ | * Ask: “When we see an outcome yes, what card do we hold up?”   [Tap/hold up your outcome yes 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 OUTCOME YES 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 outcome yes card.] |
| \_\_\_\_\_ | * Ask: “How do I record an outcome yes on the Velcro board?”   [Write what happened on an outcome yes card.] |
| \_\_\_\_\_ | * Ask: “What question do we need to ask ourselves after we find an outcome?” [Why did this outcome happen?] [make “why” gesture] [Point to the WHY question on the procedure card.] |
| \_\_\_\_\_ | * Ask: “When we think about WHY we had an OUTCOME, we are looking for a causal connection. What do we use to connect what the character’s OUTCOME was and WHY they had this OUTCOME?” [A Because string] |
| \_\_\_\_\_ | * Ask: “Once we have found a try and outcome, what question do we ask next?”   [Is the character’s goal still the same?] |
| \_\_\_\_\_ | f. [Refer students to procedure cards.]  Say: “These procedure cards will help us to remember the steps to finding causal connections and goals, tries, and outcomes 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/tries/outcomes with the students using procedure card.] |
| \_\_\_\_\_ | g. [Review using the Velcro board]:  Say: “Remember, the Velcro board can help us to retell a story. We record all the important things in a story on it: the goals, tries, and outcomes. Then we can look back at the board to tell the story again.” |

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| \_\_\_\_\_ | h. [Quickly review the Magician Narrative with students (adjust the scripted review as needed to fit the actual TRIES that you made in your school)].  [Refer to the Magician Narrative Review board from Lesson 4]    Say: “We will use the Velcro board now to help remember what happened in our last lesson with the Magician Narrative. Remember that we had a goal to help Alex the magician. What was our goal?”  [Students respond: To take the balloons to Alex the Magician.] [Point to the yellow thought bubble as you review.] |
| \_\_\_\_\_ | Say: “Why did we have that goal?” [make “why” gesture]  [Student should say: Because she needs the balloons to practice her trick for the party.] [Point to the blue because card as you review.] |
| \_\_\_\_\_ | Say: “Could someone show us how to make that connection on the Velcro board?”  [Student should: Connect the goal to the blue because card]  Say: “Great! Can you state the causal connections?”  [Student should say: We had to take the balloons to Alex the Magician BECAUSE [make finger move] she needs them to practice her trick for the party.] |
| \_\_\_\_\_ | Say: “Good job! Remember we tried several things to try to get the balloons to her. What did we TRY?”  [Student should say: Our first TRY was to go (Location 1)]. [Refer to the first try on the Velcro board]. |
| \_\_\_\_\_ | Say: “After we make a TRY, we ask WHY. Why did we try this?” [make “why” gesture]  [Student response: Because we needed to take the balloons to Alex.]  Say: “Could you use the Because string to show that causal connection on the Velcro board and explain the connection?”  [Student should: Connect TRY #1 to the GOAL and then say “We tried looking in (Location 1) BECAUSE we needed to take the balloons to Alex.” OR “We needed to take the balloons to Alex, WHICH CAUSED us to look in Location 1.”] |
| \_\_\_\_\_ | Say: “After we make a try and ask why, we have to think about the OUTCOME. What happened as a result of that try? What happened when we tried to go [Location 1]? [make “what happened” gesture]  [Student should respond: A painting blocked our way.] |
| \_\_\_\_\_ | Say: “So, what was the OUTCOME? Did we achieve our goal?” |
|  | [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]  [Student should respond: No, we couldn’t walk on the painting because it was wet. So, that was an OUTCOME FAIL]  Say: “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.] |
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| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their OUTCOME FAIL card]  [Student should respond: No, we couldn’t walk on the painting because it was wet. So, that was an OUTCOME FAIL]  Say: “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: “Why did this outcome happen?” [make “why” gesture]  [Student should respond: We went to (Location 1), WHICH CAUSED (make finger move) us to see that it was blocked by a painting. We couldn’t walk on the painting. So, we didn’t achieve our goal. We couldn’t get through to take the balloons to Alex the Magician.]  Say: “Can someone use the Because string to show this causal connection on the Velcro board and state the connection?”  [Student should: Connect TRY #1 to the Outcome while restating the connection verbally, “We tried to go (Location 1), WHICH CAUSED [make finger move] us to see that a painting was blocking the way.”] |
| \_\_\_\_\_ | Say: “So, was our goal still the same? [trace the red arrow on the procedure card] Did we still want to take the balloons to Alex the Magician?”  [Student should respond: Yes, we still wanted to get the balloons to Alex the Magician.] |
| \_\_\_\_\_ | Say: “Our second TRY was to go [Location 2].  [Ask a student to place the second try on the Velcro board.] |
| \_\_\_\_\_ | Say: “After we make a TRY, we ask WHY. Why did we try this?” [make “why” gesture]  [Student should respond: Because we needed to take the balloons to Alex/Our last try was an outcome fail].  Say: “Could you use the Because string to show that causal connection on the Velcro board and state the connection?”  [Student should: Connect TRY #2 to the Goal and say, “We tried looking in (Location 2) BECAUSE (make finger move) we needed to take the balloons to Alex.” OR “We needed to take the balloons to Alex, WHICH CAUSED (make finger move) us to look in Location 2.”] |
| \_\_\_\_\_ | Say: “What is another reason WHY we had to make another TRY and go (Location 2)?” [Trace Because string connection between TRY #2 and the previous OUTCOME FAIL]  [Student response: We also had to go (Location 2) BECAUSE (make finger move) a painting blocked our way after our first TRY.] |
| \_\_\_\_\_ | Say: “After we make a try and ask why, we have to think about the OUTCOME. What happened as a result of that try? What happened when we tried to go [Location 2]? [make “what happened” gesture]  [Student should respond: Location 2 was blocked by caution tape.] |
| \_\_\_\_\_ | Say: “So, what was the OUTCOME? Did we achieve our goal?” |
|  | [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]  [Student should respond: No, we couldn’t go through the caution tape. So, that was another OUTCOME FAIL]  Say: “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.] |
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| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their OUTCOME FAIL card]  [Student should respond: No, we couldn’t go through the caution tape. So, that was another OUTCOME FAIL]  Say: “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: “Now, we have to think about WHY did this outcome happen?” [make “why” gesture]  [Student should respond: We went to go [Location 2], which caused us to see that it was blocked by caution tape. So, we didn’t achieve our goal. We couldn’t get through to take the balloons to Alex the Magician.]  Say: “Can someone use the Because string to show that causal connection on the Velcro board?”  [Student should: Connect TRY #2 to the Outcome while restating the connection verbally, “We went to (Location 2), WHICH CAUSED (make finger move) us to see that it was blocked by caution tape. It was an outcome fail.”] |
| \_\_\_\_\_ | Say: “So, was our goal still the same? [trace the red arrow on the procedure card] Do we still want to take the balloons to Alex the Magician?”  [Student should respond: Yes, we still need to take the balloons to Alex the Magician.] |
|  | ***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 5 Magician Narrative Mastery Sheet (Lesson 5 Appendix, p. 2) * Pre-printed cards: Lesson 5 Magician Narrative (build Velcro board together during the lesson) * Wet erase marker * Wikki stix * Velcro board * Props for Magician Narrative: 1 note for storage room, 3 papier mâché balloons, 3-balloon “lung” science experiment, 2 laminated balloons |
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| ***Activity Overview:*** (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 (build together with students) * Blank TRY cards (to write locations on) * Pre-printed OUTCOME cards * Wet erase marker * Wikki stix * Students will bring: * Procedure card * Tablet (or goal, try, and outcome cards)   *You will make three tries:*   * TRY #1: LOCATION 1 (3 balloons have been papier mâchéd) * TRY #2: LOCATION 2 (3 balloons have been used in a “lung” science experiment) * TRY #3: LOCATION 3 (2 balloons have been laminated)   *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 TRY #1 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 TRY #2 and TRY #3)   The students will want to forge ahead. Use the behavior management system to make sure students stay with you. | |
|  | 2. **Guided Practice with Magician Narrative** (25 min.) |
| \_\_\_\_\_ | a. [Explain to students that we will now continue with “**I Do/You Help.**”]  Say: “We are now going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | b. Say: “When we left off, we had to leave our balloons in the room because we could not get them to Alex the Magician. Now, we can continue our story and see if we can figure out a way to get the balloons to her. Okay, so um, uh [you are looking around the room for the balloons] where are the balloons?”  [You look in the spot where the balloons were at the end of the last lesson]  Say: “Okay, well this is strange. I thought we left the balloons right here. But now, they aren’t here. What is this?”  [Pick up the note with the smudges on it that tells you that the balloons have been moved.]  Say: “Oh no! This note says that someone moved our balloons. That isn’t a problem, but the part of the note that says where they moved the balloons is smudged, and we can’t read it anymore. How will we know where the balloons are now?” [Show students the note.]  Say: “Well, they have to be in the school somewhere. We will just have to go look for them--again.” |
| \_\_\_\_\_ | Say: “Okay, here we go again. . . it sounds like we have a new goal.” |
|  | [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]  [If students do *not* tap on the GOAL card and hold up their tablet]  Say: “What should you do if you hear a GOAL in a story?”  [Students tap on the GOAL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their GOAL card]  [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] |
|  |  |
| \_\_\_\_\_ | Say: “Great, I’m glad you all noticed that we have a goal and are showing me your goal card. So, what is our goal this time?”  [Student response should be: To find all 8 of the balloons]  [Students may say “to find the balloons.” That is correct, but because the balloons will be found 2 and 3 at a time, try to guide the students toward the goal of finding all 8 balloons]  Say: “Can someone put our new goal on the board?”  [Student should: Put the new little thought bubble under the other thought bubble.] |
| \_\_\_\_\_ | Say: “After we have a goal we have to ask ourselves why do we have this goal?” [make “why” gesture]  [Student response: Place the Because card on the board and orally state, “Because Alex the Magician needs them to practice her trick for the party.”]  Say: “Can you use the Because string to show that causal connection on the Velcro board?”  [Student should: Connect the GOAL to the Because card and state, “We want to find all 8 of the balloons BECAUSE (make finger move) Alex the Magician needs them to practice her trick for the party.] |
| \_\_\_\_\_ | Say: “Great job! Now that we have a new goal, we have to make a try at achieving that goal. So, our goal is that we want to find all 8 of the balloons.” |
|  | ***If students want to know who moved the balloons:***  If students become preoccupied with wanting to know who moved the balloons or why, which sometimes happens, remind them of our actual goal. The person who moved our balloons left a note, so they obviously weren’t doing it to be mean. Our goal is to find the balloons and take them to Alex the Magician. This is the important part, not finding out who did it. |
|  |  |
| \_\_\_\_\_ | Say: “What are some places we can TRY to achieve our goal of finding where all 8 balloons are? Let’s brainstorm some places that we could TRY.”  [Have students brainstorm places in the school where the balloons could be. Try to guide students toward a place where the balloon props are actually located. Select ONE location to begin and chart the first TRY on the board *before* leaving the room.] |
| \_\_\_\_\_ | Say: “Okay, so if our goal is to find all 8 balloons in the school, we decided that it might be a good idea to TRY [Location 1]. If we are making a TRY, what should we do?” |
|  |  |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students 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.] |
|  |  |
| \_\_\_\_\_ | [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] |
|  |  |
| \_\_\_\_\_ | Say: “Yes, if we see a TRY we need to tap/hold up our TRY card. Good job!” |
| \_\_\_\_\_ | 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 the TRY card. Can someone place it where it belongs on the Velcro board?”  [Co-teacher: Writes Location #1 on the blank TRY card]  [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 to (Location #1) BECAUSE (make finger move) our goal is to find all 8 balloons.]  Say: “Can you say it the other way?”  [Students respond: Our goal is to find all 8 balloons, WHICH CAUSED (make finger move) us to go to (Location #1).] |
| \_\_\_\_\_ | Say: “Now that we have our first TRY mapped out let’s take our tablets (or Goal/Try/Outcome cards) and our Velcro board 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, and we must walk and stay together. Let’s head out!”  [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] |
| \_\_\_\_\_ | c. [GO TO LOCATION 1]  Say: “Let’s see if the balloons are in [Location 1].”  [Have students look in Location 1 where they will find 3 papier mâché balloons]  “Oh no! Here are three of our 8 balloons, but they look like they have become someone’s craft project. They are covered in papier mâché!” |
| \_\_\_\_\_ | Say: “So, what happened? [make “what happened” gesture] What was the outcome of our first 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 say: We found 3 of the balloons, but they are covered with papier mâché and Alex the Magician won’t be able to use them.]  [Students should 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!”  [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 say: We found 3 of the balloons, but they are covered with papier mâché and Alex the Magician won’t be able to use them.]  [Students should 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!”  [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] |
|  |  |
| \_\_\_\_\_ | Say: “You’re right. We did find some of the balloons. We found 3 of them, but Alex won’t be able to use them. They are ruined. So, we didn’t achieve our goal of finding all 8 balloons in a condition where they she could use them. It was an Outcome Fail.”  [Ask a student to place the “Covered in papier mâché” Outcome Fail card on the Velcro board next to TRY #1] |
| \_\_\_\_\_ | Ask: “Why did this outcome happen?” [make “why” gesture]  [Students should say: Because the balloons were covered in papier mâché.]  Say: “Can someone use a Because string to show this connection and retell that connection?”  [Student should connect TRY#1 to the Outcome Fail and say: We looked in Location 1, which caused (make finger move) us to see that the balloons had been covered with papier mâché.] |
| \_\_\_\_\_ | Say: “So, what was the OUTCOME? Did we achieve our goal?”  [Students should respond with something like: Well kind of. We found 3 of the 8 balloons, but the balloons were covered in papier mâché and Alex the Magician won’t be able to use them. So, it is an Outcome Fail. |
| \_\_\_\_\_ | 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 should respond: Yes, our goal is still the same. We still need to find all 8 balloons and get them to Alex the Magician.] |
| \_\_\_\_\_ | Say: “Okay, so if our goal is to find all 8 balloons, and we found 3, we need to think of another place where we could go to find the rest of the balloons. We will have to plan what our second TRY will be.”  [Have students brainstorm places in the school where the rest of the balloons could be. Try to guide students toward the place where the balloon props are actually located. Select the location and chart the second TRY on the board *before* leaving Location #1.] |
| \_\_\_\_\_ | Say: “Okay, so if our goal is to find all 8 balloons in the school, we have decided that it might be a good idea to now TRY [Location 2]. 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]  [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]  [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] |
|  |  |
| \_\_\_\_\_ | Say: “Yes, if we see a TRY we need to tap/hold up our TRY card. Good job!” |
| \_\_\_\_\_ | 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 the TRY card. Can someone place it where it belongs on the Velcro board?”  [Co-teacher: Writes Location #2 on the blank TRY card]  [Student should: Place the TRY #2 card under the goal and to the right of the outcome fail 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 to (Location #2) BECAUSE (make finger move) our goal is to find all 8 balloons and we did not find all 8 balloons last time.]  Say: “Can you say it the other way?”  [Students respond: Our goal is to find all 8 balloons, WHICH CAUSED (make finger move) us to go to (Location #2).] |
| \_\_\_\_\_ | Say: “Is there another reason why we made this try? Can someone make another causal connection?” [make “why” gesture]  [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 to find the rest of the balloons. Let’s TRY (Location #2).” |
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| \_\_\_\_\_ | c. [GO TO LOCATION 2]  Say: “Let’s see if we can find any more of the balloons in [Location 2].”  [Have students look in Location 2 where they will find the “lung” experiment that has 3 balloons in it.]  Say: “Oh my gosh look at this! It looks like a science experiment. I think here are three more of the 8 balloons in there.” [Show students the “lung” experiment] |
| \_\_\_\_\_ | Say: “So, what happened? [make “what happened” gesture] What was the outcome of our second try? |
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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 say: We found a science experiment that used 3 more of the balloons, but they are ruined and Alex the Magician won’t be able to use them.]  [Students should tap on the OUTCOME FAIL card and hold the tablet up]  [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.] |
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| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should say: We found a science experiment that used 3 more of the balloons, but they are ruined and Alex the Magician won’t be able to use them.]  [Students should hold up their OUTCOME FAIL card]  [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 did find more of the balloons. We found 3 more of the 8 balloons, but Alex won’t be able to use them. They are ruined. So, we didn’t achieve our goal of finding all 8 balloons in a condition where they she could use them. It was an Outcome Fail.”  [Ask a student to place the “Turned into a science experiment” Outcome Fail card on the Velcro board next to TRY #2] |
| \_\_\_\_\_ | Ask: “Why did this outcome happen?” [make “why” gesture]  [Students should say: Because the balloons were turned into a science experiment.]  Say: “Can someone use a Because string to show this connection and retell it?”  [Student should connect TRY#2 to the second Outcome Fail and say: We looked in Location 2, which caused (make finger move) us to see that the balloons had been turned into a science experiment.] |
| \_\_\_\_\_ | Say: “So, what was the OUTCOME? Did we achieve our goal?”  [Students should respond with something like: Well kind of. We found 3 more of the 8 balloons, but the balloons were turned into a science experiment and Alex the Magician won’t be able to use them. So, it is an Outcome Fail. |
| \_\_\_\_\_ | 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 should respond: Yes, our goal is still the same. We still need to find all 8 balloons.] |
| \_\_\_\_\_ | Say: “Okay, so if our goal is to find all 8 balloons, and we have found 6 so far, we need to think of another place where we could go to find the rest of the balloons. We will have to plan what our third TRY will be.”  [Have students brainstorm places in the school where the rest of the balloons could be. Try to guide students toward the place where the balloon props are actually located. Select the location and chart the second TRY on the board *before* leaving Location #2.] |
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| \_\_\_\_\_ | Say: “Okay, we have decided that it might be a good idea to now TRY [Location 3]. 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]  [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.] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their TRY card]  [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] |
|  |  |
| \_\_\_\_\_ | Say: “Yes, if we see a TRY we need to tap/hold up our TRY card. Good job!” |
| \_\_\_\_\_ | 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 the TRY card. Can someone place it where it belongs on the Velcro board?”  [Co-teacher: Writes Location #3 on the blank TRY card]  [Student should: Place the TRY #3 card under the goal and to the right of the second outcome fail 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#3 and the GOAL on the Velcro board.]  [Students respond: We are going to (Location #3) BECAUSE (make finger move) our goal is to find all 8 balloons and we did not find all 8 balloons last time.]  Say: “Can you say it the other way?”  [Students respond: Our goal is to find all 8 balloons, WHICH CAUSED (make finger move) us to go to (Location #3).] |
| \_\_\_\_\_ | Say: “Is there another reason why we made this try? Can someone make another connection?”  [Students should connect TRY #3 to the second Outcome Fail and say: We are also going to (Location #3) BECAUSE our second try was not successful.] |
| \_\_\_\_\_ | Say: “Now that we have our third TRY mapped out let’s continue our journey to find the rest of the balloons. Let’s TRY (Location #3).” |
| \_\_\_\_\_ | c. [GO TO LOCATION 3]  Say: “Let’s see if we can find the rest of the balloons in [Location 3].”  [Have students look in Location 3 where they will find 2 balloons that have been laminated.]  Say: “Not again! The last two balloons somehow got laminated.” [Show students the 2 laminated balloons.] |
| \_\_\_\_\_ | Say: “So, what happened? [make “what happened” gesture] What was the outcome of our third try? |
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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 say: We found the last 2 balloons, but they were laminated. The balloons are ruined and Alex the Magician won’t be able to use them.]  [Students should tap on the OUTCOME FAIL card and hold the tablet up]  [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.] |
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| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should say: We found the last 2 balloons, but they were laminated. The balloons are ruined and Alex the Magician won’t be able to use them.]  [Students should hold up their OUTCOME FAIL card]  [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 did find the 2 balloons, but Alex won’t be able to use them because they are laminated. They are ruined. So, we didn’t achieve our goal of finding all 8 balloons in a condition where they she could use them. It was an Outcome Fail.”  [Ask a student to place the “Laminated balloons” Outcome Fail card on the Velcro board next to TRY #3] |
| \_\_\_\_\_ | Ask: “Why did this outcome happen?” [make “why” gesture]  [Students should say: Because the balloons were laminated.]  Say: “Can someone use a Because string to show this connection and retell it?”  [Student should connect TRY#3 to the third Outcome Fail and say: We looked in Location 3, which caused (make finger move) us to see that the last two balloons had been laminated.] |
| \_\_\_\_\_ | Say: “So, what was the OUTCOME? Did we achieve our goal?”  [Students should respond with something like: Well kind of. We found the last 2 balloons, but the balloons were laminated and Alex the Magician won’t be able to use them. So, it is an Outcome Fail.] |
| \_\_\_\_\_ | 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 should respond: No, we found all 8 balloons, but they are ruined and Alex the Magician won’t be able to use them. So, we won’t be able to take them to Alex the Magician, which was our big goal.] |
| \_\_\_\_\_ | f. Say [in a dejected tone]: “I guess we need to call Alex the Magician and let her know what happened.”  Teacher calls magician and says: “Hey Alex. We are really sorry. We went looking for your balloons today. We found them, but they were ruined. You won’t be able to use them for a trick… Okay… That’s fine… Okay. Again, we are so sorry. Okay let us know how it goes. Talk to you later… Bye.”  Say: “So Alex said she is just going to go out and get new balloons by herself. She said she would let us know how it goes.” |
| \_\_\_\_\_ | g. Say: “Let’s look at our Velcro board. It helps us remember the most important parts of our story so that we can retell it easier.”  [Model retelling the story. Begin with a non-example, retelling the story using by only reading the cards on the board.] |
| \_\_\_\_\_ | **Teaching Modeling:** [Speak in a boring voice and add NO detail to the story.]  Say: “Goal. Find balloons. First try. Room one. Outcome fail. Next try. Room two. Outcome fail. Last try. Room three. Outcome fail.” |
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| \_\_\_\_\_ | Say: “What did you think of my retelling?”  [Students respond]  Say: “This was not a good retelling because I just read from the board and did not add any details to make it sound like an actual story, it just sounded like reading from the board.”  [Next, model retelling the story appropriately, adding in details and not reading from the board.] |
| \_\_\_\_\_ | **Teacher Modeling:** [Use expression and add detail to the story. Include causal connections and finger move.]  Say: “When we came in today, we found a note that said our balloons were moved. We couldn’t read where they were moved, WHICH CAUSED (make finger move) us to have the goal of wanting to find the balloons. We decided to look in three different rooms. First we tried ROOM 1. Those balloons were covered in papier mâché, WHICH CAUSED (make finger move) us to TRY to look for the balloons in another room. Next, we tried looking for the balloons in ROOM 2. The balloons in there had been used in a science experiment/lung, WHICH CAUSED (make finger move) us to TRY to look for the balloons in another room. So finally, we tried ROOM 3. Unfortunately, those balloons were laminated. So, Alex the Magician won’t be able to use these balloons since they have all been ruined.” |
|  |  |
| \_\_\_\_\_ | Say: “What did you think of my retelling this time?”  [Students respond]  Say: “Yes, I did a better job this time because I made it sound like a story, by using the board only as a guide, instead of only reading the words on the cards.” |
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|  | ***Materials for Part 3: Student Evaluation #1***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45) * Backup: Green folders and chips for students (in Teacher Box) * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation record form (if needed, Lesson 5 Appendix, pp. 4-5) |
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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 finding the ruined balloons 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 GOALS, TRIES, AND 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 finding the ruined balloons 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 GOALS, TRIES, AND 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. 32 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 4-5 of the Lesson 5 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 practicing looking for goals, tries, and outcomes in stories. Remember, a GOAL is what a character wants to do or get. TRIES are actions—things that the character does to get their goal. OUTCOMES are the result of a try. If the character gets their goal it is an outcome yes, and if they do not get their goal it is an outcome fail. After we figure out the outcome we ask ourselves ‘is the goal still the same?’ As we are reading we can ask ‘WHY?’ [make “why” gesture] to find causal connections in the story. Can anyone give me an example of a goal, try, outcome, or causal connection from your movement break?” |
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|  | ***Materials for Part 5: Small Group 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) * PowerPoint: *Apple Trouble* (2 copies) * Lesson 5 *Apple Trouble* Mastery Sheet (Lesson 5 Appendix, p. 3) * Pre-printed cards: *Apple Trouble* * Props for *Apple Trouble*: 2 stuffed hedgehogs, 2 bags of manipulatives including; foam apple, nuts, green pear, brown leaf, piece of blue paper, pink water lily, blackberries * Wet erase marker (2) * Wikki stix * Velcro Board * Small Group Practice Flip Charts (2) (in Teacher Box) * You Do It Together Conversation Starters and Prompts for Small Group Practice (Base Appendix, p. 12) |
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| \_\_\_\_\_ | 5. **Small Group Practice with Picture Book: *Apple Trouble!*** (30 min.)  a. Say: “You have been doing a great job of finding goals, tries, outcomes, and causal connections. Now, you’re going to get a chance to practice finding them with a small group in a new story called *Apple Trouble!*” |
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|  | ***Procedure Card***  Prompt students to look at procedure card if they need help. |
| \_\_\_\_\_ | b. Say: “Before we get started, I want to remind you that, as you work with your small group, that you should try to use your procedure card to help you remember what you need to look for, and what you need to do when we are reading a story as you work together. You can use your procedure card to help you remember what the steps are as you are working.” [Hold up procedure card.] |
| \_\_\_\_\_ | c. Say: “Now that we have reviewed, you should be ready to work with your small group to find goals, tries, outcomes, and causal connections together.” |
| \_\_\_\_\_ | [Explain to students that we will now be switching to “**I Help/You Do Together.**”]  Say: “We are now going to switch to a new role. It is called ‘**I Help/You Do Together**.’ [*Place these roles onto the Roles Chart*.] Sometimes I will give you a chance to work together. We will call this time: ‘I Help/You Do Together’.” [*Point to the “I Help/You Do Together” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Help/You Do Together,’ you will be talking with each other. You will all work together to figure out the answers. It is important that you talk with one another and tell each other what you are thinking. It is ok not to always agree on the answer, but you will have to talk to figure out the answers together. I will be here only to read and record your work. I will help only if you really are having a hard time talking to each other. 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]. If you get stuck at any time, try looking at your procedure card for help.” [see Gestures for Explaining Roles in Base Appendix, p. 16.] |
| \_\_\_\_\_ | d. Say: “Before we get started though, we are going to demonstrate what we mean by ‘working together with a small group.’  [Lead- and Co-Teachers will act out a demonstration of what Small Group should look like. Model working together using the anchor chart using a portion of *The Ghost with the Halloween Hiccups*.] |
| \_\_\_\_\_ | [Show the students the “Collaboration Cards” in the Small Group Practice Flip Charts of 2 people trying to carry something heavy and awkward together. Several of the images will show people not working together effectively (one person is doing all the work; no one is doing any work, and not working together) and another will have them succeeding.]  Say: “As you work with your small group you will have to work together to do this activity. These pictures will help us let you know whether you are working well together or not.”  [Show students the first picture of the man and woman working together]  Say: “As you can see in this picture, these two people are trying to move a couch. They are working together well because they are both doing equal amounts of work. This is the way we should work together when we are in our small groups. Everyone should be contributing equally and helping each other. If you see that one of the teachers is showing you this picture, this will be your signal that your small group is working together well.” |
| \_\_\_\_\_ | [Show students the second picture of one person doing more work than the other]  Say: “In the second picture notice how one person is doing more work than the other. This is not good group work because one person is doing more of the work and the other person is kind of taking it easy. In our small groups we want everyone to contribute equally. So, if you see that one of the teachers is showing you this picture that is your reminder that one person is doing too much of the work and everyone needs to contribute more.” |
| \_\_\_\_\_ | [Show students the third picture of nobody doing any work]  Say: “In the third picture you can see that nobody is doing any work. That couch is never going to get moved that way. In our groups it would look like no one was doing any work if nobody was participating and asking questions. If you see that one of the teachers is showing you this picture that is your reminder that everyone needs to participate more.” |
| \_\_\_\_\_ | [Show students the fourth picture of two children not working together]  Say: “Finally, the last picture is showing people fighting with one another. No work can get done that way either. In your small groups, we want you to work together cooperatively. So, if you see that one of the teachers is showing you this picture that is your reminder that you need to cooperate with one another politely and be respectful.” |
| \_\_\_\_\_ | [Lead- and Co-Teacher will improvise how to work together as they read the beginning of *Ghost with the Halloween Hiccups*. Demonstrate how you talk effectively with one another and how you might politely disagree with one another.] |
|  | **Example #1: Working Poorly Together** |
| \_\_\_\_\_ | Teacher: “We want you to work together and learn how to help one another understand the stories we read together. So, [Co-teacher] and I are going to do a little example first of what it might look like when you are not working together well.”  Teacher: “So first we are going to show you an example of what you should NOT do when you are working together. As you listen see if you can figure out which picture best shows how Ms./Mr. Co-teacher and I are working. Okay, here we go.” |
| \_\_\_\_\_ | [Read first slide from *Ghost with Halloween Hiccups* quickly]  Teacher; “Mr. Penny loved Halloween. He was always in the Halloween play and this year he was going to be a ghost.”  “So, we’re supposed to be looking for the goal, what do you think Ms./Mr. Co-Teacher?” |
| \_\_\_\_\_ | Co-teacher: [acting distracted and disinterested] “Uh, what?” |
| \_\_\_\_\_ | Teacher: [continues reading on slide 2] “Oh my, you have the hiccups said Laura. Oh, I’ve had hiccups all day said Mr. Penny. It’s the worst (hiccup) hiccups I’ve ever had. How can I play (hiccup) ghost with the (hiccup) hiccups?”  “I think he has the hiccups, and he wants to get rid of them. That seems like his goal. What do you think Ms./Mr. Co-teacher?” |
| \_\_\_\_\_ | Co-teacher: “I agree.” |
| \_\_\_\_\_ | Teacher: “Do you have any thoughts?” |
| \_\_\_\_\_ | Co-teacher: “Yeah, you can put that down.” |
| \_\_\_\_\_ | Teacher: “Do you want me to put it on the yellow thought bubble? Do you care?” |
| \_\_\_\_\_ | Co-teacher: “No, I don’t care.” |
| \_\_\_\_\_ | Teacher: [Break character to ask students] “What was happening there?”  [Students should respond something like: You were doing all the work and Ms./Mr. Co-teacher was not doing any work.] |
| \_\_\_\_\_ | Teacher: “Is that a good way to work together to try to help each other understand the story?”  [Students should respond: No] |
| \_\_\_\_\_ | Teacher: “Okay, which picture [in the Small Group Practice Flip Charts] shows the way that we were working? As I show each picture raise your hand if you think that is the picture that shows what Ms./Mr. Co-teacher and I just acted out?  [Show students pictures one at a time and have students raise hand to indicate which picture depicts the example.]  Teacher: “Yes, the picture of one person lifting one end of the couch and the other person relaxing. One person was doing all the work and the other person, did she do anything at all? No, she wasn’t.” |
|  | **Example #2: Working Together** |
| \_\_\_\_\_ | Teacher: “Let’s try again. Now we’ll show you a better example of how to work together to help each other understand the story. This is what it should look like.”  [Reads slide 1 from *Ghost with the Halloween Hiccups* quickly] |
| \_\_\_\_\_ | Teacher: “On Halloween Mr. Penny headed for town. He met Burt and Laura along the way. Let’s see. These hiccups are bad. How can I play (hiccup) the ghost with (hiccup) hiccups?”  “What do you think Ms./Mr. Co-teacher?” |
| \_\_\_\_\_ | Co-teacher: “I think the goal is that he probably would want to get rid of those hiccups.” |
| \_\_\_\_\_ | Teacher: “I think so too let’s put that on our yellow thought bubble. I think that he can’t be a ghost with the hiccups. So, I think that he probably wants to get rid of them so that he can be in the play.” |
| \_\_\_\_\_ | Co-teacher: “That would be the reason why [makes “why” gesture] he has that goal. Yes, I agree with you.” |
| \_\_\_\_\_ | Teacher: “Great, that does seem like the reason why he has that goal. Let’s put that on the Because card and put it on the board.” |
| \_\_\_\_\_ | Co-teacher: “Yes, that sounds good. Can I put it on the board and make the connection?” |
| \_\_\_\_\_ | Teacher: “Sure! Thanks for your help.” |
| \_\_\_\_\_ | Teacher: [Break character to ask students] “Okay, what has been happening in this example?” |
|  | [Students should respond: You both were working together.] |
| \_\_\_\_\_ | Teacher: “Okay, which picture [in the Small Group Practice Flip Charts] shows the way that we were working? As I show each picture raise your hand if you think that is the picture that shows what Ms./Mr. Co-teacher and I just acted out??  [Show students pictures one at a time and have students raise hand to indicate which picture depicts the example.] |
| \_\_\_\_ | Teacher: “Yes, We were working together. That was so much easier to understand the story when we help each other out! Do you think you can do work together like this last example to help each other understand the story?” |
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| \_\_\_\_\_ | e. Say: “Okay, now we will break into two small groups and go into different rooms (or stay in same room and go to different parts of the classroom if additional rooms are not available). Please take your tablets (or Goal, Try, and Outcome cards) and procedure cards with you so that you can use them as you work together.” |
|  | ***Activity Overview*** (Please use the following guidelines in the gray boxes to help guide you to be responsive to students. There will be a generic script after the gray boxes, but these boxes should give you guidance.)  The Teacher/Co-teacher will read the story aloud to the students.  *While* you are reading the story, students will work together to complete the Velcro board organizer.  When students notice a goal, try, or outcome they should tap/hold up the respective card.  Stop reading at that point and encourage students to talk to one another to figure out what is happening in the story in terms of goals, tries, outcomes, and causal connections.  *Use the following procedure while reading:*   1. Read story aloud to students until someone taps/holds up a goal/try/outcome card. 2. Students tap/hold up GOAL/TRY/OUTCOME cards to indicate what they noticed in the story and discuss with one another. 3. Write whatever students tell you to write on the appropriate GOAL, TRY, or OUTCOME card. 4. Students place the GOAL, TRY, or OUTCOME card where it should go on the Velcro board. 5. Students think about WHY (make “why” gesture) there is that goal/try/outcome and discuss with one another. Then students state that causal connection, and make the appropriate connection using a Because string on the Velcro board. 6. After an OUTCOME students discuss WHAT HAPPENED [make “what happened” gesture] and discuss what the OUTCOME was with one another. 7. Then students think/state: Is the GOAL is still the same? 8. Repeat steps 1-7 for each goal/try/outcome sequence for the first 3 items that go on the hedgehog’s back (i.e, apple, nuts, green pear). 9. Stop mapping out the story after the try with the green pear to save time. Read the remainder of the story aloud to the students and have them place the remaining items (i.e., brown leaf, piece of blue paper, pink water lily, blackberries) on the hedgehog’s back as you read about each item.   *How to use the Hedgehog:*  As you read and encounter each TRY, place the items on the Hedgehog’s back. The teacher/co-teacher should place the first item (the apple) on the hedgehog’s back. After each try, give one student another item to be placed on the hedgehog’s back, taking turns so that each student gets a chance to place an item on the hedgehog.   1. Apple (Teacher/Co-teacher puts on hedgehog) (chart out) 2. Nuts (chart out) 3. Green pear (chart out) 4. Brown leaf 5. Piece of blue paper 6. Pink water lily 7. Blackberries   The teacher should hold the items for the students, and only hand them to the students to be placed on the hedgehog *after* the TRY has been identified and charted on the Velcro board.  Once the goat eats everything off, take the pieces off her back for the end of the story.  **Do not chart** the piece of brown leaf, blue paper, pink water lily, or blackberries. Just summarize them or you will run out of time.  End by having students use the board to retell the story if time permits. |
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|  | ***Teacher’s Role During Small Group***   * Provide support for the interaction but not the cognition (You should be guiding students’ interaction. You should not be guiding students toward answers). * Be sure to offer immediate reinforcement when students work together successfully. * Use the “Conversation Starters and Prompts” chart (see Base Appendix, p. 12) to assist with scaffolding. * The *teacher or co-teacher should do* ***all*** *of the reading in the sto*ry and ***all*** of the writing on the cards. * The children should **not** do any of the reading or writing.   Use the flip chart as needed throughout the activity to give students feedback on how they are doing at working together (working together, one person doing all the work, nobody working, or fighting). |
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|  | ***Prompts for Encouraging Student Collaboration***  If students are not talking to one another (No one is doing the work):   * Remember that you both have to work and talk to one another to figure out what the goals, tries, and outcomes are. * I want you to talk with one another to figure out the goals, tires, and outcomes. * Refer to the You Do It Together Conversation Starters and Prompts Chart (Base Appendix, p. 12) to help students interact.   If one student is dominating (One person is doing more work than the other):   * It looks like one person is doing more work than the others. Please talk with one another and figure it out together.   If there is fighting:   * Remind students that the target is to find the goals, attempts, outcomes, and causal connections and if students are arguing they won’t be able to reach the target for the lesson. * Remind students that they have to work together and cooperate to get the job done. * Remind students of behavior rules and pull a sticky note if needed |
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|  | ***Prompts to Help Students Find Goals, Tries, Outcomes and Causal Connections***  When students tap/hold up a GOAL/TRY/OUTCOME card, your prompt should be:  “Did you see a GOAL/TRY/OUTCOME? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.” [Have students discuss and place cards on board]  If students are not tapping/holding up cards, your prompt should be:  “Remember, you should be thinking about whether you hear a goal, try, or outcome. When you hear one you should tap/hold up the appropriate card.”    If students are not making causal connections, your prompt would be:  “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.” |
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| \_\_\_\_\_ | [If tablets are available follow the directions in this dark gray box]  [The rest of this activity is a free response period. Students can freely respond when they identify a TRY in the story by tapping the TRY card and holding up the tablet. Teachers can monitor responses by looking at student tablets when they are held up. You should not tap the Done button until the end of this activity.] |
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|  | [If tablets are NOT available follow directions in this light gray box]  [Students will hold up their TRY cards when they feel it is appropriate throughout this activity.] |
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| \_\_\_\_\_ | f. [Begin reading story with plain hedgehog in your possession.]  Say: “As I read remember to tap/hold up your goal, try and outcome cards when you notice the goal, try, or outcome. Remember, you should work together and talk with one another about what you notice to help each other figure out the story. As we read, we will use the hedgehog to help us remember what happens in the story.”  Say: “Remember to use your procedure cards to help you remember which steps to follow, and remember to show/hold up your goal, try, and outcome cards when you notice one as I read.”  [Only stop reading when students hold up marker and have them discuss.] |
| \_\_\_\_\_ | **[Once students tap/hold up a goal card your prompts would be:]**  “Did you see a GOAL? Talk about it with your group and once you agree I’ll write it on a card. Then one of you can put it on the board where it belongs.” [Have students discuss and place cards on board]  [If students forget, encourage students to look at their procedure cards and think about WHY the hedgehog had that GOAL. Then remind them to state the connection and use a Because string to make the connection on the board.]  Then continue reading. |
|  | **[As the students tap/hold up TRY manipulatives, your prompt would be]:**  “Did you see a TRY? Talk about it with your group and once you agree I’ll write it on a card. Then you can put it on the board where it belongs.” [Have students place cards on board]  [If students forget, encourage students to look at their procedure cards and think about WHY the hedgehog made that TRY. Then remind them to state the connection and use a Because string to make the connection on the board.]  Then give one student the relevant foam piece to place on the hedgehog’s back.  Then continue reading. |
|  | **[If needed, after students identify a TRY, say]:**  “Talk with your group about what you should look for next.”  [NOTE: This question is not needed if students identify the outcome without prompting). Students should respond that they will look for the OUTCOME. If they do not, then direct them to look at their procedure card for what the next step in the process is. Once students see that they are now looking for the outcome, continue reading.] |
|  | **[As the students tap/hold up an OUTCOME card, your prompt would be]:**  “Did you see an OUTCOME? Talk about it with your group and once you agree I’ll write it on a card. Then you can put it on the board where it belongs.” [Have students place cards on board]  [If students forget, encourage students to look at their procedure cards and think about WHY the hedgehog had that OUTCOME. Then remind them to state the connection and use a Because string to make the connection on the board.]  Then continue reading. |
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|  | ***Outcome Flow Chart***  If students are confused about the outcome of the try, use the Outcome Prompt Flowchart in the Base Appendix p. 9 to guide students. |
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| \_\_\_\_\_ | [Repeat the same procedure for every TRY and OUTCOME as each item (i.e., apple, nuts, green pear) gets stuck to the hedgehog’s back. That means you will repeat this sequence 3 times (and chart them out) as the apple, nuts, and green pear get added to the hedgehog’s back. You will not need to tap fidelity boxes to move forward for each of the 3 cycles.]:   1. Read. 2. Students hold up a TRY card. 3. Students discuss what the TRY was with each another, 4. You complete the laminated try card and have students place on the Velcro board, 5. Discuss WHY [make “why” gesture] the hedgehog had to make that try and place the Because Strings on the Velcro board. 6. Give one student the relevant foam piece to place on the hedgehog’s back as it is encountered (apple, nuts, green pear, brown leaf, piece of blue paper, pink water lily, or blackberries). 7. Read until students hold up an OUTCOME card. 8. Students discuss WHAT HAPPENED [make “what happened” gesture] and discuss what the OUTCOME was with one another. 9. You complete the laminated outcome card and have students place on Velcro board. 10. Discuss WHY [make “why” gesture] the outcome happened with your group and place Because String on the Velcro board. 11. Continue in this manner throughout the rest of the story as each of the 3 items gets added to the hedgehog’s back. |
| \_\_\_\_\_ | [Continue reading the remainder of the story aloud to the students. You will NOT be charting out the remaining TRIES (i.e., brown leaf, piece of blue paper, pink water lily, blackberries).]  [As you read about each item (i.e., , brown leaf, piece of blue paper, pink water lily, blackberries) have students add the item to the hedgehog’s back.)]  [Once the goat eats everything off the hedgehog’s back, take the pieces off her back for the end of the story.] |
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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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| \_\_\_\_\_ | g. [If time permits] Remind students of how to use the organizer to retell the story. Have students retell story at the end using the completed organizer. |
| \_\_\_\_\_ | h. Provide evaluative feedback on the students’ performance and behavior. |
|  | ***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 5 Appendix, pp. 4-5) |
|  | 6. **Student Evaluation #2** (3 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 *Apple Trouble* book activity was *really hard*, *hard*, *okay*, *easy*, or *really easy*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 2. Say: “Learning how to identify GOALS, TRIES, AND 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 *Apple Trouble* book activity was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 4. Say: “Learning how to find GOALS, TRIES, AND 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] |
|  |  |
|  |  |
|  | [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. 32 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 4-5 of the Lesson 5 Appendix. |
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|  | ***Materials for Part 7: Closure***   * Refrigerator Sheet to send home (make 6 color copies) (Lesson 5 Appendix, p. 6) |
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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 practiced looking for goals, tries, and outcomes in stories. Remember, a GOAL is what a character wants to do or get. TRIES are actions—things that the character does to get their goal. OUTCOMES are the result of a try. If the character gets their goal it is an outcome yes, and if they do not get their goal it is an outcome fail. After we figure out the outcome we ask ourselves ‘is the goal still the same?’ As we are reading we can ask ‘WHY?’ to find causal connections in the story.” [make “why” gesture] |
| \_\_\_\_\_ | c. Say: “When you go home tonight try to recognize goals, tries, outcomes, or simple causes when you are reading, watching television, playing games, or in real life. We will share the goals, tries, outcomes, and simple causes we notice the next time we meet.” |
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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.]