NS Lesson # 6

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

* Identify inferred goals/attempts for protagonist (primary)
* Students explain/verbalize what goals, attempts, outcomes are (review/reinforce)
* Students identify explicit goals, attempts, outcomes for protagonist (primary)
* Establish that goals are important to a story
* Identify events in a narrative (review/reinforce)
* Identify simple causes and events (review/reinforce)
* Recall/retell text using graphic organizers (build working memory strategies) (secondary)
* Create and orally tell a detailed story using a graphic organizer (model how to use 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 (for reference only, Base Appendix, p. 10) * Inference Prompts (for reference only, Base Appendix, p. 11) * You Do It Together Conversation Starters and Prompts for Small Group Practice (Base Appendix, p. 12) * Small Group Practice Chart (Base Appendix, pp. 13-15) * Gestures Instruction Sheet (for reference only, Base Appendix, pp. 16-17) * Directed Movement Activities (Base Appendix, pp. 18-24) (laminated copies) * Green folder for teacher with Student Evaluation Script (Base Appendix, pp. 25-45) * Green folders with laminated student evaluation chart (6) (Base Appendix, p. 45)   **Lesson 6 Appendix *(To be printed)*:**   * + Lesson 6 Magician Narrative Review from Lesson 5 Mastery Sheet (Lesson 6 Appendix, p. 1)   + Lesson 6 Magician Narrative Mastery Sheet (Lesson 6 Appendix, p. 2)   + *Pigeons* Goal/Causal Mastery Sheet (Lesson 6 Appendix, p. 3) * Student Evaluation Record Sheet (2 copies) (Lesson 6 Appendix, pp. 4-5) * Refrigerator Sheet to send home (6 copies) (Lesson 6 Appendix, p. 6) * Ice Cream Truck Inference Pictures (Lesson 6 Appendix, pp. 7-9) * Magician Narrative Inference Pictures (1 copy added to PowerPoint) (Lesson 6 Appendix, pp. 10-13)   **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:**   * Video: *Pigeons* (1 copy) * Lesson 6 Magician Narrative powerpoint [This is a generic powerpoint with pictures of Dollar Tree and Kroger in it. It is in Canvas and is titled, “Lesson 6 Magician Narrative powerpoint.” YOU will need to revise this powerpoint because *your* magician’s picture needs to be in it on slides 4 and 7. You can get the pictures from Angela or your magician. The other four pictures are already in the powerpoint (see Lesson 6 Appendix, pp. 10-13)]   **Pre-Printed Cards *(in Lesson 6 Box)*:**   * Lesson 5 Magician Narrative Review * Lesson 6 Magician Narrative * Lesson 6 *Pigeons* (including Character card for Pigeons) (2)   **Boards from Previous Lesson(s):**   * Lesson 5 Magician Narrative Review (build before the lesson begins)   **Additional Materials and Props *(in Lesson 6 Box)*:**   * Ice Cream Truck Inference cards (laminated pictures of : (1) ice cream truck, (2) excited girl, (3) girl running with money) [to see the pictures look at pp. 7-9 of the Lesson 6 Appendix] * O-rings   **Magician Materials *(in Magician Box)*:**   * None |

**Lesson 6**

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|  | ***Building Board from Previous Lesson:***  *Before the lesson begins:*   1. Build the Lesson 5 Magician Narrative Review Velcro board using the Lesson 5 Magician Narrative Review pre-printed cards, which are in the Lesson 6 box. 2. Use the Lesson 6 Magician Narrative Review from Lesson 5 Mastery Sheet (Lesson 6 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 find the balloons from Lesson 5 (TRIES #1, #2, and #3) on the blank TRY cards *prior* to starting the lesson. |
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|  | ***Materials for Part 1: Introduction/Review***   * 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 6 Magician Narrative Review from Lesson 5 Mastery Sheet (Lesson 6 Appendix, p. 1) * Pre-printed cards Lesson 5 Magician Narrative Review (build before the lesson begins) * Velcro board * Wikki stix |
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| \_\_\_\_\_ | 1. **Introduction/Review** (20 minutes)  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, outcomes, or simple causes in books, movies, or real life for your homework. Did you notice any goals, tries, outcomes, or simple causes 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: “I saw a causal connection last night while I was drawing at my dining room table. My cat jumped on the table right where I was working, which *caused* some of my colored pencils to fall on the floor. My colored pencils fell on the floor *because* my cat jumped on the table.” |
|  | 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: “Today we will learn how to infer a character’s goals, tries, and outcomes. Sometimes the author doesn’t always tell us all the information we need to figure out goals, tries and outcomes. So, today, we are going to learn how to look for clues in stories to help us figure out goals, tries, and outcomes that the author doesn’t tell us. We are going to have to be DETECTIVES.” |

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|  | 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 5.]  [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] |

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| \_\_\_\_\_ | * 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]. |

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| \_\_\_\_\_ | * 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**. |
| \_\_\_\_\_ | * Ask: “After we figure out the goal, what question do we ask ourselves?”   [Students respond: Why does the character have this goal?]  [make “why” gesture]  Say: “This helps us think about what CAUSED the character to have that goal.” |
| \_\_\_\_\_ | * Ask: “How do we record why the character had this goal on the Velcro board?”   [On a Because Card] |
| \_\_\_\_\_ | * Ask: “After I write the CAUSE on the blue Because Card I put it where?”   [Students respond: On the Velcro board next to the goal.] |
| \_\_\_\_\_ | * Say: “This will remind us of what CAUSED the character to have the goal. We place this Because Card on the Velcro board [hold up the blue Because Card], and we put it right up here next to the goal.” [Place the blue Because card to the LEFT of the thought bubble.] |
| \_\_\_\_\_ | * Say: “Since this is a CAUSE, we can connect the blue Because Card to what it CAUSED. 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.] |

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| \_\_\_\_\_ | **Next, review finding TRIES:**   * Ask: “Once we know what a character’s goal is, what do we look for next?”  [What a character did to try to get their goal.] |
| \_\_\_\_\_ | * Ask: “What is a try?”   [Tries are actions/things a character does to try to get what they want/the goal.] |
| \_\_\_\_\_ | * Ask: “When we see a try in the story, what card do we hold up?”   [Tap/hold up your try card] |
|  | [If tablets are available follow the directions in this 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]  [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] |

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| \_\_\_\_\_ | | **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.] | |
|  | | [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.] | |
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| \_\_\_\_\_ | | * 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 cards will help us to remember how to find causal connections and goal, 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 the procedure card.] | |
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|  | | ***Procedure Card Use***  Continue to encourage students to use the procedure card throughout the lesson. | |
| \_\_\_\_\_ | | g. [Refer to the Magician Narrative Review board from Lesson 5]  Say: “We will use the Velcro board now to help remember what happened in our last lesson with the Magician Narrative. Remember, last time in our Magician Narrative we had a goal. What was it?”  [Students respond: We wanted to find all 8 balloons.] | |
| \_\_\_\_\_ | | Say: “So, our goal in the Magician Narrative was that we wanted to find all 8 balloons. Why did we have this goal?  [Students respond: Because Alex needs them 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 wanted to find all 8 balloons BECAUSE (make finger move) Alex needs them to practice her trick for the party. OR Alex needs the balloons her practice trick for the party, WHICH CAUSED (make finger move) us to want to find all 8 balloons.] | |
| \_\_\_\_\_ | | Say: “Good job! Last time we tried several things to find the balloons in the school. What was our first TRY?  [Students should say: We looked in 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 our goal was to find all 8 balloons].  [Show students the procedure card to show them the “WHY?” question after the try step] | |
| \_\_\_\_\_ | | Say: “Could you use the Because string to show that causal connection on the Velcro board?”  [Student should: Connect TRY #1 to the GOAL and quickly repeat causal connections. “We tried looking in Location 1 BECAUSE (make finger move) we wanted to find all 8 balloons. OR We wanted to find all 8 balloons, WHICH CAUSED use 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 the TRY where we looked in [Location 1]? [make “what happened” gesture]  [Student should respond: We found that 3 of our balloons had been covered in paper mâché.] | |
| \_\_\_\_\_ | | 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: Well, kind of. We found 3 of the 8 balloons, but the balloons were covered in paper mâché and Alex the Magician won’t be able to use them. So, this was an Outcome Fail.]  Say: “Yes, 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: Well, kind of. We found 3 of the 8 balloons, but the balloons were covered in paper mâché and Alex the Magician won’t be able to use them. So, this was an Outcome Fail.]  Say: “Yes, 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 this outcome happened?” [make “why” gesture]  [Student response: We could see that three of the balloons were covered in paper mâché, because we looked in Location 1.]  Say: “Can someone use the Because string to show that causal connection on the Velcro board and explain the connection?”  [Student should: Connect TRY 1 to the OUTCOME and then restate the connection verbally, “We looked in (Location 1), WHICH CAUSED (make finger move) us to see that three balloons had been covered in paper mâché.”] | |
| \_\_\_\_\_ | | Say: “So, was our goal still the same?”  [Student should respond: Yes, we still wanted to find all 8 balloons and get them to Alex the Magician.] | |
| \_\_\_\_\_ | | Say: “ So, what else did we try?”  [Student response: We looked in (Location 2)] | |
| \_\_\_\_\_ | | Say: “After we make a TRY, we ask WHY. Why did we try this? [make “why” gesture]  [Student response: Because our goal was to find all 8 balloons AND because our first try didn’t work].  Say: “Could you use the Because string to show that causal connection on the Velcro board?”  [Student should: Connect TRY #2 to the GOAL and quickly repeat causal connections. “We tried looking in Location 2 BECAUSE (make finger move) we wanted to find all 8 balloons. OR We wanted to find all 8 balloons, 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 to (Location 2)?” [Trace Because string connection between TRY #2 and the previous OUTCOME FAIL]  [Student response: We also had to go to (Location 2) BECAUSE (make finger move) we didn’t find all 8 balloons at (Location 1).] | |
| \_\_\_\_\_ | | Say: “After we make a try and ask why, we have to think about the OUTCOME. What happened as a result of our second try? [make “what happened” gesture]  [Student response: We found 3 more balloons, but they were used in a “lung” science experiment and Alex the Magician won’t be able to use them.] | |
| \_\_\_\_\_ | | Say: “So, what was the OUTCOME? Did we achieve our goal this time?” | |
|  | | [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 response: Well kind of. We found three more of the balloons, but they were used in a “lung” science experiment. Alex the Magician won’t be able to use them to do her trick. This is an Outcome Fail.]  Say: “Yes, 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 response: Well kind of. We found three more of the balloons, but they were used in a “lung” science experiment. Alex the Magician won’t be able to use them to do her trick. This is an Outcome Fail.]  Say: “Yes, 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 response: We could see that three more of the balloons were used in a “lung” science experiment, because we looked in Location 2.]  Say: “Can someone use the Because string to show that causal connection on the Velcro board and explain the connection?”  [Student should: Connect TRY 2 to the OUTCOME and then restate the connection verbally, “We looked in (Location 2), WHICH CAUSED (make finger move) us to see that three balloons had been used in a ‘lung’ science experiment.”] | |
| \_\_\_\_\_ | | Say: “So, was our goal still the same? [trace the red arrow on the procedure card] Did we still want to find all 8 balloons?”  [Student response: Yes. We still needed to find all 8 balloons.] | |
| \_\_\_\_\_ | | Say: “So, what else did we try?”  [Student response: We looked in (Location 3).] | |
| \_\_\_\_\_ | | Say: “After we make a TRY we ask WHY. Why did we try this?” [make “why” gesture]  [Student response: We looked in (Location 3) BECAUSE (make finger move) our goal was to find all 8 balloons. AND We looked in (Location 3) BECAUSE (make finger move) our second try didn’t work.] | |
| \_\_\_\_\_ | | Say: “After we make a try and ask why, we have to think about the OUTCOME. What happened as a result of that try? [make “what happened” gesture]  [Student response: We found 2 more balloons, but they were laminated and Alex the Magician won’t be able to use them.] | |
| \_\_\_\_\_ | | Say: “So, what was the OUTCOME? Did we achieve our goal this time?” | |
|  | | [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 response: Well, we found all 8 balloons, but Alex the Magician won’t be able to use them for her trick because they were all ruined. So, we won’t be able to achieve our other goal of taking the balloons to Alex the Magician. This is an Outcome Fail.]  Say: “Yes, 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 response: Well, we found all 8 balloons, but Alex the Magician won’t be able to use them for her trick because they were all ruined. So, we won’t be able to achieve our other goal of taking the balloons to Alex the Magician. This is an Outcome Fail.]  Say: “Yes, 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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| \_\_\_\_\_ | | Ask: “Now, we have to think about WHY this outcome happened?” [make “why” gesture]  [Student response: We looked in (Location 3), WHICH CAUSED (make finger move) us to see that the balloons were laminated.]  Say: “Can someone use the Because string to show that causal connection on the Velcro board?”  [Student should: Connect TRY #3 to the OUTCOME while restating the connection verbally, “We went to (Location 3), WHICH CAUSED (make finger move) us to see that the balloons were laminated. It was an outcome fail.”] | |
| \_\_\_\_\_ | | Say: “So, was our goal still the same? [trace the red arrow on the procedure card] Do we still need to find all 8 balloons?”  [Student should respond: No, we found all 8 balloons, but they were all ruined. So, Alex the Magician can’t use them.] | |
| \_\_\_\_\_ | | Say: “Right, remember we called Alex the Magician, and she said that she would just go get some new balloons herself. So, that’s where we left off in our story.” | |
|  | | ***Materials for Part 2: Explicit Instruction using Ice Cream Truck Pictures***   * Goal, Try, and Outcome cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * Ice cream truck inference card (laminated pictures of : (1) ice cream truck, (2) excited girl, (3) girl running with money) [to see the pictures look at pp. 7-9 of the Lesson 6 Appendix] * O-Rings | |
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|  | | 2. **Explicit Instruction using *Ice Cream Truck* Pictures to Infer Goals** (15 min.)  a. [Explain to students that we will now be switching to “**I Do/You Watch.**”] | |
| \_\_\_\_\_ | | Say: “We are now going to switch to ‘**I Do/You Watch**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, it will be my turn to talk. We will call this time: ‘I Do/You Watch,’ meaning it is my time to teach you and your time to learn.” [*Point to the “I Do/You Watch” on the Roles Chart.*] | |
| \_\_\_\_\_ | | Say: “When it is time for ‘I Do/You Watch,’ I will be the only one talking. I may read a story or watch a video and tell you what I’m thinking inside my head so that I can teach you how to do it. When it is ‘I Do/You Watch’ time you should be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and at the end raising with your hand [raise your hand] if you have any questions.” [see Gestures for Explaining Roles in Base Appendix, p. 16.] | |
| \_\_\_\_\_ | | Say: “For the first part of the activity I will be showing you what I am thinking in my head so I can teach you how to find inferred goals, tries, and outcomes by using clues in the picture. Then after a while I will ask you to help me and you will get to help me think in the middle of the video.” | |
| \_\_\_\_\_ | | b. Say: “Today we will learn how to infer a character’s goals, tries, and outcomes. Sometimes the author does not tell us everything in a story. For example, the author might not tell us exactly what the character’s goal is. When this happens, we have to be DETECTIVES (make spyglass gesture, see Base Appendix p. 17) and study the information (or clues) the author gives us and put them together.” | | |
| \_\_\_\_\_ | | Say: “When we put those ideas together we are making an inference, or a link, between different pieces of information in the story. Inferences are the links we make between the ideas in the story (refer to the “what” on the inference anchor chart in the Base Appendix on p. 10 to help you prepare for the lesson). When we make inferences, or links, in a story it helps us understand and remember the story better (refer to the “why” on anchor chart).” |
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|  | | ***Inference Gestures***  As the teacher is explaining the steps to making inferences, they should use the corresponding gestures outlined in the Gestures for Making Inferences instructions (see Base Appendix, p 17). These hand motions should be used in each subsequent discussion of inferences. The gestures are also on the procedure card. |
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| \_\_\_\_\_ | | Say: “When we make inferences, we are acting like DETECTIVES because we will be looking for clues to help us figure out what the goals, tries, and outcomes are. We can use these steps to make inferences” (refer to the “how” on the inference anchor chart in the Base Appendix on p. 10 to help you prepare for the lesson): |
| \_\_\_\_\_ | | 1. Say: “First, we ask, ‘What happened?’” [make “what happened” gesture and have students make the gesture with you] |
| \_\_\_\_\_ | | 1. Say: “We then look carefully for “clues” in the text to help us figure out what happened. The “clues” may be in the words or in the pictures.” [make spyglass gesture and have students make the gesture with you] |
| \_\_\_\_\_ | | 1. Say: “Then, we think about how the clues might relate to one another. This means we have to use our own experiences and what we know to help us think about how the clues might be connected.” [Point to brain] |
| \_\_\_\_\_ | | 1. Say: “Then we make a link to connect the different clues together.” [Interlaced finger gesture] |
| \_\_\_\_\_ | | Ask: “Are you ready to be DETECTIVES?” |
| \_\_\_\_\_ | | c. Say: “Today we will be learning how to infer a character’s goal when the author doesn’t make it clear. In order to help us learn how to infer a character’s goal, I am going to show you how to make inferences using pictures. Then we are going to practice making inferences while we continue with our Magician Narrative.” |
| \_\_\_\_\_ | | d. [Place the set of three laminated “Ice Cream Truck Inference” pictures (ice cream truck, a smiling girl, and the girl running with money in her hand) on the table in front of you (facing the students so they can see them.)]  Say: “I am going to show you what I think about in my head when I am trying to be a DETECTIVE as I try to find clues to make inferences while I read. To help me find clues, I will use these O-rings to show where the clues are that help me make an inference. Do you see how the O-rings are like the spyglass [make spyglass gesture]?” |
| \_\_\_\_\_ | | **Think Aloud:**  Say: “First, I am going to look at all three of these pictures and see if I can figure out what is happening [make “what happened” gesture] in all three pictures. I am going to look at all three pictures together as a set to see what kind of story they tell. First, I see this little girl. She looks excited and she is running. In the next picture, she has some money and still looks excited. The last picture is of an ice cream truck. I think the story that all three pictures tell is that the little girl is going to get some ice cream from the ice cream truck. I think this must be her goal.”  Say: “There are lots of clues in these pictures that helped me figure this out [make spyglass gesture]. First of all, this girl has a happy look on her face, this tells me that she is probably excited or happy about something [place O-ring on her face]. A clue from the second picture is that she is holding money. I might think, ‘Why is she holding money?’ I know you need money to get ice cream from the ice cream truck, so she is bringing it with her [place O-ring on the girl’s hand]. I also see that her legs look like she is running. I might ask, ‘Why is she running?’ I think she might be running because the ice cream truck is about to go away. I know ice cream trucks don’t stay in one place very long, so you have to move quickly to get any ice cream [place O-ring on the girl’s legs] |
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|  | | e. [Explain to students that we will now be switching to “**I Do/You Help.**”] |
| \_\_\_\_\_ | | Say: “We are now going to switch to ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | | f. [After demonstrating how to find clues in the picture, the teacher will have the students look for clues to infer the girl’s goal.]  Say: “Now I’d like you to see if you can be DETECTIVES [make spyglass gesture] and help me find more clues that help explain how the pictures tell the story of the girl getting ice cream from the ice cream truck. Who sees another clue that helps you figure out what her goal might be?”  [Students share clues that they notice one at a time. As students identify a clue, have them put an O-ring on the clue.] |
| \_\_\_\_\_ | | [As students identify a clue ask them]:  “Can you explain what clue you see there?”  “How does that clue help you make the inference about the little girl’s goal?”  “Can you make any other links, or inferences, about what happened using the clues from all three pictures?”  “What clues tell you this?” [Are they clues from the pictures or clues from their personal experience/background knowledge]    [Use the Inference Prompt on p. 11 of the Base Appendix to guide your responses to students’ ideas.] |
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|  | | ***Sample Inference Discussion* (to give you an idea of how you might respond to students’ responses)**  Here is an example of the way this discussion might go and the types of teacher questions and responses that can be used as warranted by students’ responses:  T: Do you see any additional clues? [make spyglass gesture] Raise your hand if you see any clues. What do you see? [I see that it says “ice cream truck” right there]  T: Okay, so you know that it’s an ice cream truck because it says “Ice Cream” on it. [place O-ring on the clue] Good thought. Anything else? Are there any other clues that tell us it’s an ice cream truck or any other clues that you see?  T: Okay, the word ice cream is on the front.  T: There’s a picture of it. Good job. What else do you see?  T: Make sure you’re raising your hand and not just pointing. Okay, so there’s more flavors of ice cream. What else? Do you see anything else in any of the pictures? (child’s name), what do you see? (More flavors)  T: Okay, so there are more flavors there [place O-ring on the clue]. Do you see anything in other pictures? You can look at the other pictures too, not just the first picture. What do you see? [I see that there’s horns]  T: Oh, you see there is a horn to tell them that the ice cream truck is coming. Can you put that [O-ring] on there for me? Anybody see any other clues in these two pictures? What do you see? [I see this is a driveway and it’s going to the other end, I think]  T: Okay, what does that help you figure out? [That she’s not going into the house, she’s going to the ice cream truck]  T: Nice job. Anybody see any clues about what she’s wearing, about what the weather might be like? [Ice cream trucks come in the summer]  T: Ice cream trucks come around in the summer [place O-ring on the clue]. Are there any clues in the pictures of the girl that tells you it’s summer? [That the sun’s out]  T: Did you see anything else that tells you it might be summer time? What did you see? Like what’s she wearing that helps you to figure that out? [Shorts and a t-shirt]  T: She’s wearing shorts and a t-shirt [place O-ring on the clue]. That helps to tell you that it’s summer time. Good job |
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|  | g. Explain that when you can make links [interlaced finger gesture] between ideas in a story it helps us understand the story better especially when the author doesn’t provide all of the details (refer to the “why” on the inference anchor chart in the Base Appendix on p. 10 to help you prepare for the lesson) using the script below. | |
| \_\_\_\_\_ | | Say: “When we make links in a story it helps us to bring the whole story together. Because we saw all of those clues, we *think* about the clues [point to brain] and then *link* them all together [interlaced finger gesture] to figure out that this little girl is probably looking to get some ice cream from the ice cream truck.” |
| \_\_\_\_\_ | | Say: “We can put all these clues together: (1) she looks excited, (2) it’s summer time because she’s wearing shorts, (3) she has her money (4) she’s running, and (5) there’s an ice cream truck here, and we know that because of all those ice cream truck clues there.” |
| \_\_\_\_\_ | | Say: “So, we can put all of these clues together and figure out that the little girl’s goal is to get ice cream from that ice cream truck. There weren’t any words that told us what her goal was. We had to look for clues, *just* clues from three pictures, think about them and how they fit together, and then link them together to figure out what the little girl’s goal was in the story.” |
| \_\_\_\_\_ | | Say: “Sometimes the author doesn’t tell us everything. There is missing information. Then we have to link the information or clues that are there together. We might have to use those clues to figure out goals, the tries, or the outcomes. Does that make sense to everybody?” |
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|  | | ***Materials for Part 3: 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 6 Magician Narrative Mastery Sheet (Lesson 6 Appendix, p. 2) * Pre-printed cards: Lesson 6 Magician Narrative (build during the lesson) * Wet erase marker * Wikki stix * Velcro board * Lesson 6 Magician Narrative powerpoint (1 copy) * O-Rings |
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| \_\_\_\_\_ | | 3. **Guided Practice with Magician Narrative** (15 min.)  a. Say: “Today, as we continue with our Magician Narrative, we will use what we have just learned about making inferences to help us identify goals, tries, and outcomes when the author doesn’t tell us everything we need to know. We will need to be DETECTIVES to find the clues when this happens.” |
| \_\_\_\_\_ | | Say: “We will 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: “Remember that when we left off, all of Alex the Magician’s balloons had gotten ruined, and Alex the Magician told us that she would go out today to buy some new balloons. She said she is going to send me a picture when she gets them so we will know if she is able to find any while she is out.” |
| \_\_\_\_\_ | | c. Ask: “So, what is Alex the Magician’s goal today?” |
|  | | [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]  [Student response: Alex wants to get new balloons.]  Say: “Yes, good job!”  [If students do *not* tap on the GOAL card and hold up their tablet]  Say: “What should you do if you hear a GOAL in a story?”  [Students tap on the GOAL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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| \_\_\_\_\_ | | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their GOAL card]  [Student response: Alex wants to get new balloons.]  Say: “Yes, good job!”  [If students do *not* hold up the GOAL card]  Say: “What should you do if you hear a GOAL in a story?”  [Students hold up the GOAL card] |
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| \_\_\_\_\_ | | Ask: “Can someone place Alex’s goal on the Velcro board?”  [Student should: Place the yellow goal thought bubble at the top of the Velcro board.] |
| \_\_\_\_\_ | | Ask: “After we figure out the goal, we have to ask ourselves why does Alex the Magician have this goal?” [make “why” gesture]  [Student response: Because (make finger move) she needs them to practice her trick for the party.]  Ask: “Can someone place the Because card on the Velcro board where it belongs and make the connection?”  [Student should: Place the Because card to the right of the GOAL and connect it to the GOAL with a Because string.]  Ask: “Can you state the connection?”  [Student should say: Alex wants to get new balloons BECAUSE she needs them to practice her trick for the party. OR Alex the Magician needs to practice her trick for the party WHICH CAUSED her to want to get new balloons.] |
| \_\_\_\_\_ | | d. At this point Alex the Magician “sends” picture messages and students must infer her tries to get the balloons.  Say: “Okay, well let’s see if Alex TRIES anything to get her goal. Do you mind if I check my text messages to see if she sent me any messages about her progress in getting her balloons?” |
|  | | ***Outcome Prompts***  The following prompts are suggestions. You do not need to ask all of the prompts below or all that are on the flowchart on p. 11 of the Base Appendix. Use whatever prompts needed to make sure that students are able to: (1) describe the outcome event, (2) express whether the outcome was successful or unsuccessful, (3) understand that whether the outcome was successful or not depends on what the goal was, and (4) make a causal connection between the outcome and the try.   1. “What happened as a result of this try? [make “what happened” gesture] 2. What was the outcome to this try?” and “Is it outcome fail/yes?” 3. “WHY did this outcome happen?” [make “why” gesture] 4. “Is the goal still the same? |
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| \_\_\_\_\_ | | *Dollar Tree:* [TRY #1]  [Teacher opens laptop/tablet and opens the “Lesson 6 Magician Narrative powerpoint” to slide #2 and acts as if she received a text message.]  Say: “Oh my, she must be on her way. I just got this message from Alex the Magician. She didn’t send me a picture of balloons though, it’s a picture of the Dollar Tree [show students slide #2]. There aren’t any words. I guess we will have to be DETECTIVES and look for clues to figure out what she TRIED.” |
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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] |
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| \_\_\_\_\_ | | Say: “Yes, if we see a TRY we need to tap/hold up our TRY card. Good job!” |
| \_\_\_\_\_ | | Ask: “What did Alex the Magician TRY?” or “What try do you see?”  [Student response: She went to the Dollar Tree].  Say: “Can someone place Alex’s TRY on the Velcro board?”  [Students should: Place TRY #1 under the GOAL.] |
| \_\_\_\_\_ | | Ask: “What clues [make spyglass gesture] did you see that helped you figure out what Alex the Magician’s TRY was?”  [Student response: Picture was sent of Dollar Tree.] |
| \_\_\_\_\_ | | Ask: “After we make a TRY, we ask WHY. Why did Alex the Magician try this?” [make “why” gesture]  [Student response: Because her goal was to get new balloons.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect TRY 1 and the GOAL on Velcro board with Because String and say, “Alex the Magician went to Dollar Tree BECAUSE (make finger move) she wanted to get new balloons. OR Alex the Magician wanted to get new balloons, WHICH CAUSED (make finger move) her to go to Dollar Tree.”] |
| \_\_\_\_\_ | | Say: “Okay, we’ll have to wait to see what the OUTCOME of her TRY at the Dollar Tree is. Oh! Here is it! She just sent another message. Um, it’s a sign that says, ‘Due to a national shortage of helium this location is temporarily out of helium. We apologize for the inconvenience’ [show students slide #3].  Say: “If I am looking for clues [make spyglass gesture], I notice that there is a website at the bottom of the sign that says [www.dollartree.com](http://www.dollartree.com). So, I’m going to make an inference using these clues and say that it seems like this sign is somewhere in the Dollar Tree. I wonder what that might mean in terms of getting balloons.”  Say: “Uh oh, wait a second here comes another message [show students slide #4 with picture of frowning Alex the Magician]. It’s a picture of her… and she doesn’t look very happy. What do you think this all means? What was the result of her try? What happened?” [make “what happened” gesture] |
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|  | | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the OUTCOME FAIL card and hold the tablet up]  [Students should respond: Alex the Magician did not get any balloons.]  Say: “Yes, 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]  [Students should respond: Alex the Magician did not get any balloons.]  Say: “Yes, 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: “We will have to look carefully for clues [make spyglass gesture] from all three pictures to figure out what happened [make “what happened” gesture] What clues do you see in the pictures that makes you think that she didn’t get balloons?” [make spyglass gesture]  [Students should: Identify clues such as the sign about helium shortage, Magician looks unhappy.]  Say: “Please use the O-rings to mark the clues you see and make connections between the clues and your background knowledge to explain how you figured out that she didn’t get balloons.”  [Student response should: Note that Alex the Magician looks sad. Her mouth is frowning, which from your background experience, suggests she is sad. Another clue is the helium shortage sign. Students should note that, from their background knowledge, they know that you need helium to blow up balloons, which suggests there weren’t any balloons because of the helium shortage.] |
| \_\_\_\_\_ | | Ask: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME FAIL card to the right of the Try 1 card] |
| \_\_\_\_\_ | | Ask: “Why did this outcome happen?” [make “why” gesture]  [Students should say: Alex the Magician went to Dollar Tree, WHICH CAUSED (make finger move) her to see that there was a helium shortage and Dollar Tree didn’t have helium.]  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 “Alex the Magician went to Dollar Tree, WHICH CAUSED (make finger move) her to see that there was a helium shortage and Dollar Tree didn’t have helium.”] |
| \_\_\_\_\_ | | Say: “So, what was the OUTCOME? Did Alex the Magician achieve her goal? Did she get the new balloons?” |
|  | | [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 response: No, she did not get new balloons. It was an outcome fail.]  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.] |
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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 response: No, she did not get new balloons. It was an outcome fail.]  Say: “Yes, if we see an OUTCOME FAIL we need to hold up our OUTCOME FAIL card. Good job!”  [If students do *not* hold up the OUTCOME FAIL card]  Say: “What should you do if you hear an OUTCOME in a story?”  [Students hold up the OUTCOME FAIL card] |
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| \_\_\_\_\_ | | Say: “Let’s look at our procedure cards. Remember, after we know an outcome we think, is the goal still the same?”  [Have students trace the red arrow on the procedure card and say “Is the goal still the same?”]  [Student response: Yes. She still needs to get new balloons.] |
| \_\_\_\_\_ | | *Kroger* [TRY #2]  Say: “Okay, so if her goal is still to get new balloons. I wonder if she will TRY another place? Well, there it is. She just sent us another message”. [show students slide #5]  Say: “Now it’s a picture of Kroger. There aren’t any words again. I guess we will have to be DETECTIVES and look for clues to figure out what she TRIED this time.” |
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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] |
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| \_\_\_\_\_ | | Say: “Yes, if we see a TRY we need to tap/hold up our TRY card. Good job!” |
| \_\_\_\_\_ | | Ask: “What did Alex the Magician try?” or “What try did you see?”  [Student response: Alex went to Kroger.]  Say: “Can someone place Alex’s second TRY on the Velcro board?”  [Students should: Place TRY #2 under the GOAL and to the right of the last Outcome Fail.] |
| \_\_\_\_\_ | | Ask: “What clues [make spyglass gesture] did you see that helped you figure out what Alex the Magician’s second TRY was?”  [Student response: Picture was sent of Kroger.] |
| \_\_\_\_\_ | | Ask: “After we make a TRY, we ask WHY. Why did Alex the Magician try this?”  [Student response: Because her goal was to get new balloons.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect TRY 2 and the GOAL on Velcro board with Because String and say, “Alex the Magician went to Dollar Tree BECAUSE (make finger move) she wanted to get new balloons. OR Alex the Magician wanted to get new balloons, WHICH CAUSED (make finger move) her to go to Dollar Tree.”] |
| \_\_\_\_\_ | | Ask: “Is there another reason why Alex the Magician tried this? Can someone make another causal connection?” [make “why” gesture]  [Student should: Connect TRY 2 to the first Outcome Fail using Because string and say, “Alex the Magician went to Kroger BECAUSE [make finger move] she couldn’t get balloons at Dollar Tree. OR Alex the Magician didn’t find any balloons at Dollar Tree, WHICH CAUSED [make finger move] her to go try Kroger.”] |
| \_\_\_\_\_ | | Say: “Now that we know Alex the Magician’s second try was to go to Kroger, we need to figure out what the outcome was. Oh! Here is it! She just sent another message. It is a picture of someone in the parking lot of Kroger with a huge bunch of balloons [show students slide #6]. So, I’m going to make an inference using these clues about the OUTCOME I wonder what this clue might mean in terms of getting balloons.”  Say: “Uh oh, wait a second here comes another message [show students slide #7 with picture of Alex the Magician making a “thumbs down” gesture]. Oh no, it’s another picture of Alex the Magician. What do you think happened? [make “what happened” gesture] What was the result of her try at Kroger?” |
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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]  [Students should respond: Alex the Magician did not get any balloons]  Say: “Yes, 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]  [Students should respond: Alex the Magician did not get any balloons]  Say: “Yes, 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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| \_\_\_\_\_ | | Ask: “What happened as a result of her second try at Kroger [make “what happened” gesture]? What was the outcome?  [Student response: Alex the Magician did not get any balloons.] |
| \_\_\_\_\_ | | Say: “We will have to look carefully for clues [make spyglass gesture] from all three pictures to figure out what happened [make “what happened” gesture] What clues do you see in the pictures that makes you think that she didn’t get balloons?” [make spyglass gesture]  [Student response: The picture is at Kroger. The person in the parking lot is coming out of Kroger and has lots of balloons. Alex the Magician is frowning and making a “thumbs down” gesture. She looks like maybe she’s telling us there aren’t any balloons. The lady took them all.]  Say: “Please use the O-rings to mark the clues you see and make connections between the clues and your background knowledge to explain how you figured out that she didn’t get balloons.” |
| \_\_\_\_\_ | | Ask: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME FAIL card to the right of the Try 2 card] |
| \_\_\_\_\_ | | Ask: “Why did this outcome happen?” [make “why” gesture]  [Student should say: Alex the Magician went to Kroger, WHICH CAUSED (make finger move) her to see that someone had taken all of the balloons at Kroger. Alex did not get any balloons.]  Say: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect TRY #2 to the Outcome Fail and say “Alex the Magician went to Kroger, WHICH CAUSED (make finger move) her to see that someone had bought all of the balloons.”] |
| \_\_\_\_\_ | | Say: “So, what was the OUTCOME? Did Alex the Magician achieve her goal? Did she get the new balloons?”    [Student response: No, she did not get new balloons. It was an outcome fail.] |
| \_\_\_\_\_ | | Say: “Let’s look at our procedure cards. Remember, after we know an outcome we think, is the goal still the same?  [Have students trace the red arrow on the procedure card and say “Is the goal still the same?”]  [Student response: Yes. She still needs to find some balloons.]  Say: “Well, we’ve got to move on in our lesson. I guess we’ll have to wait until next time to see what happens with Alex and her balloons.” |
| \_\_\_\_\_ | | e. [Model how to retell the narrative based on today’s events, referencing the completed goal organizer on the Velcro board.]  Say: “Let’s use the Velcro board to retell what happened today. Alex the Magician’s goal was to buy some new balloons *because* [make finger move] she needed them to practice her trick. Her first try was to go to the Dollar Tree. When she got there, she saw a sign on the door that said there was a helium shortage. Helium is what causes balloons to float, so without any helium she couldn’t get the balloons she needed, so she did not get her goal. Then she went to Kroger, where someone had bought all of the balloons. So, she didn’t get any balloons.” |
| \_\_\_\_\_ | | Say: “What did you think of my retelling? Did it sound like a story? Did it have to many details? Not enough detail? Or, was it just right?”  [Students respond]  [After modeling retelling the first attempt, have students participate in retelling again if time permits.] |
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|  | | ***Materials for Part 4: Student Evaluation #1***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45) * Backup: Green folders and chips for students (in Teacher Box) * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation record form (if needed, Lesson 6 Appendix, pp. 4-5) |
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|  | | 4. **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 the pictures Alex the Magician sent and the ice cream truck picture 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 make INFERENCES 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 pictures Alex the Magician sent and the ice cream truck picture 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 make INFERENCES 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 make INFERENCES 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 make an INFERENCE 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. 33 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 6 Appendix. |

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|  | ***Materials for Part 5: Directed Movement Break***   * Directed Movement Activities (laminated copies) | |
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| \_\_\_\_\_ | 5. Directed Movement Break (Co-teacher leads this 5- minute activity while Lead teacher prepares for second half of lesson)  a. The co-teacher will lead a directed movement break.  b. After movement break have students come back to the classroom to refocus as a group.  c. Say: “Today, we’ve discussed how sometimes the author doesn’t tell us everything in a story, and we have to be DETECTIVES to figure things out. This is called making an inference. To make inferences first we ask ‘what happened?’ [make “what happened” gesture] Then we look for clues in the words or in the pictures [make spyglass gesture]. Next, we think about how the clues might be related [Point to brain], and last we make a link to connect the clues together [Interlaced finger gesture]. We can make inferences to figure out a character’s goals, tries, and outcomes. Can anyone give me an example of a goal, try, and outcome from your movement break? Did you have to make an inference?” | |
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|  | ***Materials for Part 6: Guided Practice with Video***   * Goal, Try, and Outcome cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * Video: *Pigeons* (1 copy) * Lesson 6 Magician Narrative Mastery Sheet (Lesson 6 Appendix, p. 2) * Pre-printed cards: *Pigeons* * Wet erase marker * Velcro board * Wikki stix * O-Rings | |
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| \_\_\_\_\_ | 6. **Guided Practice with Video: *Pigeons*** (20 mins.)  a. Say: “Now that we have practiced being DETECTIVES and putting together clues to make an inference about a character’s goals, tries, and outcomes from pictures, we are going to do the same things with a video. Remember, we need to look for goals because they are some of the most important parts of a story. So, even when the author doesn’t tell us what the goal is, we need to be DETECTIVES and find out for ourselves.” | |
|  | b. [Explain to students that we will continue with “**I Do/You Help.**”] | |
| \_\_\_\_\_ | Say: “We are going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] | |
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| \_\_\_\_\_ | c. PRE-READING:  Say: “Today we will be watching a video called *Pigeons*. Before we read or watch a video, it’s helpful to tap into our background knowledge and think about what we already know about pigeons. For example, what might a pigeon’s goal be? What might pigeons try to get their goals?” |
| \_\_\_\_\_ | d. Say: “This video is interesting because it doesn’t have any words. Just like with books, sometimes authors or filmmakers try to communicate by just using pictures and music. We can still figure out what the goals, tries, and outcomes are, but it means we have to be DETECTIVES [make spyglass gesture] and study the information (or clues) the author gives us in the pictures and put them together.” |
| \_\_\_\_\_ | Say: “When we put those ideas together, we are making an inference, or a link, between different pieces of information in the story [make interlaced finger gesture]. Inferences are the links we make between the ideas in the story. When we make inferences, or links, in a story it helps us understand and remember the story better.” |
| \_\_\_\_\_ | e. Say: “When we make inferences we are acting like a DETECTIVE. Let’s review the steps we should use when we make inferences. As we review please help me make the inference gestures.” |
| \_\_\_\_\_ | 1. Say: “First, we ask, ‘What happened?’” [make “what happened” gesture] |
| \_\_\_\_\_ | 1. Say: “Then, like a DETECTIVE, we look carefully for ‘clues’ in the text to help us figure out what happened [make spyglass gesture]. The ‘clues’ may be in the words or in the pictures. Since this video doesn’t have any words that means we will have to study the pictures very carefully for clues that will tell us what the pigeons’ goal is.” |
| \_\_\_\_\_ | 1. Say: “Once we identify the clues, then we think [point to brain] about how the clues might fit together. This means we have to use our own experiences and what we know to help us think about how the clues might be connected.” |
| \_\_\_\_\_ | 4. Say: “Then we make a link [make interlaced finger gesture] to connect the different clues together so we can figure out what the pigeons’ goals, tries, and outcomes are.”  Say: “Are you ready to be DETECTIVES [make spyglass gesture] and look for clues in the *Pigeons* video?” |
| \_\_\_\_\_ | [If tablets are available follow the directions in this dark gray box]  [The rest of this activity is a free response period. Students can freely respond when they identify a GOAL, TRY, or OUTCOME in the story by tapping the GOAL, TRY, OUTCOME FAIL, or OUTCOME YES cards and holding up their tablet. Teachers can monitor responses by looking at student tablets when they are held up. You should not tap the Done button until the end of this activity.] |
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|  | [If tablets are NOT available follow directions in this light gray box]  [Students will hold up their GOAL, TRY, OUTCOME FAIL, or OUTCOME YES cards when they feel it is appropriate throughout this activity.] |
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|  | f. [Explain to students that we will now be switching to “**I Do/You Watch**” and will switch to “I Do/You Help” later on.] |
| \_\_\_\_\_ | Say: “We are now going to switch to ‘**I Do/You Watch**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing the talking and explaining what’s going on in my head. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and at the end raising with your hand [raise your hand] if you have any questions.” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | g. [*Co-Teacher:* prepare the *Pigeons* video on laptop.]  [Teacher: Place the pigeons character card on the Velcro board.] |
| \_\_\_\_\_ | h. Say: “We’re going to watch the whole video through once first. Then we will watch again to make inferences to help us figure out what the goals, tries, and outcomes are. So, while you are watching think about what clues you see that help you figure out the goals, tries, and outcomes.” |
| \_\_\_\_\_ | i. [Watch video all the way through once.] |
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|  | ***Activity Instructions* (This is an overview of the rest of the activity—a script follows.)**  Plan to watch the video once first. As you watch the second time, you will begin by thinking aloud to model your thinking for students. Plan to back up as needed while watching that second time to show students how to check for clues. Be sure to note goals, tries, and outcomes and think aloud as you identify them. Pause the video at the times indicated below, and as needed.  The lead teacher or co-teacher will hold O-Rings up to the screen to “circle” clues during the Think Aloud.  The co-teacher will help to fill out goal organizer board and use the cards, as lead teacher thinks aloud. |
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| \_\_\_\_\_ | j. As you watch the second time, Model/Think Aloud how to identify the clues in the pictures and how to use the cards to identify goals, tries, and outcomes as you watch the video. |
|  | **[Begin the video and pause at about 0:45]** |
| \_\_\_\_\_ | **Think Aloud:**  Say: “Okay, I am noticing many clues [make spyglass gesture]. I see those birds are chirping a lot. I’m not sure why they are chirping so much, but another clue that I see is that they are in a nest [hold up O-Ring to circle the nest on the screen]. So, I know from my own experiences that birds that are in nests are probably babies. So, I think these birds might be babies. At this point I’m also supposed to be thinking about what their goal might be. I don’t know that I have enough clues yet. All I can see is that they are chirping a lot. So, let’s keep watching and look for more clues that might tell us what their goal is, or what they want to do or get.” |
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|  | **[Continue watching. At about 1:20 pause the video when the birds are under the cupcake]** |
| \_\_\_\_\_ | **Think Aloud:**  **Say:** “Okay, I see some new clues [make spyglass gesture]. The birds looked tired. The clues that told me that is that their chirping slowed down and their eyelids looked kind of closed (back up video if needed and circle clue on the screen using an O-Ring). Then the one bird looked to the left. There was a cupcake on the ledge. So, my clues are that the birds were chirping a lot, then one saw a cupcake, and then they got out of the nest and stood under the cupcake. I’m beginning to think there might be enough clues to tell me what their goal is.”  Say: “Remember when I am making an inference about a goal I have to search for clues [make spyglass gesture]. Then I have to think about those clues [point to brain] and then I have to link them together [make interlaced fingers gesture] and use my own experiences to help make connections so that I can make an inference about the goal. So, they were chirping a lot and getting tired. Then they saw a cupcake and got out of the nest and stood under it. When I think about what I know about babies and baby birds [point to brain], when they chirp a lot they are hungry. So, I’m making a link between the clues I see in the video about them chirping, and what I know about baby birds. I think these baby birds are hungry. That’s why they were chirping so much. When they saw the cupcake, they got out of the nest and went to it. So, these clues make me think they are hungry. Now, I have to think about what their goal might be. What do they want? I think they want to get that cupcake so they can eat it. I’m going to tap/hold my GOAL card up. I think I figured it out.”  [Teacher taps/holds up GOAL card on demo tablet. Students may also tap/hold up their GOAL cards if they are able to do so.] |
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| \_\_\_\_\_ | k. [*Co-teacher:* Place “The pigeons want to get the cupcake” yellow thought bubble on the Velcro board organize.]  Say: “Their goal is to get the cupcake *because* [make finger move] they are hungry. Then I think we can also add the Because card onto our Velcro board.”  [Co-teacher places Because card to the left of the goal.]  Say: “The pigeons want to get the cupcake BECAUSE [make finger move] they are hungry.” |
| \_\_\_\_\_ | **Think Aloud:**  Say: “Okay, let’s keep watching. Usually after a character has a goal they TRY something to get their goal. Let’s continue watching to see what the pigeons TRY to do [refer to procedure card to show students that after we identify the goal we look for tries]. I wonder what they will TRY to do to get the cupcake?” |
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|  | [At 1:20 (after the chicks come out of the nest) transition from Teacher Modeling to Guided Practice (if you think students are ready—if not continue on and model and think aloud through the first TRY (a script for that follows.)] |
|  | [Explain to students that we will now be switching to “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to switch to ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | Say: “As we continue watching you will (tap/hold) up your GOAL, TRY, and OUTCOME cards when you notice one happening in the video. When you hold up your cards that is the indicator to me that we will stop the video. Once we stop, you will identify the clues you see and discuss what happened with your group. Then I will write the goals, tries, or outcomes on a card and you can chart them on the Velcro board. Remember, you should work together and talk with one another about what you notice to help each other figure out the story. Are you ready to be DETECTIVES? [make spyglass gesture]” |
|  | **[Continue watching the video until around 1:29 immediately after they jump up and down]** |
| \_\_\_\_\_ | **Think Aloud:** **(Use this only if you think the students might need to see you model the first TRY and OUTCOME. If you think students are ready to do it on their own move ahead.)**  Say: “Okay, so if their goal is to get the cupcake I am looking for clues now about what they try to do to get the cupcake [make spyglass gesture]. I see that they are still chirping a lot and they are also jumping up and down [circle clue using O-Ring]. I’m thinking [point to brain] are they jumping up and down trying to reach that cupcake? It looks like they are. Let me watch that part again.”  [Back up video and rewatch]  Say: “Okay, yes I think that is their first TRY. I’m thinking, ‘What are they doing to TRY to get their goal? They are jumping up and down.’”  [Teacher taps/holds up TRY card on demo tablet.]  Say: “Let’s write that on our first TRY card and put it on the board. I wonder why they are trying this? [make “why” gesture] I think it’s because their GOAL is to get the cupcake.”  [Co-teacher shows “jump” on blank try card and places it on the Velcro board and uses Because strings to show causal connections between TRY 1 and the GOAL.]  Say: “I can retell that causal connection, ‘The baby pigeons tried jumping BECAUSE they wanted to get the cupcake.’ If that is their first TRY then the next thing we look for is the OUTCOME. We will need to look for clues to see if their jumping successful. Do they get their goal of getting that cupcake? Let’s watch a little further to see what the outcome was.” |
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|  | **[Continue watching the video until around 1:33 after the jump up and down.]** |
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| \_\_\_\_\_ | **Think Aloud**: (**Use this only if you think the students might need to see you model the first TRY and OUTCOME. If you think students are ready to do it on their own move ahead.)**  Say: “No, it doesn’t look like they got the cupcake after jumping up and down.”  [Teacher taps/holds up OUTCOME FAIL card on demo tablet.]  Say: “So, let’s stop and put that on our organizer. Now I have to think, why did this outcome happen? [make ‘why’ gesture] The birds tried jumping, but they couldn’t jump high enough, which caused [make finger move] them not to be able to reach the cupcake. Their goal was to get the cupcake. They did not. If their goal was to get the cupcake the first thing they tried to do to get it was to jump up and down.”  [Chart causal connections between TRY 1 and OUTCOME on the Velcro board with Because Strings and retell the causal connection.] |
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|  | **Use the following procedure for Guided Practice: (This set of 14 steps will be repeated 4 times below. That is, there will be a total of 56 fidelity boxes to tap.)** |
| \_\_\_\_\_ | (1a) Continue watching until students tap/hold up a TRY card. Then, pause video. [This should be around 1:25-1:29 (right as the pigeons jump up and down).] |
| \_\_\_\_\_ | (1b) Ask: “What TRY do you see?” or “What did the character TRY?” [Students respond: Jumping up and down] |
| \_\_\_\_\_ | (1c) Ask: “What clues (make spyglass gesture) helped you figure that out?” [Students discuss] |
| \_\_\_\_\_ | (1d) Have students place the TRY card on the Velcro board. |
| \_\_\_\_\_ | (1e) Ask: “After we make a TRY, we ask WHY. Why are they TRYing this?” [make “why” gesture] |
| \_\_\_\_\_ | (1f) Have students discuss why the try happened. Students should place the Because string on the Velcro board connecting the TRY to the GOAL. Students should state the causal connection, “The pigeons TRIED jumping up and down BECAUSE they wanted to get the cupcake.” |
| \_\_\_\_\_ | (1g) Ask: “What clues [make spyglass gesture] helped you figure that out?” |
| \_\_\_\_\_ | (1h) Continue video until students tap/hold up an OUTCOME card. Then, pause video. [This should be around 1:29-1:33 (right after the pigeons jump up and down).] |
| \_\_\_\_\_ | (1i) Ask: “What happened as a result of that try?” [make “what happened” gesture] What was the OUTCOME of the try?” [Students discuss] |
| \_\_\_\_\_ | (1j) Have students place the OUTCOME card on the Velcro board. |
| \_\_\_\_\_ | (1k) Ask: “WHY did that OUTCOME happen?” [make “why” gesture] |
| \_\_\_\_\_ | (1l) Have students discuss why the try happened. Students should place the Because string on the Velcro board connecting TRY #1 to the OUTCOME. Students should state the causal connection “The pigeons did not get the cupcake BECAUSE the pigeons TRIED jumping up and down.” OR “The pigeons TRIED jumping up and down, WHICH CAUSED them not to get the cupcake.” |
| \_\_\_\_\_ | (1m) Ask: “What clues [make spyglass gesture] helped you figure that out?” [students discuss] |
| \_\_\_\_\_ | (1n) Ask: “Is the goal still the same?” [students discuss] |
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| \_\_\_\_\_ | (2a) Continue watching the video until students tap/hold up a TRY card. Then, pause video. [This should be around 1:38-1:48 (right as the pigeons stand on each other’s heads).] |
| \_\_\_\_\_ | (2b) Ask: “What TRY do you see?” or “What did the character TRY?” [Students respond: Standing on each other’s heads] |
| \_\_\_\_\_ | (2c) Ask: “What clues (make spyglass gesture) helped you figure that out?” [Students discuss] |
| \_\_\_\_\_ | (2d) Have students place the TRY card on the Velcro board. |
| \_\_\_\_\_ | (2e) Ask: “After we make a TRY, we ask WHY. Why are they TRYing this?” [make “why” gesture] |
| \_\_\_\_\_ | (2f) Have students discuss why the try happened. Students should place the Because string on the Velcro board connecting the TRY to the GOAL and the TRY to the previous OUTCOME FAIL. Students should state the causal connection, “The pigeons TRIED standing on each other’s heads BECAUSE they wanted to get the cupcake.” AND “The pigeons also TRIED standing on each other’s heads BECAUSE their previous TRY didn’t work.” |
| \_\_\_\_\_ | (2g) Ask: “What clues [make spyglass gesture] helped you figure that out?” |
| \_\_\_\_\_ | (2h) Continue video until students tap/hold up an OUTCOME card. Then, pause video. [This should be somewhere between 1:48-1:54 (right after the pigeons stand on each other’s heads).] |
| \_\_\_\_\_ | (2i) Ask: “What happened as a result of that try?” [make “what happened” gesture] What was the OUTCOME of the try?” [Students discuss] |
| \_\_\_\_\_ | (2j) Have students place the OUTCOME card on the Velcro board. |
| \_\_\_\_\_ | (2k) Ask: “WHY did that OUTCOME happen?” [make “why” gesture] |
| \_\_\_\_\_ | (2l) Have students discuss why the try happened. Students should place the Because string on the Velcro board connecting TRY #2 to the OUTCOME. Students should state the causal connection “The pigeons did not get the cupcake BECAUSE the pigeons TRIED standing on each other’s heads.” OR “The pigeons TRIED standing on each other’s heads, WHICH CAUSED them not to get the cupcake.” |
| \_\_\_\_\_ | (2m) Ask: “What clues [make spyglass gesture] helped you figure that out?” [students discuss] |
| \_\_\_\_\_ | (2n) Ask: “Is the goal still the same?” [students discuss] |
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| \_\_\_\_\_ | (3a) Continue watching until students tap/hold up a TRY card. Then, pause video. [This should be somewhere between 1:56-2:02 (right as the pigeons use the teeter totter).] |
| \_\_\_\_\_ | (3b) Ask: “What TRY do you see?” or “What did the character TRY?” [Students respond: Used a teeter totter] |
| \_\_\_\_\_ | (3c) Ask: “What clues (make spyglass gesture) helped you figure that out?” [Students discuss] |
| \_\_\_\_\_ | (3d) Have students place the TRY card on the Velcro board. |
| \_\_\_\_\_ | (3e) Ask: “After we make a TRY, we ask WHY. Why are they TRYing this?” [make “why” gesture] |
| \_\_\_\_\_ | (3f) Have students discuss why the try happened. Students should place the Because string on the Velcro board connecting the TRY to the GOAL and the TRY to the previous OUTCOME FAIL. Students should state the causal connection, “The pigeons TRIED using a teeter totter BECAUSE they wanted to get the cupcake.” AND “The pigeons also TRIED using a teeter totter BECAUSE their previous TRY didn’t work.” |
| \_\_\_\_\_ | (3g) Ask: “What clues [make spyglass gesture] helped you figure that out?” |
| \_\_\_\_\_ | (3h) Continue video until students tap/hold up an OUTCOME card. Then, pause video. [This should be somewhere between 2:02-2:08 (right after the pigeons use the teeter totter).] |
| \_\_\_\_\_ | (3i) Ask: “What happened as a result of that try?” [make “what happened” gesture] What was the OUTCOME of the try?” [Students discuss] |
| \_\_\_\_\_ | (3j) Have students place the OUTCOME card on the Velcro board. |
| \_\_\_\_\_ | (3k) Ask: “WHY did that OUTCOME happen?” [make “why” gesture] |
| \_\_\_\_\_ | (3l) Have students discuss why the try happened. Students should place the Because string on the Velcro board connecting TRY #3 to the OUTCOME. Students should state the causal connection “The pigeons did not get the cupcake BECAUSE the pigeons TRIED using a teeter totter.” OR “The pigeons TRIED using a teeter totter, WHICH CAUSED them not to get the cupcake.” |
| \_\_\_\_\_ | (3m) Ask: “What clues [make spyglass gesture] helped you figure that out?” [students discuss] |
| \_\_\_\_\_ | (3n) Ask: “Is the goal still the same?” [students discuss] |
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| \_\_\_\_\_ | (4a) Continue watching until students tap/hold up a TRY card. Then, pause video. [This should be somewhere between 2:22-2:25 (right as the pigeons open their mouths).] |
| \_\_\_\_\_ | (4b) Ask: “What TRY do you see?” or “What did the character TRY?” [Students respond: Open their mouths] |
| \_\_\_\_\_ | (4c) Ask: “What clues (make spyglass gesture) helped you figure that out?” [Students discuss] |
| \_\_\_\_\_ | (4d) Have students place the TRY card on the Velcro board. |
| \_\_\_\_\_ | (4e) Ask: “After we make a TRY, we ask WHY. Why are they TRYing this?” [make “why” gesture] |
| \_\_\_\_\_ | (4f) Have students discuss why the try happened. Students should place the Because string on the Velcro board connecting the TRY to the GOAL and the TRY to the previous OUTCOME FAIL. Students should state the causal connection, “The pigeons TRIED opening their mouths BECAUSE they wanted to get the cupcake.” AND “The pigeons also TRIED opening their mouths BECAUSE their previous TRY didn’t work.” |
| \_\_\_\_\_ | (4g) Ask: “What clues [make spyglass gesture] helped you figure that out?” |
| \_\_\_\_\_ | (4h) Continue video until students tap/hold up an OUTCOME card. Then, pause video. [This should be somewhere between 2:25-2:30 (right after the pigeons open their mouths and the worm falls into the nest).] |
| \_\_\_\_\_ | (4i) Ask: “What happened as a result of that try?” [make “what happened” gesture] What was the OUTCOME of the try?” [Students discuss] |
| \_\_\_\_\_ | (4j) Have students place the OUTCOME card on the Velcro board. |
| \_\_\_\_\_ | (4k) Ask: “WHY did that OUTCOME happen?” [make “why” gesture] |
| \_\_\_\_\_ | (4l) Have students discuss why the try happened. Students should place the Because string on the Velcro board connecting TRY #4 to the OUTCOME. Students should state the causal connection “The pigeons did not get the cupcake BECAUSE the pigeons TRIED opening their mouths.” OR “The pigeons TRIED opening their mouths, WHICH CAUSED them not to get the cupcake.” |
| \_\_\_\_\_ | (4m) Ask: “What clues [make spyglass gesture] helped you figure that out?” [students discuss] |
| \_\_\_\_\_ | (4n) Ask: “Is the goal still the same?” [students discuss] |
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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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| \_\_\_\_\_ | m. [If time permits]  Say: “Now I’d like you to work together to retell the story. Remember that you should refer to the Velcro board to help you remember the most important parts of the story, but it should still sound like a story—try not to simply “read” the cards.”  [Be sure to remind students that you can also “read” the cards the other way by saying, “The pigeons wanted to get the cupcake, WHICH CAUSED [make finger move] them to make a catapult” OR “The pigeons built a catapult BECAUSE [make finger move] they wanted to get the cupcake.” Either way helps us understand what happened in the story and why.] |
| \_\_\_\_\_ | n. [Discuss the utility of graphic organizers for identifying important things (e.g., goals) in texts and referring to the organizer to retell the story.]  Say: “Was the Velcro board organizer helpful to you as you were retelling the story? [students respond] How did it help you/not help you?” [students respond] |
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|  | ***Materials for Part 7: Student Evaluation #2***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45) * Backup: Green folders and chips for students (in Teacher Box) * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation record form (if needed, Lesson 6 Appendix, pp. 4-5) |
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|  | 7. **Student Evaluation #2** |
|  | [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 *Pigeons* video 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 make INFERENCES 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 *Pigeons* video 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 make INFERENCES 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 make INFERENCES 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 make an INFERENCE in a story *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | c. Co-teacher will circulate to make sure that students are recording their responses accurately on the tablet.    [Collect student tablets.] |
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|  | [If tablets are NOT available follow directions in this light gray box] |
| \_\_\_\_\_ | a. Pass out green folders and chip to each child. |
| \_\_\_\_\_ | b. Read each question from p. 33 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 6 Appendix. |
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|  | ***Materials for Part 8: Closure***   * Refrigerator Sheet to send home (6 copies) (Lesson 6 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. |
|  | 8. **Closure** |
| \_\_\_\_\_ | a. Pass out refrigerator sheets to students and have them follow along as you review the information. |
| \_\_\_\_\_ | b. Say: “Sometimes the author doesn’t tell us everything in a story, and we have to be DETECTIVES to figure things out. This is called making an inference. To make inferences first we ask ‘what happened?’ [make “what happened” gesture] Then we look for clues in the words or in the pictures [make spyglass gesture]. Next, we think about how the clues might be related [Point to brain], and last we make a link to connect the clues together [Interlaced finger gesture]. We can make inferences to figure out a character’s goals, tries, and outcomes.” |
| \_\_\_\_\_ | 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, or simple causes we notice the next time we meet.” |

END OF LESSON

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