NS Lesson #8

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

* Identify causal chains (explicit) (primary)
* Students explain/verbalize what events and causes are (review/reinforce)
* Identify inferred goals/attempts for the protagonist (review/reinforce)
* Students explain/verbalize what goals, attempts, and outcomes are (review/reinforce)
* Establish that goals are important to the story
* Recall/retell texts using graphic organizers (build working memory strategies)
* Create and orally retell a detailed story (model how to use graphic organizer to tell/retell stories) (secondary)

*Materials Needed*:

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| **Base Appendix Folders *(in Teacher Box)*:**   * Sample Procedure Cards (Causal Connections, Goals/Tries/Outcomes, Inference) (see Base Appendix, pp. 1-3) * Identifying Causes and Events Anchor Chart (Base Appendix, p. 4) * Student Goal/Try/Outcome Cards (on tablet or actual cards, see Base Appendix, p. 5) * Goal/Try/Outcome Anchor Chart (for reference only, Base Appendix, p. 6) * How to Place Cards on Goal/Causal Connections Organizer (Base Appendix, p. 7) * Blank Goal/Causal Organizer (Base Appendix, p. 8) * Outcome Prompt Flowchart (Base Appendix, p. 9) * Inference Anchor Chart (Base Appendix, p. 10) * Inference Prompts (Base Appendix, p. 11) * You Do It Together Conversation Starters and Prompts for Small Group Practice (for reference only, Base Appendix, p. 12) * Small Group Practice Chart (for reference only, Base Appendix, pp. 13-15) * Gestures Instruction Sheet (Base Appendix, pp. 16-17) * Directed Movement Activities (Base Appendix, pp. 18-24) (laminated copies) * Green folder for teacher with Student Evaluation Script (Base Appendix, pp. 25-45) * Green folders with laminated student evaluation chart (6) (Base Appendix, p. 45)   **Lesson 8 Appendix *(To be printed)*:**   * + Lesson 8 Magician Narrative Mastery Sheet (Lesson 8 Appendix, p. 1)   + *If You Give a Pig a Pancake* Mastery Sheet (Lesson 8 Appendix, p. 2) * Student Evaluation Record Sheet (make 2 copies) (Lesson 8 Appendix, pp. 3-4) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 8 Appendix, p. 5)   **Technology:**   * Laptop * Teacher Tablets (2); Student tablet on Demo Mode (1) * Student Tablets (6)   **Teacher Box:**   * Pens (3) * Plastic Cups (6) * Apron * Sharpie * Paperclips * Small Sticky Notes (assorted colors) (6 pads) * Chart Marker * Stickers * Chips for Green Folders (6) * Wet Erase Markers (3) * O-Rings * Wikki Stix * Velcro Boards (4) * Story Creation Bags (set of 12) * Example Bag (1 goal card, 1 try card, 1 outcome fail card, 1 outcome yes card, 1 because card, and 1 because string) * Role Cards (2 sets; I Do, I Help, I Watch, You Do Together, You Help, You Watch) * Role Charts (set of 2) * Procedure Cards (8 sets; 1 goal card, 1 try card, 1 outcome yes card, 1 outcome fail card, 1 procedure card) * Small Group Practice Flip Charts (2)   **Videos/PowerPoints Needed:**   * PowerPoint: *If You Give a Pig a Pancake* (2 copies)   **Pre-Printed Cards *(in Lesson 8 Box)*:**   * + Lesson 8 Magician Narrative   + Lesson 8 *If You Give a Pig a Pancake* (including character card for Pig) (2 sets)   **Boards from Previous Lesson(s):**   * None   **Additional Materials and Props *(in Lesson 8 Box)*:**   * Stapler * Rabbit care book * Rabbit (stuffed animal) * Empty box (to put rabbit stuffed animal in) * Note from Custodian saying, “I found this as I was cleaning up the other day. Does it belong to you? The Custodian.”   **Magician Materials *(in Magician Box)*:**   * None |

**Lesson 8**

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|  | ***Setting Up for the Magician Narrative***  *Before the lesson begins*:   1. Decide with your co-teacher and research personnel whether you are going to the school library or using your classroom library to find the rabbit care book. 2. Decide where to place prop (the rabbit care book) you will use for the Magician Narrative today. It is usually placed either in the school library or your classroom library. 3. Place the rabbit stuffed animal in the empty box and put it in your classroom. 4. Place the note that says, “I found this as I was cleaning up the other day. Does it belong to you? The Custodian” on top of the box with the stuffed animal inside. 5. Remove tape from the tape dispenser in your room.   *After the students have entered the classroom:*  Undergraduate helpers/research personnel will set up the prop (the rabbit care book) for the Magician Narrative, but you will need to tell them where to place props ahead of time. Usually the book is placed in either the school library or your classroom library in a visible place. |
|  | ***Small Group Practice Set-Up:***  *Before the Lesson begins:*   * Teacher and Co-teacher decide which children will be in each of the two small groups. * Teacher and Co-teacher decide where the two small group practices will be held. * Inform research personnel where both small group practices will be held.   *During the break in the lesson:*   * Research personnel will set up the co-teacher’s small group practice materials in the location where it will be held. * Materials to be set up include:   + Video camera   + Audio recorder   + Small Group Practice Flip Chart (in Teacher Box)   + Roles Chart (in classroom)   + Velcro Board (in classroom)   + Wikki stix (in Teacher Box)   + Wet erase marker (in Teacher Box)   + Pre-printed cards: *If You Give a Pig a Pancake* (including character card for pig: 1 set) (in Lesson 8 Box)   + Powerpoint: *If You Give a Pig a Pancake* (on laptop) |
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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) |
| \_\_\_\_\_ | 1. **Introduction/Review** (10 min.)  a. [Review rules chart by reading rules aloud to the students. Review behavior management system including consequences of not following rules (losing a sticky note and potentially not being able to get a toy at the end of the lesson if they don’t have all of the sticky notes with their name on it). Review how to earn stickers that go in plastic cups.] |
| \_\_\_\_\_ | Say: “Last time I asked you to look for goals, tries, outcomes, or causal chains in books, movies, or real life for your homework. Did you notice any goals, tries, outcomes, or causal chains while you were at home since our last lesson?”  [Students respond]  [As students respond make sure that students identify the goals, tries, and outcomes in their own stories. As a follow-up ask them “Why did you have this goal?” “Why did you make that try?” and “Why did that outcome happen?” to establish causal connections] |
| \_\_\_\_\_ | Say: “Yesterday, I had the goal of feeding my puppy. Having this goal caused me to try and go to the kitchen to get the bag of puppy food. Going into the kitchen caused me to see that there was no food. This caused me to try and look in the closet for another bag of puppy food. Looking in the closet caused me to see there was still no food, which caused me to go to the pet store to try and buy some puppy food. This caused me to finally find some food for her! So, in the end I got my goal. It was an outcome yes.” |
|  | b. [Explain to students that we will now begin with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to begin with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] Sometimes when we are working together, once I think that you are getting the hang of it, I will give you a chance to help me out. We will call this time: ‘I Do/You Help’.” [*Point to the “I Do/You Help” on the Roles Chart.*] |
| \_\_\_\_\_ | Say: “When it is time for ‘I Do/You Help,’ I will still be teaching, but you will be able to participate by offering your ideas or helping me figure out the answers. You should still be listening with your ears [point to ears], watching with your eyes [point to eyes], and thinking with your brain [point to brain]. When you have something to add you can let me know by raising your hand [raise hand]. This will help you think and learn the information by participating more—it will also help me to know what you understand and what you still need help on.” [Use Gestures for Explaining Roles in Base Appendix, p. 16.] |
| \_\_\_\_\_ | c. Say: “In the last session we learned how to identify causal chains in a story. Today we will continue to learn how to identify goals, tries, outcomes, causal chains, and we will continue to make inferences based on the clues in a story. We will still be remembering to ask our why questions to understand what caused a character to do something.” |
|  | d. [Use the script below to remind students about declarative, procedural, and conditional knowledge associated with events, causes, goals, tries, outcomes, and displaying the Goal/Try/Outcome cards.]  [This review should be QUICK and almost game-like. To make it quicker, you should commit the script to memory as much as you can and call on students rather than waiting for them to raise their hands.] |
| \_\_\_\_\_ | Say: “Let’s review what we have learned so far about **EVENTS, CAUSES, GOALS, TRIES, and OUTCOMES**. Remember, you can use the procedure card to help you remember.”  **Review what events and causes are . . .** |
| \_\_\_\_\_ | * Ask: “What is an event?”   [Events are the things that happen in a story.] |
| \_\_\_\_\_ | * Ask: “What question do we ask ourselves to help find the events in a story?”   [What happened?”] [make “what happened” gesture] |
| \_\_\_\_\_ | * Ask: “Sometimes some events cause other events to happen. What is a cause?”   [A cause explains why something happened in a story.] |
| \_\_\_\_\_ | * Ask: “What question do we ask ourselves to find the cause?”   [WHY did this happen?] [make “why” gesture] |
| \_\_\_\_\_ | * Ask: “How do we show causal connections on our Velcro board?” [We show a causal connection using a Because String] |
| \_\_\_\_\_ | **Review how to find the GOAL…**   * Ask: “What is a goal?”   [Something a character wants to do or get.] |
| \_\_\_\_\_ | * Ask: “When do we find a goal in a story?”   [The beginning of the story.] |
| \_\_\_\_\_ | * Ask: “When we find a goal, what card do we hold up?”   [Tap/hold up your goal card] |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the GOAL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available: Have students hold up their goal card.] |
| \_\_\_\_\_ | * Ask: “How do we record the goal on our Velcro board?”   [Record the goal on one of the yellow thought bubbles.]  [Display the sample thought bubble and the goal card]. |
| \_\_\_\_\_ | * Ask: “WHY do we need to find a goal in a story?"   [Because a goal is the important part of a story. Knowing a goal in a story helps us to remember and understand the story better.] |
| \_\_\_\_\_ | e. Review how to find the initiating event using the **Because Card**.   * 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 the wikki stick connecting the Because card to the thought bubble.] |
| \_\_\_\_\_ | **Next, review finding TRIES:**   * Ask: “Once we know what a character’s goal is, what do we look for next?”  [What a character did to try to get their goal.] |
| \_\_\_\_\_ | * Ask: “What is a try?”   [Tries are actions/things a character does to try to get what they want/the goal.] |
| \_\_\_\_\_ | * Ask: “When we see a try in the story, what card do we hold up?”   [Tap/hold up your try card] |
|  | [If tablets are available follow the directions in this 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. [make “why” gesture] What do we use to connect what the character TRIED and WHY they tried it?” [A Because string] |
| \_\_\_\_\_ | **Next, review finding OUTCOMES:**   * Ask: “After we find a try, what do we look for next?”  [What was the outcome of the try?] |
| \_\_\_\_\_ | * Ask: “What is an outcome?”   [An outcome is the result of a try.] |
| \_\_\_\_\_ | * Ask: “What is an outcome fail?”   [The character did not get their goal.] |
| \_\_\_\_\_ | * Ask: “When we see an outcome fail, what card do we hold up?”   [Tap/hold up your outcome fail card.] |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the OUTCOME FAIL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available: Have students hold up their outcome fail card.] |
| \_\_\_\_\_ | * Ask: “How do I record an outcome fail on the Velcro board?”   [Write what happened on an outcome fail card.] |
| \_\_\_\_\_ | * Ask: “What is an outcome yes?”   [The character did get their goal.] |
| \_\_\_\_\_ | * Ask: “When we see an outcome yes, what card do we hold up?”   [Tap/hold up your outcome yes card.] |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the OUTCOME YES card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available: Have students hold up their outcome yes card.] |
| \_\_\_\_\_ | * Ask: “How do I record an outcome yes on the Velcro board?”   [Write what happened on an outcome yes card.] |
| \_\_\_\_\_ | * Ask: “What question do we need to ask ourselves after we find an outcome?” [Why did this outcome happen?] [make “why” gesture] [Point to the WHY question on the procedure card.] |
| \_\_\_\_\_ | * Ask: “When we think about WHY we had an OUTCOME, we are looking for a causal connection. What do we use to connect what the character’s OUTCOME was and WHY they had this OUTCOME?” [A Because string] |
| \_\_\_\_\_ | * Ask: “Once we have found a try and outcome, what question do we ask next?”   [Is the character’s goal still the same?] |
| \_\_\_\_\_ | f. Say: “Remember in our previous lessons we also learned how to be DETECTIVES. Sometimes when we are reading a book or watching a video, the author doesn’t always tell us everything. Then we have to be detectives and look for clues to help us figure things out.” |
|  | ***Inference Gestures***  As the teacher is explaining the steps to making inferences, teachers and students should use the corresponding gestures outlined on the procedure card and in the Gestures for Making Inferences instructions (see Base Appendix, p. 17). |
| \_\_\_\_\_ | Say: “When we are being detectives there are several steps we have to remember. We need to:” |
| \_\_\_\_\_ | * 1. Say: “First, we ask, ‘What happened?’” [make “what happened” gesture] |
| \_\_\_\_\_ | * 1. Say: “Then, like a DETECTIVE, we look for ‘clues’ [make spyglass gesture] in the words or in the pictures to help us figure out what happened.” |
| \_\_\_\_\_ | * 1. Say: “Once we identify the clues, then we think [point to brain] 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.” |
| \_\_\_\_\_ | * 1. Say: “Then we make a connection [make interlaced finger gesture] to connect the different clues together.” |
| \_\_\_\_ | g. [Refer students to procedure cards.]  Say: “These cards will help us to remember how to find the goals, tries, and outcomes in a story, how to find simple causes and causal chains, and how to make inferences. 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 with the students using procedure cards.] |
| \_\_\_\_\_ | h. Say: “Remember, the Velcro board can help us to retell a story. We record all the important things in a story, the goals, tries, and outcomes, and causal connections on it. Then we can look back at them to tell the story again.” |
|  | ***Materials for Part 2: Guided Practice with Magician Narrative***   * Goal, Try, and Outcome cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * Pre-printed cards Lesson 8 Magician Narrative (build board together during the lesson) * Velcro board * Wikki stix * Wet erase marker * Stapler * Tape dispenser (no tape in it) * Rabbit care book * Rabbit (stuffed animal) * Empty box (to put rabbit stuffed animal in) * Note from Custodian saying, “I found this as I was cleaning up the other day. Does it belong to you? The Custodian.” |
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| ***Activity Overview:*** (This is just an overview of the activity. The script follows.)  *Materials to Take Along on Journey:*  Teacher will bring:   * Tablet with lesson on it   Co-teacher will bring:   * Velcro board (build together with students) * Pre-printed cards (Lesson 8 Magician Narrative cards) * Wikki stix * Students will bring: * Procedure card * Tablet (or goal, try, and outcome cards)   *Goal #1: Find Rabbit Care Book in Library (You will go to the library)*   * TRY #1: You will find the book   *Goal #2: You Rip a Page in the Book and Have a New Goal to Fix the Page*  *Return to the Classroom and Make Two Tries to Fix Page:*   * TRY #1: Tape (doesn’t work) * TRY #2: Stapler (does work) | |
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|  | 2. **Guided Practice with Magician Narrative** (25 min.) |
| \_\_\_\_\_ | a. Say: “Today we will continue learning about events and causes. In particular, we will continue learning about causal chains. Remember, in a causal chain, one event causes the next event, which causes the next event, which causes the next event and so on. A causal chain is kind of like the chain of dominoes we used in the last lesson.” |
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|  | b. [Explain to students that we will now continue with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | c. [Recall with students (as time permits have students assist with the recall) what has been happening in our story. You will NOT use a Velcro board with the Magician Narrative from Lesson 7 to review this material. Just review orally as indicated below.]  Say: “Last time our magician story was kind of crazy. Remember, Alex the Magician came in to do a magic trick for us? She was going to pull a rabbit out of her hat, but when she put her hand in the hat, she noticed that the rabbit was missing. This caused her to look for the rabbit under the table, which caused her to see that it wasn’t there, which caused her to look in the trashcan. When she didn’t find her rabbit, she had to call the head magician, which caused the Head Magician to come here immediately, which caused her to get kicked out of the Magician’s Club, which caused us to have a new goal of helping her get back into the Magician’s Club.” |
| \_\_\_\_\_ | d. Say: “Well, I have some good news. When I got to the school today, I found the rabbit in this box [show rabbit stuffed animal in box] with this note [hold up note from Custodian] from the custodian saying that he found the rabbit and was leaving it for us. Let’s put this event card on our board to remind us that the custodian found Alex’s rabbit and left it in a box for us.”  [Place event card that says, “The custodian found the rabbit and left it in a box for us.” on the Velcro board.] |
| \_\_\_\_\_ | Say: “I called Alex the Magician earlier to let her know that we have the rabbit now. She asked if we would be willing to take care of it for a few days because she is at a magician’s conference in Cincinnati to learn a new trick. I said yes, but I have a little problem. I don’t really know what to feed a rabbit or how to take care of one. If we could just find a book about rabbits and how to take care of them that might help us. So, I guess we have to find a book that would help us learn how to take care of rabbits.” |
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|  | ***Magician Narrative Instructions***  Stop the narrative and chart the goal. |
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| \_\_\_\_\_ | Ask: “What is our goal?” |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Student response: To find a book on how to take care of rabbits.]  [Students should tap on the GOAL card and hold the tablet up]  [If students do *not* tap on the GOAL card and hold up their tablet]  Say: “What should you do if you hear a GOAL in a story?”  [Students tap on the GOAL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their GOAL card]  [Student response: To find a book on how to take care of rabbits.]  [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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| \_\_\_\_\_ | [Chart goal on thought bubble and place on Velcro board.] |
| \_\_\_\_\_ | Ask: “Can someone place our new goal on the Velcro board?”  [Student should: Place the pre-printed GOAL (find a book on how to care for rabbits) at the top of the Velcro board to the right of the event card.] |
| \_\_\_\_\_ | Ask: “WHY is this our goal?” [make “why” gesture]  [Student response: Because Alex asked us to take care of it while she’s in Cincinnati.]  Ask: “Can someone place the blue BECAUSE card on the Velcro board and make and retell the connection?”  [Student should: Place the blue BECAUSE card (Alex asked us to take care of it while she’s in Cincinnati) in between the event card and the GOAL.]  [Student should also: Connect the blue BECAUSE card to the GOAL and say, “We want to find a book that tells us how to take care of rabbits, BECAUSE [make finger move] Alex the Magician asked us to take care of her rabbit while she’s in Cincinnati and we don’t know what they eat or how to take care of them.” OR “Alex the Magician asked us to take care of the rabbit while she’s in Cincinnati and we don’t know what rabbits eat or how to take care of them, WHICH CAUSED us to have the goal of finding a book that tell us how to take care of a rabbit.” |
| \_\_\_\_\_ | Say: “I can think of another connection. WHY did Alex ask us to take care of her rabbit while she’s in Cincinnati?”  [Student response: BECAUSE the custodian found the rabbit and left it in a box for us.]  Say: “Can someone make and retell the connection using a Because string?”  [Student should: Connect blue BECAUSE card (Alex asked us to take care of it while she’s in Cincinnati) to the EVENT card (the custodian found the rabbit and left it in a box for us) with a Because string and say, “Alex asked us to take care of it while she’s in Cincinnati BECAUSE (make finger move) the custodian found the rabbit and left it in a box for us. OR “The custodian found the rabbit and left it in a box for us WHICH CAUSED (make finger move) Alex asked us to take care of it while she’s in Cincinnati.”] |
| \_\_\_\_\_ | Ask: “Now where do you think we could find a book on how to take care of rabbits? What could we TRY to get our goal?” |
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|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Student response: If students do not suggest library, suggest it yourself.]  [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]  [If students do not suggest library, suggest it yourself.]  [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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| \_\_\_\_\_ | Ask: “What are we trying to get our goal?  [Student response: We are going to try the library.]  Say: “Can someone place the TRY on the Velcro board?”  [Students should: Place TRY #1 under the GOAL.] |
| \_\_\_\_\_ | Ask: “After a TRY, we ask WHY. WHY are we trying this?” [make “why” gesture]  [Student response: Because (make finger move) we have to find a book with information about how to take care of rabbits.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect TRY 1 and the GOAL with Because String and say, “We are trying the library, BECAUSE (make finger move) we want to find a book on how to take care of rabbits”. OR “We want to find a book on how to take care of rabbits, WHICH CAUSED us to look in the library.” |
| \_\_\_\_\_ | Say: “I think the library (or classroom library) will have a book about how to care for rabbits! Remember that when we leave this room, our rules still apply. I can still take away sticky notes if you are not following the rules. We are going to stay together and remember our rules. I’m going to have Ms./Mr. Co-teacher bring our Velcro board so we remember our goal and WHY we have that goal. Okay, let’s see if we can find a book about how to take care of rabbits.” |
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|  | ***Magician Narrative Instructions***  Walk to the library (or classroom library) with the class to the planted book. Get overly excited that you found it so quickly. |
| \_\_\_\_\_ | Say: “Wow, I cannot believe we found the perfect book! I’m so excited!” |
|  | [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]  [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]  [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: “Okay, so what happened as a result of this try?” [make “what happened” gesture]  [Students should response: We found a book with information about how to take care of rabbits. Outcome Yes.] Chart on Velcro board |
| \_\_\_\_\_ | Say: “So, what was the OUTCOME? Did we find a book on how to take care of rabbits?”    [Student response: Yes, we did. It was an outcome yes.] |
| \_\_\_\_\_ | Say: “WHY did this outcome happen?” [make “why” gesture]  [Students should say: Because (make finger move) we looked in the library.]  Say: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect TRY#1 (go to the library) to the Outcome Yes and say, “We found a book with information about how to take care of rabbits, BECAUSE (make finger move) we looked in the library.” OR, “We looked in the library WHICH CAUSED us to find a book with information about how to take care of rabbits.” |
| \_\_\_\_\_ | Ask: “So, is our goal still the same?”  [Student response: No, we found the book.] |
| \_\_\_\_\_ | [Continue with the story (you are overly excited)]:  Say: “I’m so happy to have found this book! Okay, what page is the information about how to take care of rabbits? What page is it on? OH MY GOSH HERE’S WHAT WE NEED [rip page]… oh no.” |
|  |  |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the GOAL card and hold the tablet up]  [If students do *not* tap on the GOAL card and hold up their tablet]  Say: “What should you do if you hear a GOAL in a story?”  [Students tap on the GOAL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their GOAL card]  [If students do *not* hold up the GOAL card]  Say: “What should you do if you hear a GOAL in a story?”  [Students hold up the GOAL card] |
|  |  |
|  | ***Magician Narrative Instructions***  Teacher has ripped the page right down the middle from excitement, which causes a new goal of needing to fix the torn page. |
| \_\_\_\_\_ | Ask: “Okay, so now what? What will we do now? I guess we have to fix this page. So, what is our goal now? What do we want to do or get?”  [Student response: We want to fix the page.]  Ask: “Can someone place the new goal on the Velcro board?”  [Student should: Place the yellow goal thought bubble at the top of the Velcro board.] |
| \_\_\_\_\_ | Ask: “WHY do we have this goal?” [make “WHY” gesture]  [Student response: Because we (you) ripped the page.]  Ask: “Can someone place the blue BECAUSE card on the Velcro board and make and retell the connection?”  [Student should: Place the blue BECAUSE card (ripped the page) to the left of the GOAL.]  [Student should also: Connect the blue BECAUSE card to the GOAL and say, “We want to fix the page, BECAUSE (make finger move) we ripped it as we were looking for information about how to take care of rabbits.” OR “We ripped the page as we were looking for information about how to take care of rabbits, WHICH CAUSED us to want to fix the page.” |
| \_\_\_\_\_ | Say: “We should probably go back to the classroom right now to TRY to fix the page!” OR (if you stayed in the classroom) “We should probably  TRY to fix the page.”  [LEAVE TO RETURN TO CLASSROOM] |
| \_\_\_\_\_ | Say: “So, we need to fix this page. Let’s me think . . . hmmm. . . what could we TRY? TAPE! How about tape? Tape would work. Let me TRY to use tape!” |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the TRY card and hold the tablet up]  [If students do *not* tap on the TRY card and hold up their tablet]  Say: “What should you do if you hear a TRY in a story?”  [Students tap on the TRY card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their TRY card]  [If students do *not* hold up the TRY card]  Say: “What should you do if you hear a TRY in a story?”  [Students hold up the TRY card] |
|  |  |
| \_\_\_\_\_ | Ask: “What are we trying to get our goal?”  [Student response: We will try to use tape.]  Ask: “Can someone place the TRY on the Velcro board?”  [Student should: Place the TRY under the goal on the Velcro board.] |
| \_\_\_\_\_ | Ask: “After a TRY, we ask WHY. WHY are we trying to use tape?” [make “why” gesture]  [Student response: Because we want to fix the torn page.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect TRY #1 (use tape) and the second GOAL (fix the page) with Because String and say, “We are trying to use tape, BECAUSE [make finger move] we want to fix the page.” OR “We want to fix the page, WHICH CAUSED us to try to use tape.” |
| \_\_\_\_\_ | [You will now make the TRY by going over to get the tape dispenser. The tape dispenser has no tape on it (or just a teeny, tiny piece of tape that isn’t large enough to fix the page).]  Say: “Oh for goodness sakes, I can’t believe there is no tape!” |
|  | [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]  [If students do *not* tap on the OUTCOME FAIL card and hold up their tablet]  Say: “What should you do if you hear an OUTCOME in a story?”  [Students tap on the OUTCOME FAIL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their OUTCOME FAIL card]  [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] |
|  |  |
| \_\_\_\_\_ | Ask: “Okay, well what happened as a result of this try? [make “what happened” gesture]  [Student response: There was no tape.]  Ask: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME FAIL card to the right of the Try #1 (use tape) card.] |
| \_\_\_\_\_ | Say: “So, what was the OUTCOME? Did we get our goal? Did we fix the page?”    [Student response: No, we didn’t fix the page. It was an outcome fail.] |
| \_\_\_\_\_ | Ask: “WHY did this outcome happen?” [make “why” gesture]  [Student response: Because (make finger move) there was no tape, we couldn’t fix the page.]  Say: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect TRY #1 (use tape) to the OUTCOME FAIL using Because string and say, “We tried to use tape WHICH CAUSED (make finger move) us to see that there was no tape.” |
| \_\_\_\_\_ | Ask: “Is our goal still the same?”  [Student response: Yes, we still need to fix the torn page.] |
| \_\_\_\_\_ | Say: “Well, that didn’t work. Let me think. . . What about a stapler? Let’s try A STAPLER! That could work!” |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the TRY card and hold the tablet up]  [If students do *not* tap on the TRY card and hold up their tablet]  Say: “What should you do if you hear a TRY in a story?”  [Students tap on the TRY card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their TRY card]  [If students do *not* hold up the TRY card]  Say: “What should you do if you hear a TRY in a story?”  [Students hold up the TRY card] |
|  |  |
| \_\_\_\_\_ | Ask: “What are we trying now to get our goal?”  [Student response: We will try to use a stapler.]  Ask: “Can someone place the TRY on the Velcro board?”  [Student should: Place the TRY under the goal on the Velcro board.] |
| \_\_\_\_\_ | Ask: “After we make a TRY, we ask WHY. WHY are we trying a stapler?” [make “why” gesture]  [Student response: Because (make finger move) we want to fix the page.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect TRY #2 (use a stapler) to the second GOAL (fix the page) and say, “We are trying to use a stapler BECAUSE (make finger move) we want to fix the page.” OR “We want to fix the page WHICH CAUSED us to try using a stapler.” |
|  |  |
| \_\_\_\_\_ | Ask: “Can someone think of another reason WHY we are trying a stapler?”  [Student response: Because using tape didn’t work and we still want to fix the page.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect TRY #2 (use a stapler) to the previous OUTCOME FAIL (no tape) and say, “We also are trying a stapler BECAUSE our first try didn’t work.” OR “Our first try didn’t work WHICH CAUSED us to try using a stapler.” |
| \_\_\_\_\_ | Say: “Okay, well let’s give it a try. Let’s TRY a stapler!”  [Find the stapler and staple the page back together.] |
|  | [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]  [If students do *not* tap on the OUTCOME YES card and hold up their tablet]  Say: “What should you do if you hear an OUTCOME in a story?”  [Students 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.] |
|  |  |
| \_\_\_\_\_ | [If tablets are NOT available follow directions in this light gray box]  [Students should hold up their OUTCOME YES card]  [If students do *not* hold up the OUTCOME YES card]  Say: “What should you do if you hear an OUTCOME in a story?”  [Students hold up the OUTCOME YES card] |
|  |  |
| \_\_\_\_\_ | Ask: “What happened as a result of this try?” [make “what happened” gesture]  [Student response: We fixed the page. It was an outcome yes.]  Ask: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME YES card to the right of the Try #2 card] |
| \_\_\_\_\_ | Say: “So, what was the OUTCOME? Did we achieve our goal? Did we fix the page?”    [Student response: Yes, we fixed the page. It was an outcome yes.] |
| \_\_\_\_\_ | Ask: “WHY did this outcome happen?” [make “why” gesture]  [Student response: We tried stapling the pages together with a stapler, and it worked!]  Say: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect TRY #1 (looked under the table) to the OUTCOME FAIL using Because string and say, “We fixed the page BECAUSE (make finger move) we tried using a stapler.” OR “We used a stapler, WHICH CAUSED us to fix the page. |
| \_\_\_\_\_ | Ask: “Is our goal still the same?”  [Student response: No, we achieved our goal of fixing the page.] |
| \_\_\_\_\_ | Say: “Now that we have achieved our goals of finding a book about how to care for rabbits and fixing the torn page, I feel ready to take care of the rabbit for Alex until she returns.” |
|  | ***Identifying Causal Chain***  Remind students that this is a causal chain if they haven’t identified it already. |
|  |  |
| \_\_\_\_\_ | d. [Retell (see below) using the Velcro board to aid in retelling the story. **Have students assist with the retelling after you begin**.]  Say: “Let’s use the Velcro board to help us retell the story. We don’t want to read it exactly as it is on the card, because that would be boring. I’ll begin, but I want you to help me. As we retell the story let’s see if we can find any causal chains.”  [Call on students to assist after you begin.] |
| \_\_\_\_\_ | **Sample Retelling:** “Alex the Magician asked us to take care of the rabbit while she’s in Cincinnati, WHICH CAUSED (make finger move) us to have the GOAL of finding a book about how to care for rabbits WHICH CAUSED (make finger move) us to TRY looking in the library WHICH CAUSED (make finger move) us to find a book about how to take care of rabbits. We found a book, which was an OUTCOME YES. Unfortunately, we ripped the page WHICH CAUSED (make finger move) us to have the new GOAL of fixing the page WHICH CAUSED (make finger move) us to TRY using WHICH CAUSED (make finger move) us to see that there was no tape, WHICH CAUSED (make finger move) us to TRY using a stapler WHICH CAUSED (make finger move) us to be able to fix the page. We achieved both of our goals today! We were able to find a book about how to take care of rabbits AND fix the torn page. |
| \_\_\_\_\_ | [Take a card out of the chain]  Say: “Does the story still make sense when I take out an event?”  [Student response: No, because in a causal chain one event causes the next event which causes the next event and so on. That means all the events are important to the story because each event causes the next event to happen. If one of the events is missing, the story doesn’t make sense.]  Say: “Good job! In a causal chain all events are important because each event causes the next event to happen. If one of the events is missing, the story wouldn’t make sense. We will continue to look for causal chains in stories after we do our green folders and take a break.” |
|  | ***Materials for Part 3: Student Evaluation #1***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45) * Backup: Green folders and chips for students (in Teacher Box) * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation Record Sheet (make 2 copies) (Lesson 8 Appendix, pp. 3-4) |
|  | 3. **Student Evaluation #1** (5 min.) |
|  | [If tablets are available follow the directions in this dark gray box]  [Teachers will be able to view student responses on the top left of the teacher tablet. You should remind students to respond if they have not made a response. If necessary, teachers can also remind students to wait for the magic words, ‘Think, Ready, Respond’ before responding. Once all student responses have been recorded, the teacher will tap on the ‘Done’ button on the top right of the screen on the teacher tablet. If the teacher tries to move on to the next question without hitting ‘Done,’ the ‘Done’ button will flash until it is pressed. Co-teachers should circulate to ensure that students are responding to the questions appropriately.] |
| \_\_\_\_\_ | a. **Directions:**  [Distribute student tablets]  Say: “Now that we have finished the activity I want you to think about how hard it was for you, how much you liked it, and how much you think you learned. I will ask you a question, and I want you to tap the answer on your tablet that best shows what you think. The answer you choose should have a yellow or green border around it after you tap it.” |
| \_\_\_\_\_ | b. **Ask Questions:**  Say: “First, I want you to think about how hard you thought the activity was.”  [The tablets should now display the student response options for DIFFICULTY OF THE ACTIVITY (yellow-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.] |
| \_\_\_\_\_ | 1. Say: “What we did just now with finding the book about how to take care of rabbits was *really hard*, *hard*, *okay*, *easy*, or *really easy*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 2. Say: “Learning how to identify CAUSAL CHAINS was *really hard*, *hard*, *okay*, *easy*, or *really easy*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | Say: “Now we are going to think about how much we liked the activity we just did.”  [The tablets should now display the student response options for APPEAL/SATISFACTION (green-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.] |
| \_\_\_\_\_ | 3. Say: “What we did right now with finding the book about how to take care of rabbits was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 4. Say: “Learning how to find CAUSAL CHAINS was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | Say: “Now we are going to think about how well you think you can identify CAUSAL CHAINS in a story.”  [The tablets should now display the student response options for EFFICACY (pink-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.] |
| \_\_\_\_\_ | 5. Say: “If someone asked me to identify a CAUSAL CHAINS 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. 35 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. 3-4 of the Lesson 8 Appendix. |
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|  | ***Materials for Part 4: Directed Movement Break***   * Directed Movement Activities (laminated copies) |
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| \_\_\_\_\_ | 4. **Directed Movement Break** (Co-teacher leads this 5-minute activity while Lead teacher prepares for second half of lesson)  a. The co-teacher will lead a directed movement break.  b. After movement break have students come back to the classroom to refocus as a group.  c. Say: “Today we have been practicing finding causal chains in stories. In a causal chain, one event causes another event, which causes another event, which causes another event, and so on. If you were to take one event out of the story, it wouldn’t make sense anymore. Can anyone give me an example of a causal chain from your movement break?” |
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|  | ***Materials for Part 5: Small Group Practice with Picture Book***   * Goal, Try, and Outcome cards (either on tablet or actual cards) * Procedure cards (1 for each child, 1 for each teacher) * *If You Give a Pig a Pancake* Mastery Sheet (Lesson 8 Appendix, p. 2) * Pre-Printed cards: *If You Give a Pig and Pancake* * PowerPoint: *If You Give a Pig a Pancake* (2 copies) * Wet erase markers (2) * Velcro boards (2) * Wikki stix * Small Group Practice Flip Charts (2) |
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| \_\_\_\_\_ | 5. **Small Group Practice with Picture Book: *If You Give a Pig a Pancake*** (25 min.)  a. Say: “Now you are going to have a chance to work with each other to practice looking for causal connections, goals, tries, and outcomes in the book, *If You Give a Pig a Pancake*.” |
| \_\_\_\_\_ | b. Say: “Remember that you can use your procedure cards to help you remember how to look for causal chains and goals, tries, and outcome if you need help remembering the steps.” [point to the procedure cards] |
|  | c. [Explain to students that we will now be switching to “**I Help/You Do Together.**”] |
| \_\_\_\_\_ | Say: “We are now going to switch to ‘**I Help/You Do Together**.’ [*Place these roles onto the Roles Chart*.] That means you all will get the chance to work together, and I will help only if you really are having a hard time talking to each other. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain]. Remember to use your procedure card if you need any help.” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | d. [Break students into small groups and into different rooms/spaces.] |
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|  | ***Teacher’s Role During Small Group***   * Provide support for the interaction but not the cognition (You should be guiding students’ interaction. You should not be guiding students toward answers). * Be sure to offer immediate reinforcement when students work together successfully. * Use the “Conversation Starters and Prompts” chart (see Base Appendix, p. 12) to assist with scaffolding. * The *teacher or co-teacher should do* ***all*** *of the reading in the sto*ry and ***all*** of the writing on the cards. * The children should **not** do any of the reading or writing.   Use the flip chart as needed throughout the activity to give students feedback on how they are doing at working together (working together, one person doing all the work, nobody working, or fighting). |
|  |  |
|  | ***Prompts for Encouraging Student Collaboration***  If students are not talking to one another (No one is doing the work):   * Remember that you both have to work and talk to one another to figure out what the goals, tries, and outcomes are. * I want you to talk with one another to figure out the goals, tries, and outcomes. * Refer to the You Do It Together Conversation Starters and Prompts Chart (Base Appendix, p. 12) to help students interact.   If one student is dominating (One person is doing more work than the other):   * It looks like one person is doing more work than the others. Please talk with one another and figure it out together.   If there is fighting:   * Remind students that the target is to find the goals, attempts, outcomes, and causal connections and if students are arguing they won’t be able to reach the target for the lesson. * Remind students that they have to work together and cooperate to get the job done. * Remind students of behavior rules and pull a sticky note if needed.   Use the flip chart as needed throughout the activity to give students feedback on how they are doing at working together (working together, one person doing all the work, nobody working, or fighting). |
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|  | ***Using the Velcro Board***  Lay the organizer board on the desk rather than standing it up so that the Because Strings will stay in place. |
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|  | ***Prompts to Help Students Find Goals, Tries, Outcomes and Causal Connections***  When students tap/hold up a GOAL/TRY/OUTCOME card, your prompt should be:  “Did you see a GOAL/TRY/OUTCOME? Talk about it with your group and once you agree, I will write it on a card and you can put it on the board where it belongs.” [Have students discuss and place cards on board.]  If students are not tapping/holding up cards, your prompt should be:  “Remember, you should be thinking about whether you hear a goal, try, or outcome. When you hear one you should tap/hold up the appropriate card.”  If students are not making causal connections, your prompt would be:  “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “WHY?” [make “why” gesture] Then we use our Because String to make connections between the events.”  To help students identify causal connections, ask:   * WHY [does the pig have this goal/did the girl make this try/did this outcome happen]? [make “why” gesture] Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.” [Have students discuss, place cards on board, make causal connections with because strings, and state causal connections.] |
|  |  |
|  | ***Prompts for Making Inferences***  If students are not making inferences, your prompt should be:  “Is the author telling you everything you need to know? What clues do you see that might help you figure it out?”  If students infer the goal/try/outcome, but don’t point out the clues spontaneously ask:  “What clues do you see that helped you figure out the goal/try/outcome? [If students make an inference ASK: How could you tell that?”] |
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|  | ***Charting the Story***  Only chart the following events:   * Because Card: Girl gave the pig a pancake. * Goal: The pig wants syrup. * Try: Girl got syrup from the shelf * Outcome: Pig gets syrup (outcome yes) * Because Card: Pig gets sticky * Goal: The pig wants to take a bath * Try: She’ll turn the water on * Outcome/Because: The pig took a bath (outcome yes) * New Goal: The pig wants a toy to play with in the bathtub * Try: Girl looked in the toy box. * Outcome: Girl gave her a rubber duck.   DON’T CHART ANY MORE EVENTS AFTER THESE (See Mastery sheet in Lesson 8 Appendix, p. 2 for compete list of events) |
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| \_\_\_\_\_ | Say: “As we read the story each of you should (tap/hold) up your GOAL, TRY, and OUTCOME cards when you notice one happening in the story. When you hold up your cards that is the indicator to me that we will stop reading. Once we stop, you will discuss what happened with your group. Then I will write the goal, try, or outcome 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.” |
|  |  |
| \_\_\_\_\_ | [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.] |
|  |  |
|  | [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.] |
|  |  |
| \_\_\_\_\_ | e. Read slides 1-3 of the story.  Read SLIDE 1: *If You Give a Pig a Pancake* by Laura Numeroff  Read SLIDE 2: If you give a pig a pancake  Read SLIDE 3: She'll want some syrup to go with it. |
| \_\_\_\_\_ | [Once students tap/hold up GOAL card your prompts would be]:  Say: “Did you see a GOAL? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Write goal on card for students]  [Have students discuss and place cards on board]  [Goal: The pig wants syrup] |
| \_\_\_\_\_ | [Students should discuss WHY the pig had this goal].  [Write the causal connection on a blank blue Because card for the students and have them put it on the Velcro board where it belongs.]  [If students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY do you think the pig has this goal? [make “why” gesture] Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between GOAL and BECAUSE card using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the GOAL and the Because card and say, “The pig wants syrup, BECAUSE (make finger move) the girl gave her a pancake.” OR “The girl gave the pig a pancake, WHICH CAUSED the pig to want syrup.”] |
| \_\_\_\_\_ | [Continue reading on SLIDE 4.]  Read SLIDE 4: You will fetch your favorite syrup from the shelf, and give it to her. |
| \_\_\_\_\_ | [Once students tap/hold up TRY card they should discuss what the TRY was.]  Say: “Did you see a TRY? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Write try on card for students]  [If students struggle to identify the TRY, your prompts would be]:  Say: “Did you see a TRY? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Write the TRY on a blank try card for the students and have them put it on the Velcro board where it belongs.]  [Try: Girl got syrup from the shelf] |
| \_\_\_\_\_ | [After students discuss the TRY use the following prompt if students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY do you think the girl MADE THIS TRY? [make “why” gesture] Talk about it with your group and once you agree you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between GOAL and TRY using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the TRY and the GOAL cards and say, “The girl got syrup from the shelf, BECAUSE (make finger move) the pig wanted syrup.” OR “The pig wants syrup, WHICH CAUSED the girl to get syrup from the shelf.”] |
| \_\_\_\_\_ | Say: “Think carefully, do you know the OUTCOME of this TRY yet or should we keep reading to find the outcome?”  [Students should respond: We know the outcome.] |
| \_\_\_\_\_ | [Once students tap/hold up OUTCOME card your prompts would be]:  Say: “Did you see an OUTCOME? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board.]  [Outcome Yes: The pig got syrup] |
| \_\_\_\_\_ | [After students discuss the OUTCOME use the following prompt if students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY did this OUTCOME happen? [make “why” gesture] Talk about it with your group and once you agree you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between TRY and OUTCOME using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the TRY and the OUTCOME cards and say, “The pig got the syrup, BECAUSE (make finger move) the girl got it from the shelf and gave it to her.” OR “The girl got the syrup from the shelf, WHICH CAUSED the pig to get the syrup.”] |
| \_\_\_\_\_ | [Continue reading SLIDES 5 and 6]:  Read SLIDE 5: She'll probably get all sticky.  Read SLIDE 6: So, she’ll want to take a bath. |
| \_\_\_\_\_ | [Once students tap/hold up GOAL card your prompts would be]:  “Did you see a GOAL? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board.]  [Goal: The pig wants to take a bath] |
| \_\_\_\_\_ | [After students discuss the goal use the following prompt if students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY do you think the pig has this new GOAL? [make “why” gesture] Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between GOAL and BECAUSE card and the BECAUSE card and the previous OUTCOME YES card using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the GOAL and the Because card and say, “The pig wants to take a bath, BECAUSE (make finger move) she got sticky.” OR “The pig got sticky, WHICH CAUSED her to want to take a bath.]  [Students should also: Connect the BECAUSE card to the previous OUTCOME YES and say, “The pig got sticky, BECAUSE (make finger move) she got syrup.” OR “The pig got syrup, WHICH CAUSED her to want to get sticky.”] |
| \_\_\_\_\_ | [Continue reading SLIDE 7.]  Read SLIDE 7: She’ll turn the water on, and take a bath. |
| \_\_\_\_\_ | [Once students tap/hold up TRY card your prompts would be]:  Say: “Did you see a TRY? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.” [Have students discuss, place cards on board.]  [Try: She’ll turn on the water and take a bath] |
| \_\_\_\_\_ | [After students discuss the TRY use the following prompt if students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY do you think the pig TRIED THIS? [make “why” gesture] Talk about it with your group and once you agree you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between GOAL and TRY using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the GOAL and the TRY and say, “She turned the water on, BECAUSE (make finger move) the pig wanted to take a bath.” OR “The pig wanted to take a bath, WHICH CAUSED her to turn the water on.”] |
| \_\_\_\_\_ | Say: “Think carefully, do you know the OUTCOME of this TRY yet or should we keep reading to find the outcome?”  [Students should respond: We know the outcome.] |
| \_\_\_\_\_ | [Once students tap/hold up OUTCOME card your prompts would be]:  Say: “Did you see an OUTCOME? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board.]  [Outcome Yes: She took a bath] |
| \_\_\_\_\_ | [After students discuss the OUTCOME use the following prompt if students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY did THIS OUTCOME happen? [make “why” gesture] Talk about it with your group and once you agree you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between OUTCOME and TRY using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the TRY and the OUTCOME cards and say, “The pig took a bath, BECAUSE (make finger move) she turned the water on.” OR “She turned the water on, WHICH CAUSED the pig to take a bath.”] |
| \_\_\_\_\_ | [Continue reading SLIDE 8.]  Read SLIDE 8: Then, she’ll want a toy to play with in the bathtub. So, you'll look in your toy box for a toy. Then you’ll give her a rubber duck. |
| \_\_\_\_\_ | [Once students tap/hold up GOAL card your prompts would be]:  Say: “Did you see a GOAL? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board.]  [Goal: The pig wants a toy to play with in the bathtub] |
| \_\_\_\_\_ | [After students discuss the goal use the following prompt if students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY do you think the pig HAD THIS NEW GOAL? [make “why” gesture] Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between GOAL and PREVIOUS OUTCOME/BECAUSE CARD using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the GOAL and the Because card and say, “The pig wants a toy to play with in the bathtub BECAUSE (make finger move) she is taking a bath.” OR “The pig is taking a bath, WHICH CAUSED her to want a toy to play with.”] |
| \_\_\_\_\_ | [Once students tap/hold up TRY card your prompts would be]:  Say: “Did you see a TRY? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board.] Continue reading.  [Try: The girl looked in the toy box]. |
| \_\_\_\_\_ | [After students discuss the TRY use the following prompt if students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY do you think the girl TRIED THIS? [make “why” gesture] Talk about it with your group and once you agree you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between GOAL and TRY and GOAL using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the GOAL and the TRY and say, “The girl looked in the toy box, BECAUSE (make finger move) the pig wanted a toy.” OR “The pig wanted a toy, WHICH CAUSED the girl to look in the toy box.] |
| \_\_\_\_\_ | Say: “Think carefully, do you know the OUTCOME of this TRY yet or should we keep reading to find the outcome?”  [Students should respond: We know the outcome.] |
| \_\_\_\_\_ | [Once students tap/hold up OUTCOME card your prompts would be]:  Say: “Did you see an OUTCOME? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [Have students discuss, place cards on board.]  [Outcome Yes: The girl gave the pig a rubber duck] |
| \_\_\_\_\_ | [After students discuss the OUTCOME use the following prompt if students forget to identify the causal connection]:  Say: “Look on your procedure card. Remember, that after we identify a (goal/try/outcome) we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events.”  [If students still have difficulty, use the following prompt]:  Say: “WHY did THIS OUTCOME happen? [make “why” gesture] Talk about it with your group and once you agree you can put it on the board where it belongs.”  [Have students discuss, place cards on board, make causal connections between TRY and OUTCOME using because strings, and verbalize the connections using BECAUSE/WHICH CAUSED]  [Students should: Connect the TRY and the OUTCOME cards and say, “The girl found a rubber duck and gave it to the pig, BECAUSE (make finger move) the girl looked in the toy box.” OR “The girl looked in the toy box, WHICH CAUSED her to find the rubber duck and give it to the pig.”] |
| \_\_\_\_\_ | Say: “I think we have enough of our board covered now. I’m going to finish reading the rest of the story. We will come back to the board afterwards. Don’t worry about tapping/holding up cards anymore. Just enjoy the rest of the story, and be thinking about any causal connections you see.” |
| \_\_\_\_\_ | [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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|  | ***Finishing the Story***  Read the rest of the story (slides 9-27) without stopping. |
| \_\_\_\_\_ | f. [After you finish reading the story remind students of how to use the organizer to retell the story.]  Say: “Now I want you to work together to use the Velcro board to retell the story. You don’t want to read it exactly as it is on the cards, because that would be boring.”  [Have students retell the beginning of the story using the completed organizer if time permits. Teacher will remind students of the events that followed after they stopped recording on the Velcro board.] |
| \_\_\_\_\_ | g. [Take a card out of the chain.]  Say: “Does the story still make sense when I take out an event?”  [Student response]  Say: “No, the story doesn’t make sense if you take an event out because in a causal chain one event causes the next event which causes the next event and so on. That means all the events are important to the story because each event causes the next event to happen. If one of the events is missing, the story doesn’t make sense.” |
| \_\_\_\_\_ | h. Provide evaluative feedback on the students’ performance and behavior. |
|  | ***Materials for Part 6: Guided Practice using Story Creation Bags***  **(Do this activity if you have 10-15 minutes left in the lesson, or if your small group finishes before the other small group)**   * Story creation bags (in teacher box) |
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| \_\_\_\_\_ | 6. **Guided Practice using Story Creation Bags** (10-15 min.)  a. [If you have 10-15 minutes left in the lesson and/or your small group has finished before the other small group]:  Say: “We will now use using pictures to create our own stories with these Story Creation cards.” |
| \_\_\_\_\_ | b. [Show the students the bags of character/setting/goal cards from which to choose.]    Say: “Remember we have learned that stories have goals, tries, and outcomes in them. So, the story we create with the pictures should also have goals, tries, and outcomes.” |
| \_\_\_\_\_ | c. [If your group has never done the story creation activity]:  [Model a story creation for students using one of the story creation bags. Be sure to include all parts of the story (character/setting/goal/try/outcome) with extra details to make it interesting.] |
| \_\_\_\_\_ | d. [Have each student create an oral story that contains goals, tries, and outcomes using the bag of cards chosen. Students should share their stories one at a time. The other students should listen and try to identify the goal/try/outcome in the story.] |
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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 Sheet (make 2 copies) (Lesson 8 Appendix, pp. 3-4) |
| \_\_\_\_\_ | 7. **Student Evaluation #2** (5 min.) |
|  | [If tablets are available follow the directions in this dark gray box]  [Teachers will be able to view student responses on the top left of the teacher tablet. You should remind students to respond if they have not made a response. If necessary, teachers can also remind students to wait for the magic words, ‘Think, Ready, Respond’ before responding. Once all student responses have been recorded, the teacher will tap on the ‘Done’ button on the top right of the screen on the teacher tablet. If the teacher tries to move on to the next question without hitting ‘Done,’ the ‘Done’ button will flash until it is pressed. Co-teachers should circulate to ensure that students are responding to the questions appropriately.] |
| \_\_\_\_\_ | a. **Directions:**  [Distribute student tablets]  Say: “Now that we have finished the activity I want you to think about how hard it was for you, how much you liked it, and how much you think you learned. I will ask you a question, and I want you to tap the answer on your tablet that best shows what you think. The answer you choose should have a yellow or green border around it after you tap it.” |
| \_\_\_\_\_ | b. **Ask Questions:**  Say: “First, I want you to think about how hard you thought the activity was.”  [The tablets should now display the student response options for DIFFICULTY OF THE ACTIVITY (yellow-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.] |
| \_\_\_\_\_ | 1. Say: “What we did just now with the *If You Give a Pig a Pancake* book activity was *really hard*, *hard*, *okay*, *easy*, or *really easy*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 2. Say: “Learning how to identify CAUSAL CHAINS 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 *If You Give a Pig a Pancake* book activity was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 4. Say: “Learning how to find CAUSAL CHAINS was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | Say: “Now we are going to think about how well you think you can identify CAUSAL CHAINS in a story.”  [The tablets should now display the student response options for EFFICACY (pink-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.] |
| \_\_\_\_\_ | 5. Say: “If someone asked me to identify a CAUSAL CHAINS 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. 35 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. 3-4 of the Lesson 8 Appendix. |
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|  | ***Materials for Part 8: Closure***   * Refrigerator Sheet to send home (make 6 color copies) (Lesson 8 Appendix, p. 5) |
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|  | ***If students start packing up:***  Students may try to get up or start packing their things during the wrap-up. If so they should be instructed that (1) the lesson is not over yet, (2) our group rules still apply, and (3) the teacher will let them know when it is time for them to pack up their things. |
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| \_\_\_\_\_ | 8. **Closure**  a. Pass out refrigerator sheets to students and have them follow along as you review the information. |
| \_\_\_\_\_ | b. Say: “Today we practiced finding causal chains in stories. In a causal chain, one event causes another event, which causes another event, which causes another event, and so on. If you were to take one event out of the story, it wouldn’t make sense anymore.” |
| \_\_\_\_\_ | c. Say: “When you go home tonight try to recognize causal chains or goals, tries, and outcomes when you are reading, watching television, playing games, or real life. We will share the causal chains or goals, tries, and outcomes we notice the next time we meet.” |

END OF LESSON

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