NS Lesson #9

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

* Identify goals, attempts/tries, and outcomes from two perspectives (primary)
* Identify inferred goals, attempts, and outcomes for protagonist (secondary)
* Students explain/verbalize what goals, attempts outcomes are (review/reinforce)
* Establish that goals are important to a story
* Identify causal chains (explicit) (review/reinforce)
* Students explain/verbalize what events and causes are (review/reinforce)
* Identify inferred goals/attempts for protagonist (review/reinforce)
* Recall/retell texts using graphic organizers (build working memory strategies)

*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 (for reference only, Base Appendix, pp. 16-17) * Directed Movement Activities (Base Appendix, pp. 18-22) (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 9 Appendix *(To be printed)*:**   * Lesson 9 Magician Narrative Review from Lesson 8 Mastery Sheet (Lesson 9 Appendix, p. 1) * Lesson 9 Magician Narrative Mastery Sheet (Our perspective) (Lesson 9 Appendix, p. 2) * Lesson 9 Magician Narrative Mastery Sheet (Tatiana’s perspective) (Lesson 9 Appendix, p. 3) * *Mariza* Mastery Sheet (Man’s perspective) (Lesson 9 Appendix, p. 4) * *Mariza* Mastery Sheet (Donkey’s perspective) (Lesson 9 Appendix, p. 5) * Student Evaluation Record Sheet (make 2 copies) (Lesson 9 Appendix, pp. 6-7) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 9 Appendix, p. 8)   **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: Lesson 9 Video from Alex the Magician (1 copy) * Video: *Mariza* (2 copies)   **Pre-Printed Cards *(in Lesson 9 Box)*:**   * Lesson 8 Magician Narrative Review * Lesson 9 Magician Narrative (Our perspective cards: 2 sets) * Lesson 9 Magician Narrative (Tatiana’s perspective cards: 1 set) * Lesson 9 *Mariza* (Man’s perspective cards including character card for Man: 2 sets) * Lesson 9 *Mariza* (Donkey’s perspective cards including character card for Donkey: 2 sets)   **Boards from Previous Lesson(s):**   * Lesson 8 Magician Narrative Review (build before the lesson begins)   **Additional Materials and Props *(in Lesson 9 Box)*:**   * Various items to be used to hide magic tricks (e.g., a tote bag, a cardboard box)   **Magician Materials *(in Magician Box)*:**   * Magician Hat (Magician retrieves) * Cape (Magician retrieves) * Tatiana Wig (Tatiana retrieves) * Tatiana Glasses (Tatiana retrieves) * 8 Magic Tricks (Teacher and Co-teacher will select and decide where to put them) |

**Lesson 9**

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|  | ***Setting Up for the Magician Narrative***  *Before the lesson begins*:   1. Decide with your co-teacher which 8 magic tricks you will use. The tricks are in the Magician’s Box. 2. Discuss and make arrangements with your co-teacher and with research personnel where to place the 8 magic tricks. This should be in a room/location close to your classroom. 3. Undergraduate helpers or research personnel will place the 8 magic tricks and the items in which to hide them (e.g., boxes, bags) in the room/location. Place the tricks in a spot in the room/location where students can easily find them. 4. Some teachers choose to do this lesson in their classroom. You can do that, but some students are frightened of Tatiana and then become afraid to remain in their classroom as it now seems “unsafe.” Therefore, we do not recommend that you choose this option.   *After the students have entered the classroom:*   1. Undergraduate helpers/research personnel will put the 8 magic trick for the Magician Narrative in the room/location where you, your co-teacher, and research personnel decide they will be hidden, but you will need to tell them that location before the lesson begins. |
|  | ***Building Board from Previous Lesson:***  *Before the lesson begins:*   1. Build the Lesson 8 Magician Narrative Review Velcro board using the Lesson 8 Magician Narrative Review pre-printed cards, which are in the Lesson 9 box. 2. Use the Lesson 9 Magician Narrative Review from Lesson 8 Mastery Sheet (Lesson 9 Appendix, p. 1) as a guide when building the board. |
|  | ***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 Boards (2) (in classroom)   + Wikki stix (in Teacher Box)   + Wet erase marker (in Teacher Box)   + Pre-printed cards: *Mariza* (Man’s perspective cards including character card for Man: 1 set) (in Lesson 9 Box)   + Pre-printed cards: *Mariza* (Donkey’s perspective cards including character card for Donkey: 1 set) (in Lesson 9 Box)   + Video: *Mariza*  (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) * Velcro board * Lesson 8 Magician Narrative Review (build before the lesson begins) |
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| \_\_\_\_\_ | 1. **Introduction/Review** (10 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 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: “I had a goal since our last session. My sister’s birthday is coming up, and she showed me a pair of shoes that she really liked. I knew she would really like them, so my goal was to buy them for her. My first try was to go to the store, but when I got there they didn’t have the shoes in her size, so I wasn’t able to get them for her. I still wanted to get her the shoes for her birthday, so my next try was to look for them online. I was able to find the exact shoes she wanted, so I ordered them for her. I got my goal!” |
|  | 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 be adding a new part to what we already know about finding goals, tries, and outcomes and being detectives. We will be learning about goals, tries, and outcomes from two points of view, or perspectives.” |
|  | 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 8.]  [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?” [make “why” gesture]   [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.] |
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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 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). |
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| \_\_\_\_\_ | 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. **Magician Narrative Review**:  [Point to the Lesson 8 Magician Narrative Review board as you engage in the review] |
| \_\_\_\_\_ | * Say: “During our last lesson we had a GOAL. What was it?”   [Student response: To find a book on how to take care of rabbits.]  [Point to yellow thought bubble, which says ‘We want to… find a book on how to take care of rabbits.’] |
| \_\_\_\_\_ | * Ask: “WHY did we have this goal?” [make “why” gesture]   [Student response: Because we are taking care of Alex the Magician’s rabbit while she’s in Cincinnati at a conference.]  [Point to the blue Because Card.] |
| \_\_\_\_\_ | * Say: “Our goal was to find a book on 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. Or we can say Alex the Magician asked us to take care of her rabbit while she’s in Cincinnati, *which caused* us to have the goal of finding a book on how to take care of rabbits.”   [Point to the corresponding cards on the Velcro board while explaining the connections.] |
| \_\_\_\_\_ | * Ask: “What did we TRY to get our goal?”   [Student response: We tried going to the library.]  [Point to the TRY Card on the Velcro board.] |
| \_\_\_\_\_ | * Ask: “WHY did we try this?” [make “why” gesture]   [Student response: Because our goal was to find a book on how to take care of rabbits.] |
| \_\_\_\_\_ | * Say: “We went to the library *because* our goal was to find a book on how to take care of rabbits.”   [Point to the corresponding cards on the Velcro board while explaining the connection.] |
| \_\_\_\_\_ | * Say: “After we figure out what our try is, we have to look for the OUTCOME. What happened as a result of our try?”   [Student response: We found a book in the library that told us how to take care of rabbits. It was an outcome yes.]  [Point to the Outcome Card on the Velcro board.] |
| \_\_\_\_\_ | * Ask: “WHY did that outcome happen?” [make “why” gesture]   [Student response: Because we tried looking in the library.] |
| \_\_\_\_\_ | * Say: “We found the book that told us how to take care of rabbits *because* we looked in the library.”   [Point to the corresponding cards on the Velcro board while explaining the connection.] |
| \_\_\_\_\_ | * Ask: “So did we get our goal?”   [Student response: Yes. We figured out how to take care of rabbits.]  Ask: “Was our goal still the same?”  [Student response: No. We already found the book that told us how to take care of rabbits.] |
| \_\_\_\_\_ | Say: “Good, we got our goal. So, we have the book that helps us learn how to take care of rabbits. Then, of course, we had a minor accident where I accidentally ripped a page in the book. So, we had a new goal of wanting to fix the page. We tried using tape, but the tape dispenser was empty. So, that didn’t work. Then we tried using a stapler, and that worked well. The page was fixed. So, now we are ready to continue with our magician story and find out what happens today.” |
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|  | ***Materials for Part 2: Explicit Instruction/Guided Practice with Magician Narrative***   * 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 9 Magician Narrative Mastery Sheet (Our perspective) (Lesson 9 Appendix, p. 2) * Lesson 9 Magician Narrative Mastery Sheet (Tatiana’s perspective) (Lesson 9 Appendix, p. 3) * Pre-printed cards: Magician Narrative (Our perspective cards: 2 sets) * Pre-printed cards: Magician Narrative (Tatiana’s perspective cards: 1 set) * Video: Lesson 9 video message from Alex the Magician (1 copy) * 2 Velcro boards * Wikki stix * Wet erase marker * Tatiana costume (magician’s hat, wig, glasses) * 8 magic tricks (in Magician’s Box: Teacher and Co-teacher will select and decide where to put them) * Various items to be used to hide magic tricks (e.g., a tote bag, a cardboard box) |
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|  | ***Overview of Procedures for the Magician Narrative*** (This is just an overview of the activity. A script follows)  *Before the lesson begins*:   1. Decide with your co-teacher which 8 magic tricks you will use. The tricks are in the Magician’s Box. 2. Discuss and make arrangements with your co-teacher and with research personnel to decide where to place the 8 magic tricks. This should be in a room/location close to your classroom. 3. Undergraduate helpers or research personnel will place the 8 magic tricks and the items in which to hide them (e.g., boxes, bags) in the room/location. Place the tricks in a spot in the room/location where students can easily find them. 4. Some teachers choose to do this lesson in their classroom. You can do that, but some students are frightened of Tatiana and then become afraid to remain in their classroom as it now seems “unsafe.” Therefore, we do not recommend that you choose this option.   *Materials to Take Along on Journey:*  Teacher will bring:   * Tablet with lesson on it   Co-teacher will bring:   * Tablet with lesson on it * 1 Velcro board * Wikki stix * Pre-printed cards Lesson 9 Magician Narrative (1 set: build board as you are on the journey) * Wet erase marker * Students will bring: * Tablets (or Goal/Try/Outcome cards) * Procedure cards   *Procedure for Journey to Get the Magic Tricks and Keep them Safe:*   1. Take 1 Velcro board and 1 set of pre-printed cards for the Magician Narrative with you as you go to get the magic tricks so that the Co-teacher can build the board with the students as they plan their tries to hide the tricks from Tatiana. 2. Leave 1 Velcro board and 1 set of pre-printed cards for the Magician Narrative in the classroom so that the teacher can build the board with the students as they return to the classroom with their tricks. 3. Chart each TRY *before* the person makes their attempt to get past Tatiana. 4. The teacher will make the first TRY to hide a trick from Tatiana. 5. After the teacher’s try, the teacher returns to the classroom and prepares to greet the children as they each make their attempts to get past Tatiana. 6. Chart each OUTCOME *before* the next person tries to get their trick past Tatiana. 7. The children make their TRIES next. They may go in groups of 2 to shorten the process. 8. The teacher will chart the remaining tries and outcomes with the children in the classroom as they come back to the classroom with their tricks. 9. The Co-teacher remains with the children where the tricks are hidden and works with the children to chart each try and outcome as it occurs (and as they await their try). 10. The Co-teacher makes the last TRY. 11. Once everyone is back in the classroom, the entire group charts the events from Tatiana’s perspective together. |
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|  | 2. **Explicit Instruction/Guided Practice with *Magician Narrative*: 2 Points of View** (30-40 minutes) |
| \_\_\_\_\_ | a. Say: “Today; in order to help us understand goals, tries, and outcomes from two points of view, we are going to continue our Magician Narrative.” |
|  | [Explain to students that we will now continue with “**I Do/You Help.**”] |

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| \_\_\_\_\_ | 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] |
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| \_\_\_\_\_ | b. Say: “When a story has more than one main character, each character has what’s called a ‘point of view, or perspective.’ This means that each character may see the same events differently or that they may have different goals.” |
| \_\_\_\_\_ | Say: “Today we are going to learn how to identify the goals, tries, and outcomes from each character’s point of view in the story. This can be an important part of some stories when you need to understand what two different characters’ goals are. We may still need to be DETECTIVES and use our clues to make inferences about what is happening in the story. We will also still be looking for connections while we read.” |
| \_\_\_\_\_ | c. Say: “Remember before we found Alex the Magician’s rabbit last time, that Alex the Magician tried to show us a magic trick. She tried to pull her rabbit out of her hat, but she couldn’t find it. The Head Magician came and kicked her out of the Magician’s Club. We read her Magician’s Handbook.” |
| \_\_\_\_\_ | Say: “Remember, there were three things she needed to do to get back into the Magician’s Club: (1) bring some new magicians into the Magician’s Club; (2) create an exciting brand-new trick for the club; and (3) have all magicians’ inventory including hat, wand, cape, and rabbit. This gave us our new goal, which is to help Alex the Magician get back into the club.” |
| \_\_\_\_\_ | Say: “In our last session, we found Alex the Magician’s lost rabbit, which caused us to have the goal of finding a book so that we could learn how to take care of the rabbit. So, now we have helped her a little bit with the goal of getting back into the Magician’s Club because we found her rabbit. So, she now has all of her magician equipment!” |
| \_\_\_\_\_ | Say: “As we work on our magician story today each of you should tap/hold up your GOAL, TRY, and OUTCOME cards when you notice one happening. When we notice a goal, try, or outcome we will stop briefly so that I can write the goal, try, or outcome on a card. Then you can chart them on the Velcro board.” |
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| \_\_\_\_\_ | [If tablets are available follow the directions in this dark gray box]  [The rest of this activity is a free response period. Students can freely respond when they identify a 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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| \_\_\_\_\_ | Say: “I’m not sure what Alex the Magician is up to today, but she sent us a video message. Let’s watch it and see what she says.”  [Watch the video at least twice to be sure that students will be able to identify the goal.] |
|  | ***Magician’s Video Message***  **Summary:** Alex the Magician’s video shares she is attending a magician’s conference in Cincinnati learning some new magic tricks so she can back into the Magician’s Club. She has left some tricks for us somewhere in the school (e.g., the front office). She won’t be able to teach us the tricks today, but asks us to go get them and bring them back to the classroom. She warns us about her evil cousin Tatiana, who is also a magician. Alex the Magician and Tatiana have been competing for years to be the better magician, and she warns us that Tatiana will try to take the tricks, so we will need to guard them carefully so that she can teach us how to perform them when she gets back in town. She describes her cousin Tatiana, who has black and white hair and glasses. Alex the Magician should also reference the three things she has to do to get back in the club (i.e., recruit new magicians, learn a cool new trick, and have all the items in her inventory) and hold up a checklist of these requirements.  **Video Script:** In the video Alex will say, “Hey guys! Alex the Magician here! I’m up in Cincinnati at a Magician’s Conference working on my checklist to get back into the club. It’s not too bad.”  Then she will pick up a brightly colored checklist. It is a list of the tasks she has to do to get back into the Magician’s Club. She will say, “My first task is to have all my Magician’s Inventory. Well, you all found my rabbit so we’re good on that. Thank you!”  She will put a check mark beside “Have all Magician’s Inventory.” Then she will say, “Done! My second task is to learn a cool new trick. Well, I’m at the magician’s conference right now. So, that shouldn’t be too hard. I’ll learn something cool and show you all when I get back. My third task is to bring in some new magicians. I’ll work on that a little later.”  Then she will alert you to your new goal. She will say, “Uh, one more thing, I left some of my tricks in the school the other day. I thought they would be safe there, but my evil cousin Tatiana is in town right now. She has black and white hair and wears glasses. She’s not very nice. She really wants to steal my tricks so she can be a better magician than me. Could you please go get my tricks? But, be sure to watch out for Tatiana. She is sneaky. Please keep them safe. I really need them. I hope you can help me out with this! I’d really appreciate it! Well, I gotta go learn some new tricks. I’ll see you soon!” |
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| \_\_\_\_\_ | d. Say: “Well now that we have seen the video once, let’s watch it one more time, because it sounded to me like Alex has a new goal for us. Let’s listen once more and see if we can figure out what our new goal is. If you hear a goal, be sure to tap/hold up your goal card.” |
| \_\_\_\_\_ | [Watch Alex the Magician’s video message one more time. Students should tap/hold up goal cards.] |
| \_\_\_\_\_ | Say: “So, what is our goal? What do we want to do or get?”  [Student response: We want to go get the magic tricks and keep them safe from Tatiana.]  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 Alex the Magician sent us a video message warning us that Tatiana will try to take the tricks.]  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 to the left of the GOAL.]  [Student should also: Connect the blue BECAUSE card to the GOAL and say, “We want to go get the tricks and keep them safe from Tatiana, BECAUSE (make finger move) Alex the Magician sent us a video message warning us that Tatiana will try to take the tricks.” OR “Alex the Magician sent us a video message warning us that Tatiana will try to take the tricks, WHICH CAUSED us to want to go get the magic tricks and keep them safe from Tatiana.” |
| \_\_\_\_\_ | Say: “Okay, so we have our goal. We just need to go get the tricks and keep them safe from Tatiana. I think I saw them earlier today in the [name of room], but I didn’t know what they were. Now that I saw Alex the Magician’s video, I’m pretty sure that what I saw was her magic tricks. So, if we can just go to [name of room] and get the magic tricks we’ll make sure we keep them safe. We’ll have to keep a look out for Tatiana.”  Say: “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. Remember, that we will need to be respectful, stay on task, and stay together while we are traveling through the school. I’m going to ask Ms./Mr. Co-teacher to bring our Velcro board so we can remember our goal and chart our tries and outcomes. Let’s line up at the door and begin our journey to see if we can go get those magic tricks and keep them safe.” |
| \_\_\_\_\_ | e. [Take students on journey to wherever you have hidden the magic tricks (someplace close to your room), which has been set up so that the following items are in it: the 8 magic tricks and various things (e.g., bags, boxes) for students to hide the tricks in.] |
| \_\_\_\_\_ | [Once you arrive in the room, gather the tricks. The children will want to play with them. Keep them focused on the need to keep them safe and get them back to the room before Tatiana shows up.]  Say: “Okay we found the magic tricks! It wasn’t too hard to find them. We have to get them back to our classroom safely so Alex the Magician can help us learn how to perform them. But, we have to keep an eye out for Tatiana.”  [Give each child a magic trick to carry.] |
|  | ***Instructions for Tatiana***  Tatiana will lurk around in the hallway looking for the tricks. |
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|  | f. [The co-teacher notices that Tatiana is in the hallway.] |
| \_\_\_\_\_ | Say: “Oh my gosh there’s Tatiana! She is the other magician who might try to take our magic tricks. We have to keep these tricks safe. We will have to hide them to make sure she doesn’t get them as we walk past her!”    [Meanwhile, Tatiana looks around for the magic tricks.] |
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|  | ***Instructions for Tatiana***  Tatiana will lurk around in the hallway looking for the tricks. She will take the teacher’s trick, but she will not be able to get the children’s tricks. Tatiana will also get the Co-teacher’s trick.  As each child goes past Tatiana she will exclaim things like, “Oh my gosh, do you guys have any extra magic tricks? I am looking for new magic tricks for my show.” [Tatiana will not get the children’s magic tricks though.] |
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|  | ***Charting Instructions for Teacher/Co-teacher***   * Both teachers will have Velcro boards and goal, try, outcome cards, and Because Strings to add to the boards as the narrative unfolds. * Boards will be filled out identically. This is so that the children who are back in the classroom (who have already made their try) and the children who are still in the room where the magic tricks were found (who have not made their try yet) can both practice charting the tries and outcomes as each try/outcome occurs. |
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| \_\_\_\_\_ | [Huddle the children together in the room where the tricks were found.]  Say (whispering for effect): “Okay, let’s remind ourselves of our goal? What do we want to do?”  [Students respond: We want to go get the magic tricks and keep them safe from Tatiana.]  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 did we have this goal?” [make “why” gesture]  [Student response: Because Alex the Magician sent us a video message warning us that Tatiana will try to take the magic tricks.] |
| \_\_\_\_\_ | Say: “Okay, we have to keep these tricks safe. So, we are going to have to think of tries, or ways, to get past Tatiana so she doesn’t take our magic tricks! What is something we can TRY to keep these tricks safe as we take them back to the classroom? I see that there are some bags and boxes here. Maybe we can use those?”  [Have the children share ideas of what we can do to hide the magic tricks. Use various items like boxes, bags, and coats to hide them.] |
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|  | ***Procedure for Making Tries***  1. The lead teacher will be the first to make a TRY.  2. The co-teacher will be the last to make a TRY.  3. The lead teacher and the co-teacher should both make their own tries to hide the magic tricks ridiculous (e.g., putting it under a hat, or under your shirt so that Tatiana will easily see the magic trick and “catch” you resulting in an Outcome: Fail).  4. Be sure the children’s magic tricks are better hidden so that their tries will result in Outcome: Yes.  5. Children can go two at a time to make the process quicker, but be sure to chart the TRY before the make their attempt with students.  6. After a child/pair of children makes a TRY, the teacher and co-teacher should chart the OUTCOME with students. |
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| \_\_\_\_\_ | g. Say: “We will need to go one at a time (or two at a time) so we can stay safe. I’m going to go first just to see what she is going to do. I think that I’m going to TRY [insert where you are going to hide your trick].  [Students should tap/hold up TRY cards] |
| \_\_\_\_\_ | Ask: “So, what am I trying to get our goal?”  [Student response: You are going to try to put the trick (insert where the teacher is going to hide the trick.)]  [Co-teacher should write the teacher’s TRY on a blank try card.]  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 am I trying this?” [make “why” gesture]  [Student response: Because (make finger move) we have to keep the tricks safe from Tatiana.]  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, “Ms. (Teacher) is trying to hide the trick (insert where the teacher is going to hide the trick) BECAUSE (make finger move) we want to keep the tricks safe from Tatiana.” OR “We want to keep the tricks safe from Tatiana, WHICH CAUSED Ms. (Teacher) is trying to hide the trick (insert where the teacher is going to hide the trick).” |
| \_\_\_\_\_ | Say: “Okay, I’m going to make my TRY. You all stay here with Ms./Mr. Co-teacher and see what my outcome is. Then you’ll get your chance to make your tries.”  [Tatiana will take the teacher’s trick. After going past Tatiana, the lead teacher will wait in the classroom doorway to gather the children as they come down one by one. As each child arrives the teacher will begin charting the rest of the journey on the other Velcro board.] |
| \_\_\_\_\_ | Co-teacher asks: “Okay, well what happened as a result of Ms. (Teacher’s) try? [make “what happened” gesture]  [Student response: Tatiana took the magic trick.]  Co-teacher asks: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME FAIL card to the right of the Try #1 card.] |
| \_\_\_\_\_ | Co-teacher says: “So, what was the OUTCOME?”    [Student response: It was an outcome fail.] |
| \_\_\_\_\_ | Co-teacher asks: “WHY did this outcome happen?” [make “why” gesture]  [Student response: Because (make finger move) Ms. (Teacher) tried hiding the trick (insert TRY).]  Co-teacher says: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect TRY #1 to the OUTCOME FAIL using Because string and say, “Tatiana took the magic trick BECAUSE Ms. (Teacher) tried hiding it (insert TRY). OR Ms. (Teacher) tried to (insert TRY) WHICH CAUSED (make finger move) Tatiana to take the magic trick.”] |
| \_\_\_\_\_ | Ask: “Is our goal still the same?”  [Student response: Yes, we need to keep the rest of the magic tricks safe from Tatiana.] |
| \_\_\_\_\_ | [Each child will now make their attempt. To make the process quicker, students could go in pairs.]  [The co-teacher will wait with the children in the room where the magic tricks were. The co-teacher will chart the OUTCOME to the previous try with the remaining children. Then the co-teacher will chart the next TRY with the students on the Velcro board before they make their try.] |
| \_\_\_\_\_ | [The teacher will wait in the doorway of the classroom to greet the students as they arrive.]  [The teacher will also chart the tries and outcomes on the other Velcro board with the students who have made it past Tatiana and are now in the classroom.] |
|  | ***Charting the Students’ TRIES and OUTCOMES***  The Co-teacher and Teacher will follow the 8-step procedure *below* to chart each student’s TRY and OUTCOME. You will need to repeat the procedure below once for each student who makes a TRY. That means the procedure may need to be repeated as many as 6 times (once for each student). There will only be one fidelity box in the segment so that you can see all of the steps without tapping each step for each question. |
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|  | ***Fidelity Instructions***  Make a check mark next to the questions below each time they are asked. That means there might be 6 check marks next to each question. |
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| **NOTE: Both the Teacher and Co-teacher should refer to the lessons on their tablets/paper for this portion.** | |
| \_\_\_\_\_ | 1. Co-teacher/Teacher will review: “So, what was our goal?”   [Student response: To keep the tricks safe from Tatiana.] |
|  | 1. Co-teacher/Teacher will ask: “What will (Name) TRY to get this goal?”   [Student response: (Name) will try to hide the magic trick (in a box, bag or whatever the try was)]  [Co-teacher/Teacher should write the child’s TRY on a blank try card.]  Co-teacher/Teacher will say: “Can someone place the TRY on the Velcro board?”  [Students should: Place TRY under the GOAL.] |
|  | 1. Co-teacher/Teacher will ask: “WHY did he/she try this?” [make “why” gesture]   [Student should: Connect the TRY to the GOAL with a Because string and say, “(Name) tried to hide the magic trick (in a box, bag, or whatever the try was) BECAUSE (make finger move) he/she wanted to keep the magic trick safe from Tatiana.” OR “(Name) wanted to keep the magic trick safe from Tatiana WHICH CAUSED him/her to try to hide the magic trick (in a box, bag, or whatever the try was).”] |
|  | 1. Student (or pair of students) makes their TRY. |
|  | 1. Co-teacher/Teacher will ask: “What happened as a result of this try? What was the OUTCOME?” [make “what happened” gesture]   [Student should: Place the OUTCOME to the right of the TRY and say, “Tatiana took/did not take the magic trick. Outcome Fail/Yes.”] |
|  | 1. Co-teacher/Teacher will ask: “WHY did this outcome happen?” [make “why” gesture] Can someone use a Because string to show this connection and retell that connection?”   [Student should: Connect OUTCOME to TRY with Because string and state causal connection using BECAUSE/WHICH CAUSED |
|  | 1. Co-teacher/Teacher will ask: “Was our goal still the same?” [Yes. We need to keep the rest of the magic tricks safe from Tatiana.] |
|  | 1. Repeat steps 1-7 of the process for each child’s TRY. |
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| \_\_\_\_\_ | [After all of the children have made their tries (and are with the lead teacher back in the classroom), have the co-teacher make the last ridiculous try. Stand and watch the co-teacher to see if she/he gets past Tatiana without losing her magic trick (she will not)] |
| \_\_\_\_\_ | Teacher asks: “So, what did Ms./Mr. Co-teacher TRY?”  [Student response: She/he tried to put the trick (insert where the co-teacher hid the trick.)]  [Teacher should write the co-teacher’s TRY on a blank try card.]  Teacher says: “Can someone place the TRY on the Velcro board?”  [Students should: Place Co-teacher’s TRY under the GOAL.] |
| \_\_\_\_\_ | Teacher asks: “After a TRY, we ask WHY. WHY did Ms./Mr. Co-teacher try this?” [make “why” gesture]  [Student response: Because (make finger move) we have to keep the tricks safe from Tatiana.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect Co-teacher’s TRY and the GOAL with Because String and say, “Ms/Mr. (Co-teacher) is trying to hide the trick (insert where the co-teacher hid the trick) BECAUSE (make finger move) we want to keep the tricks safe from Tatiana.” OR “We want to keep the tricks safe from Tatiana, WHICH CAUSED Ms./Mr. (Co-teacher) to hide the trick (insert where the co-teacher hid the trick).” |
| \_\_\_\_\_ | Teacher asks: “Okay, well what happened as a result of Ms./Mr. (Co-teacher’s) try? [make “what happened” gesture]  [Student response: Tatiana took the magic trick.]  Teacher asks: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME FAIL card to the right of the Try card.] |
| \_\_\_\_\_ | Teacher says: “So, what was the OUTCOME?”    [Student response: It was an outcome fail.] |
| \_\_\_\_\_ | Teacher asks: “WHY did this outcome happen?” [make “why” gesture]  [Student response: Because (make finger move) Ms./Mr. Co-teacher hid the trick (insert TRY).]  Teacher says: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect TRY to the OUTCOME FAIL using Because string and say, “Tatiana took the magic trick BECAUSE Ms./Mr. (Co-teacher) hid it (insert TRY). OR Ms./Mr. (Co-teacher) tried to (insert TRY) WHICH CAUSED (make finger move) Tatiana to take the magic trick.”] |
| \_\_\_\_\_ | Ask: “Is our goal still the same?”  [Student response: No, we kept most of the magic tricks safe from Tatiana.] |
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| \_\_\_\_\_ | h. [Once back in the classroom debrief with the students.]  Say: “Wow, that was exciting! We saved most of the tricks from Tatiana. You all did a really good job. Ms./Mr. Co-teacher and I did not do as well since Tatiana took our tricks. We charted our goal and all of our tries and outcomes here on the Velcro board. Let’s quickly retell the story from our perspective.”  [Retell the goals, tries and outcomes from the adventure quickly. Have the students retell their own try and outcome when it occurs in the retelling.] |
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|  | ***Teacher Response Instructions for Tatiana’s Perspective***  After students respond, the teacher will revoice what the students said, provide evaluative feedback, ask query aimed at discerning the source of the response, and make a connection to the lesson’s objectives.  For example, if the student said, “Tatiana’s goal is to take our magic tricks,” the teacher would respond, “Okay, so you’re saying that Tatiana wants to take our magic tricks. [revoice]. Great [evaluative feedback]! What in the story makes you think that is her goal? [query] Okay, so you’re saying that Tatiana’s goal is to take our magic tricks and you know this because \_\_\_\_\_. This is the goal. It is a really important part of the story. So, we’re going to write it down on this thought bubble to help us remember. So let’s do that now.” [Connect to lesson objectives] |
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| \_\_\_\_\_ | i. Say: “Now that we have reviewed what happened from *our* point of view we will think about the same events from another character’s point of view.” |
| \_\_\_\_\_ | Say: “When we think about a story from another point of view, we have to think about what the other character’s goal might be. So, let’s think about what Tatiana’s goal was. What did Tatiana want to do or get?”  [Student response: Tatiana wanted to take the tricks.]  Ask: “Can someone place Tatiana’s goal on the Velcro board?”  [Student should: Place the yellow goal thought bubble at the top of the new Velcro board.] |
| \_\_\_\_\_ | Ask: “WHY did Tatiana have this goal?” [make “why” gesture] [Because she wants to be a better magician than Alex. Connect goal to Because Card with Because String and state the causal connection using BECAUSE/WHICH CAUSED. |
| \_\_\_\_\_ | Ask: “So, now let’s think about what Tatiana tried first to get her goal of getting the tricks? Remember, I hid my trick in (TRY #1) to try to keep the trick safe from Tatiana. So, I have to think about what Tatiana was doing while I was hiding it. What did she do to get it from me? She talked to me and then grabbed the trick.”  [Co-teacher should write the Tatiana’s TRY #1 on a blank try card.]  Say: “Can someone place Tatiana’s TRY #1 on the Velcro board?”  [Students should: Place TRY #1 under the GOAL.] |
| \_\_\_\_\_ | Ask: “After a TRY, we ask WHY. WHY did Tatiana try this?” [make “why” gesture]  [Student response: Because (make finger move) she wanted to get the tricks.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect Tatiana’s TRY 1 and the GOAL with Because String and say, “Tatiana tried grabbing (Ms./Mr. Teacher’s) trick BECAUSE (make finger move) she wanted to take the tricks.” OR “Tatiana wanted to take the tricks, WHICH CAUSED her to grab it from Ms./Mr. (Teacher).”] |
| \_\_\_\_\_ | Teacher asks: “Okay, now we have to think about what happened as a result of Tatiana’s try?” [make “what happened” gesture]  [Student response: Tatiana took the magic trick. It was an outcome yes.]  Teacher asks: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME YES card to the right of the Try #1 card.] |
| \_\_\_\_\_ | Teacher says: “So, what was the OUTCOME?”    [Student response: It was an outcome yes.] |
| \_\_\_\_\_ | Teacher asks: “WHY did this outcome happen?” [make “why” gesture]  [Student response: Because (make finger move) Tatiana grabbed the trick from Ms./Mr. Teacher.]  Teacher says: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect TRY #1 to the OUTCOME YES using Because string and say, “Tatiana took the magic trick BECAUSE she grabbed it. OR Tatiana grabbed the trick WHICH CAUSED (make finger move) her to take the magic trick.”] |
| \_\_\_\_\_ | Teacher asks: “Is Tatiana’s goal still the same?”  [Student response: Yes, she still wanted to take the tricks.] |
|  | ***Charting the Rest of Tatiana’s TRIES and OUTCOMES***  Continue charting out Tatiana’s TRIES and OUTCOMES using the procedure that follows. Each student should think about what Tatiana TRIED to get his/her trick when he/she made their try. You will need to repeat the procedure below *once for each student* who made a TRY. That means the procedure may need to be repeated as many as 8 times (once for teacher, once for each student, and once for the co-teacher). There will only be one fidelity box so that you can see all of the steps without tapping each step for each question. |
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|  | ***Fidelity Instructions***  Make a check mark next to the questions below each time they are asked. That means there might be 8 check marks next to each question. |
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| \_\_\_\_\_ | 1. Ask: “What did Tatiana TRY to get her goal?”  [Student response: Tatiana (insert whatever Tatiana did to try to take) child’s trick.]  [Co-teacher should write Tatiana’s TRY on a blank try card.]  Say: “Can someone place Tatiana’s TRY on the Velcro board?”  [Students should: Place TRY under the GOAL.] |
|  | 2. Ask: “After a TRY, we ask WHY. WHY did she try this?” [make “why” gesture]  [Student response: Because (make finger move) she wanted to take the tricks.]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect Tatiana’s TRY and the GOAL with Because String and say, “Tatiana tried (insert what Tatiana did) BECAUSE (make finger move) she wanted to take the tricks.” OR “Tatiana wanted to take the tricks, WHICH CAUSED her to (insert TRY).”] |
|  | 3. Ask: “What happened as a result of this try? What was the outcome?” [make “what happened” gesture]  [Student response: Tatiana (did not/did) take the trick. Outcome Fail/Yes.]  Teacher asks: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME FAIL/YES card to the right of the Try card.] |
|  | 4. Ask: “WHY did this outcome happen?” [make “why” gesture]  [Student response: Because Tatiana (insert whatever Tatiana did to take) the trick Lead Teacher hid (insert wherever the lead teacher hid the trick).]  [Student response: Because (make finger move) Tatiana grabbed the trick from (Child’ name).]  Teacher says: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect TRY to the OUTCOME FAIL/YES using Because string and say, “Tatiana (did not/did) take the magic trick BECAUSE she (insert TRY). OR Tatiana (insert TRY) the trick WHICH CAUSED (make finger move) her (to take/not to get) the magic trick.”] |
|  | 5. Ask: “Was Tatiana the Magician’s goal still the same?”  [Student response: Yes. Even though she already took one magic trick, she still wanted to take the others because she wanted as many tricks as she could get.] |
|  | 6. Repeat steps 1-5 until all tries and outcomes are made from Tatiana’s POV including the Co-teacher’s. |
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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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| \_\_\_\_\_ | [Review by comparing the two Velcro boards reiterating that the goals from each character’s POV differed.]  Say: “What do you notice about the goals from our perspective and the goals from Tatiana’s perspective?”  [Student response: We wanted to keep the tricks safe while Tatiana’s goal was to take them from us.] |
| \_\_\_\_\_ | Say: “What do you notice about the outcomes from our perspective and the outcomes from Tatiana’s perspective?”  [Student response: They are opposite. When we had an outcome fail Tatiana had an outcome yes. When we had an outcome yes Tatiana had an outcome fail.] |
| \_\_\_\_\_ | Say: “Good job! When we read stories, or watch videos, there are usually at least two points of view and that each character may have different goals, tries, and outcomes. We will continue to look at two different points of view in videos today after we do our green folders and take a break.” |
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|  | ***Materials for Part 3: Student Evaluation #1***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45) * Backup: Green folders and chips for students (in Teacher Box) * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation Record Sheet (Lesson 9 Appendix, pp. 6-7) |
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|  | 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 Tatiana and keeping Alex the Magician’s magic tricks safe was *really hard*, *hard*, *okay*, *easy*, or *really easy*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 2. Say: “Learning how to identify GOALS, TRIES, and OUTCOMES FROM TWO PERSPECTIVES 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 Tatiana and keeping Alex the Magician’s magic tricks safe was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 4. Say: “Learning how to find GOALS, TRIES, and OUTCOMES FROM TWO PERSPECTIVES was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | Say: “Now we are going to think about how well you think you can identify GOALS, TRIES, and OUTCOMES FROM TWO PERSPECTIVES 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 the GOAL FROM TWO PERSPECTIVES in a story *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 6. Say: “If someone asked me to identify what TWO CHARACTERS DO TO TRY TO GET THEIR GOALS in a story, *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 7. Say: “If someone asked me to identify the OUTCOME IN A STORY FROM TWO PERSPECTIVES *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. 36 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. 6-7 of the Lesson 9 Appendix. |
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|  | ***Materials for Part 4: Directed Movement Break***   * Directed Movement Activities (laminated copies) |
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| \_\_\_\_\_ | 4. **Directed Movement Break** (Co-teacher leads this 5- minute activity while Lead teacher prepares for second half of lesson)  a. The co-teacher will lead a directed movement break.  b. After movement break have students come back to the classroom to refocus as a group.  c. Say: “Today we have been learning how to find goals, tries, and outcomes from TWO characters’ points of view. In our magician story today our goal was to get the tricks past Tatiana, and Tatiana’s goal was to take the tricks. Characters may try different things to get their goals. In stories with two points of view characters may have different outcomes. Can anyone give me an example of a goal, try, and outcome from TWO perspectives from your movement break?” |
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|  | ***Materials for Part 5: Small Group Practice with Video***   * 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) * *Mariza* Mastery Sheet (Man’s perspective) (Lesson 9 Appendix, p. 4) * *Mariza* Mastery Sheet (Donkey’s perspective) (Lesson 9 Appendix, p. 5) * Pre-printed cards: *Mariza* (Man’s perspective cards including character card for Man: 2 sets) * Pre-printed cards: *Mariza* (Donkey’s perspective cards including character card for Donkey: 2 sets) * Video: *Mariza*  (2 copies) * Wet erase markers (2) * Velcro boards (2) * Wikki stix * Small Group Practice Flip Charts (2 sets) |
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|  | 5. **Small Group Practice with Video: *Mariza*** (20 min.)  a. [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] |
| \_\_\_\_\_ | b. [Discuss objectives:]  Say: “Now you are going to have a chance to work with each other to practice looking for goals, tries, outcomes, and causal connections from TWO perspectives in the in the video *Mariza* [pronounced Mah-rits-ah].” |
| \_\_\_\_\_ | Say: “This video doesn’t have any words, which means you will have to be DETECTIVES and look for clues while you watch the video because you won’t be able to hear what the characters’ goals, tries, and outcomes are.” |
| \_\_\_\_\_ | Say: “We will be looking for TWO perspectives in *Mariza*: the man’s perspective and the donkey’s perspective.” |
| \_\_\_\_\_ | c. [Briefly review finding goals, tries, and outcomes from two perspectives.]  Say: “Sometimes in stories there is more than one character who has a goal. When this happens we can look for goals, tries, and outcomes from two perspectives, just like we did during our magician story today.” |
| \_\_\_\_\_ | Say: “We can use the same steps to figure out what both characters’ goals, tries, and outcomes are. To find the GOAL we ask ourselves ‘What does the character want to do or get?’ When we are looking at stories from two perspectives the characters may have different goals.” |
| \_\_\_\_\_ | Say: “To find the TRIES for each of the characters, we ask ‘What did the character do to get their goal?’ Each character in the story may make different tries to get their goal.” |
| \_\_\_\_\_ | Say: “After we figure out the tries, we have to think about what the OUTCOMES are. To do this we ask ourselves, ‘What was the result of the try?’ When we are finding outcomes from two perspectives, we have to remember what each character’s goal is, because sometimes the same event will be an Outcome Fail for one character, and an Outcome Yes for the other. For example, in our magician story today Tatiana took the magic trick I was carrying. This was an Outcome Fail for us because our goal was to keep the magic tricks safe, but for Tatiana it was an Outcome Yes because her goal was to take the magic tricks.” |
| \_\_\_\_\_ | Say: “We can use the procedure card to help us remember all the steps we need to follow and the questions we need to ask ourselves.” |
|  | d. PRE-READING:  [Engage students in a discussion about what they/we know about donkeys (stubborn) and what kind of goals a man working with a donkey might have.] |
| \_\_\_\_\_ | Say: “Today we are going to watch a video about a man and his donkey. Before we read or watch a story, it’s always a good idea to think about what we know about the topic before beginning. So, what do you know about donkeys?”  [Students respond: Try to guide them toward thinking about donkeys being stubborn.]  Say: “What kind of goals do you think a donkey might have?”  [Students respond] |
| \_\_\_\_\_ | Say: “Now we will break into our small groups to watch the video and discuss the events and chart them out.”  [Ask half of students to stay with you in the room. Ask the other half to go with the Co-teacher to the other small group practice space.] |
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|  | ***Teacher’s Role During Small Group Practice***   * Provide support for the interaction but not the cognition (You should be guiding students’ interaction. You should not be guiding students toward answers). * Be sure to offer immediate reinforcement when students work together successfully. * Use the “Conversation Starters and Prompts” chart (see Base Appendix, p. 12) to assist with scaffolding. * The *teacher or co-teacher should do* ***all*** *of the reading in the sto*ry and ***all*** of the writing on the cards. * The children should **not** do any of the reading or writing.   Use the flip chart as needed throughout the activity to give students feedback on how they are doing at working together (working together, one person doing all the work, nobody working, or fighting). |
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|  | ***Prompts for Encouraging Student Collaboration***  If students are not talking to one another (No one is doing the work):   * Remember that you both have to work and talk to one another to figure out what the goals, tries, and outcomes are. * I want you to talk with one another to figure out the goals, 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 carrying the load. Please talk with one another and figure it out together.   If there is fighting:   * Remind students that the target is to find the goals, tries, 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, or 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 taping/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 prompts would be (in the following order):  Say: “Look on your procedure card. Remember, after we identify a (GOAL/TRY/OUTCOME), what do we do?”  To help students identify causal connections, ask [if students need further scaffolding]:  Say: “Look on your procedure card [point to the “why” after the GOAL/TRY/OUTCOME on the card]. Remember, after we identify the (goal/try/outcome) we ask ourselves, “WHY?” [make “why” gesture] Then we use our Because String to make connections between the events. Talk about WHY the man (had this goal/made this try/had this outcome) with your group. Once you agree you can put the Because string on the board and state the connections.” |
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|  | ***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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| \_\_\_\_\_ | e. Break students into small groups and go into different rooms. |
| \_\_\_\_\_ | f. [Place a character card of the man on the Velcro board.]  Say: “There are two characters in our video. There is a man and a donkey. We are going to watch the video and think about the man’s perspective first. So, we will watch the entire video once to see if we can figure out the goals, tries, outcomes, and causal connections from the man’s perspective.” |
| \_\_\_\_\_ | Say: “We will watch the video first to get a sense of the man’s goals, tries, and outcomes. Then we will watch the video a second time to see if we can identify and chart out the goals, tries, outcomes, and causal connections from the man’s perspective.” |
| \_\_\_\_\_ | g. [Watch the *Mariza* video all the way through once.] |
|  | h. [**Chart from the MAN’S PERSPECTIVE**: Use the procedure below to guide students to identify the goal and the first try and outcome from the **man’s perspective**.] |
|  | ***Charting Instructions***  Students should **only chart the man’s goal and first try and outcome** before moving on to the donkey’s perspective. If there is time afterward, the students may revisit the story from the man’s perspective and discuss the remaining tries and outcomes. |
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| \_\_\_\_\_ | Say: “Now we will watch the video again. As we watch the video the second time, each of you should (tap/hold up) your GOAL, TRY, and OUTCOME cards when you notice one happening in the story. When you (tap/hold up) your cards that is the indicator to me that we will stop watching. 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.”  [Encourage the use of the Goal/Try/Outcome cards and procedure cards. Encourage students to think aloud about their thoughts. Only stop the video when students tap/hold up marker and have them discuss. Students should complete the Velcro board as the video is being watched the SECOND time.] |
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| \_\_\_\_\_ | [If tablets are available follow the directions in this dark gray box]  [The rest of this activity is a free response period. Students can freely respond when they identify a 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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| \_\_\_\_\_ | 1. [Begin watching the video a second time. STOP video when students hold up a card. (The man’s first goal/try/outcome will be from 0:00-1:34 in the video)] |
| \_\_\_\_\_ | 1. [Students tap/hold up a GOAL card (from the man’s perspective)].   [If students are not taping/holding up cards, your prompt should be]:  Say: “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.”  [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.”  [If students struggle to identify the GOAL your prompt would be]:  Say: “Look on your procedure card. What should we look for first in a story?” |
| \_\_\_\_\_ | 3. [Teacher/Co-teacher will write what the students want on the blank GOAL card and have students place on the Velcro board.]  [Write GOAL on card for students and have them place it on the Velcro board.] |
| \_\_\_\_\_ | 4. [Students should discuss WHY the man had that goal, complete the blue because card, and state the causal connection using BECAUSE/WHICH CAUSED.]  [Teacher/Co-teacher: 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 your first prompt would be]:  Say: “Look on your procedure card. Remember, after we identify a GOAL, what do we do?”  [If students need further scaffolding]:  Say: “Look on your procedure card [point to the “why” after the GOAL on the card]. Remember, after we identify the goal we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events. Talk about WHY the man had this goal with your group. 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 card 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 man wants to get the donkey to go up the hill, BECAUSE (make finger move) the basket of fish have to get up the hill.” OR “The basket of fish has to get up the hill, WHICH CAUSED the man to want to get the donkey to go up the hill.”] |
| \_\_\_\_\_ | 5. [Watch until students tap/hold up a TRY card and discuss what TRY the man made.]  [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.”  [If students struggle to identify the TRY your first prompt would be]:  Say: “Look on your procedure card. What should we look for after we identify the goal in a story?” |
| \_\_\_\_\_ | 6. [Students discuss what the TRY was with one another.] |
| \_\_\_\_\_ | 7. [Teacher/Co-teacher will write what the students want on the blank TRY card and have students place on the Velcro board.]  [Write the TRY on a blank try card for the students and have them put it on the Velcro board where it belongs.] |
| \_\_\_\_\_ | 8. [Students should discuss WHY the **man** made that TRY, place Because Strings on the Velcro board, and state the causal connection using BECAUSE/WHICH CAUSED.]  [Use the following prompt if students forget to identify the causal connection after identifying the TRY]:  Say: “Look on your procedure card. Remember, after we identify a TRY, what do we do?”  [If students still have difficulty, use the following prompt]:  Say: “Look on your procedure card [point to the “why” after the TRY on the card]. Remember, after we identify a TRY we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events. Talk about WHY the man made this TRY with your group. Once you agree you can put the Because string on the board where it belongs and state the connection.”  [Have students discuss, place Because string 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 man pointed up the hill, BECAUSE (make finger move) he wants the donkey to go up the hill.” OR “The man wants the donkey to go up the hill, WHICH CAUSED him to point up the hill.”] |
| \_\_\_\_\_ | 9. [Watch until students tap/hold up an OUTCOME card.]  [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.”  [If students struggle to identify the OUTCOME your first prompt would be]:  Say: “Look on your procedure card. What should we look for after we identify a TRY in the story?” |
| \_\_\_\_\_ | 10. [Students should discuss WHAT HAPPENED as a result of the try and discuss what the OUTCOME was with one another.] |
| \_\_\_\_\_ | 11. [Teacher/Co-teacher will write what the students want on the blank OUTCOME FAIL/YES card and have students place on the card Velcro board.]  [Write the OUTCOME on a blank outcome card for the students and have them put it on the Velcro board where it belongs.]  If students struggle to identify the OUTCOME your first prompt would be:  Say: “Look on your procedure card. What do we look for after we see a TRY?”  [If students still have difficulty, use the following prompt]:  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.” |
| \_\_\_\_\_ | 12. [Student should discuss WHY the outcome happened with group, place Because String on the Velcro board, and state the causal connection using BECAUSE/WHICH CAUSED.]  [Use the following prompt if students forget to identify the causal connection after identifying the OUTCOME]:  Say: “Look on your procedure card. Remember, after we identify an OUTCOME, what do we do?”  [If students still have difficulty, use the following prompt]:  Say: “Look on your procedure card [point to the “why” after the OUTCOME on the card]. Remember, after we identify an OUTCOME we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events. Talk about WHY the man had this OUTCOME with your group. Once you agree you can put the Because string on the board where it belongs and state the connection.”  [Have students discuss, place Because string 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 donkey shook his head ‘no’ BECAUSE (make finger move) the man pointed up the hill.” OR “The man pointed up the hill, WHICH CAUSED (make finger move) the donkey to shake his head ‘no.’”] |
| \_\_\_\_\_ | 13. [Students should think and discuss “Is the man’s goal still the same?”]  [If students forget to think about this question]:  Say: “Look on your procedure card. After we think about WHY we had an OUTCOME, what do we do?”  [If students still have difficulty, use the following prompt]:  Say: “Look on your procedure card [trace the red arrow after the OUTCOME on the card]. Remember, after we think about WHY we had an OUTCOME we ask ourselves, ‘Is the goal still the same?’” Talk about whether the man still has the same goal with your group.” |
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|  | j. [**Chart from the DONKEY’S PERSPECTIVE**: Use the procedure below to guide students to identify the goal and the first try and outcome from the **donkey’s perspective**.] |
|  | ***Charting Instructions***  Students should **only chart the donkey’s goal and first try and outcome**. If there is time afterward the students may revisit the story from the donkey’s perspective and chart out the remaining tries and outcomes. |
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| \_\_\_\_\_\_ | Say: “Now we will go back and rewatch the video so that we can look at the goals, tries, and outcomes from the Donkey’s perspective. Remember, when you see the donkey’s goal, try, or outcome, tap/hold up your cards.” |
| \_\_\_\_\_ | 1. [Watch the video again from the beginning. (Charting the donkey’s first goal/try/outcome will be from 0:00-1:34 in the video)] |
| \_\_\_\_\_ | 2. [Students tap/hold up a GOAL card (from the donkey’s perspective)].  [If students are not taping/holding up cards, your prompt should be]:  Say: “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.”  [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.”  [If students struggle to identify the GOAL your prompt would be]:  Say: “Look on your procedure card. What should we look for first in a story?” |
| \_\_\_\_\_ | 3. [Teacher/Co-teacher will write what the students want on the blank GOAL card and have students place on the Velcro board.]  [Write GOAL on card for students and have them place it on the Velcro board.] |
| \_\_\_\_\_ | 4. [Students should discuss WHY the donkey had that goal, complete the blue because card, and state the causal connection using BECAUSE/WHICH CAUSED.]  [Teacher/Co-teacher: 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 your first prompt would be]:  Say: “Look on your procedure card. Remember, after we identify a GOAL, what do we do?”  [If students need further scaffolding]:  Say: “Look on your procedure card [point to the “why” after the GOAL on the card]. Remember, after we identify the goal we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events. Talk about WHY the man had this goal with your group. 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 card 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 donkey wants to not go up the hill, BECAUSE (make finger move) he looked up the hill (and saw how big it was).” OR “The donkey looked up the hill (and saw how big it was), WHICH CAUSED the donkey not to want to go up the hill.”] |
| \_\_\_\_\_ | 5. [Watch until students tap/hold up a TRY card and discuss what TRY the donkey made.]  [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.”  [If students struggle to identify the TRY your first prompt would be]:  Say: “Look on your procedure card. What should we look for after we identify the goal in a story?” |
| \_\_\_\_\_ | 6. [Students discuss what the TRY was with one another.] |
| \_\_\_\_\_ | 7. [Teacher/Co-teacher will write what the students want on the blank TRY card and have students place on the Velcro board.]  [Write the TRY on a blank try card for the students and have them put it on the Velcro board where it belongs.] |
| \_\_\_\_\_ | 8. [Students should discuss WHY the **donkey** made that TRY, place Because Strings on the Velcro board, and state the causal connection using BECAUSE/WHICH CAUSED.]  [Use the following prompt if students forget to identify the causal connection after identifying the TRY]:  Say: “Look on your procedure card. Remember, after we identify a TRY, what do we do?”  [If students still have difficulty, use the following prompt]:  Say: “Look on your procedure card [point to the “why” after the TRY on the card]. Remember, after we identify a TRY we ask ourselves, “Why?” [make “why” gesture] Then we use our Because String to make connections between the events. Talk about WHY the donkey made this TRY with your group. Once you agree you can put the Because string on the board where it belongs and state the connection.”  [Have students discuss, place Because string 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 donkey shook his head ‘no,’ BECAUSE (make finger move) he does not want to go up the hill.” OR “The donkey does not want to go up the hill, WHICH CAUSED him to shake his head ‘no.’”] |
| \_\_\_\_\_ | 9. [Watch until students tap/hold up an OUTCOME card.]  [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.”  [If students struggle to identify the OUTCOME your first prompt would be]:  Say: “Look on your procedure card. What should we look for after we identify a TRY in the story?” |
| \_\_\_\_\_ | 10. [Students should discuss WHAT HAPPENED as a result of the try and discuss what the OUTCOME was with one another.] |
| \_\_\_\_\_ | 11. [Teacher/Co-teacher will write what the students want on the blank OUTCOME FAIL/YES card and have students place on the card Velcro board.]  [Write the OUTCOME on a blank outcome card for the students and have them put it on the Velcro board where it belongs.]  [If students struggle to identify the OUTCOME your first prompt would be]:  Say: “Look on your procedure card. What do we look for after we see a TRY?”  [If students still have difficulty, use the following prompt]:  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.” |
| \_\_\_\_\_ | 12. [Student should discuss WHY the outcome happened with group, place Because String on the Velcro board, and state the causal connection using BECAUSE/WHICH CAUSED.]  [Use the following prompt if students forget to identify the causal connection after identifying the OUTCOME]:  Say: “Look on your procedure card. Remember, after we identify an OUTCOME, what do we do?”  [If students still have difficulty, use the following prompt]:  Say: “Look on your procedure card [point to the “why” after the OUTCOME on the card]. Remember, after we identify an OUTCOME we ask ourselves, “Why?” [make “why” gesture]. Then we use our Because String to make connections between the events. Talk about WHY the donkey had this OUTCOME with your group. Once you agree you can put the Because string on the board where it belongs and state the connection.”  [Have students discuss, place Because string 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 donkey did not go up the hill BECAUSE (make finger move) he shook his head ‘no.’” OR “The donkey shook his head ‘no,’ WHICH CAUSED us to know that he would not go up the hill.”] |
| \_\_\_\_\_ | 13. [Students should think and discuss “Is the donkey’s goal still the same?”]  [If students forget to think about this question]:  Say: “Look on your procedure card. After we think about WHY we had an OUTCOME, what do we do?”  [If students still have difficulty, use the following prompt]:  Say: “Look on your procedure card [trace the red arrow after the OUTCOME on the card]. Remember, after we think about WHY we had an OUTCOME we ask ourselves, ‘Is the goal still the same?’” Talk about whether the donkey still has the same goal with your group.” |
| \_\_\_\_\_ | [If tablets are available follow the directions in this dark gray box]  [The free response period is over. Tap the Done button to end the activity.] |
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| \_\_\_\_\_ | h. [**If time permits**: Remind students of how to use the organizer to retell the story. Have students retell story at the end using the completed organizer. Remind students to identify the connections in their retelling as well as goals, tries, and outcomes.] |
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|  | ***Materials for Part 6: Student Evaluation #2***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45) * Backup: Green folders and chips for students (in Teacher Box) * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation Record Sheet (Lesson 9 Appendix, pp. 6-7) |
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|  | 6. **Student Evaluation #2** (5 min.) |
|  | [If tablets are available follow the directions in this dark gray box]  [Teachers will be able to view student responses on the top left of the teacher tablet. You should remind students to respond if they have not made a response. If necessary, teachers can also remind students to wait for the magic words, ‘Think, Ready, Respond’ before responding. Once all student responses have been recorded, the teacher will tap on the ‘Done’ button on the top right of the screen on the teacher tablet. If the teacher tries to move on to the next question without hitting ‘Done,’ the ‘Done’ button will flash until it is pressed. Co-teachers should circulate to ensure that students are responding to the questions appropriately.] |
| \_\_\_\_\_ | a. **Directions:**  [Distribute student tablets]  Say: “Now that we have finished the activity I want you to think about how hard it was for you, how much you liked it, and how much you think you learned. I will ask you a question, and I want you to tap the answer on your tablet that best shows what you think. The answer you choose should have a yellow or green border around it after you tap it.” |
| \_\_\_\_\_ | b. **Ask Questions:**  Say: “First, I want you to think about how hard you thought the activity was.”  [The tablets should now display the student response options for DIFFICULTY OF THE ACTIVITY (yellow-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.] |
| \_\_\_\_\_ | 1. Say: “What we did just now with the *Mariza* 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 identify GOALS, TRIES, and OUTCOMES FROM TWO PERSPECTIVES 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 *Mariza* 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 find GOALS, TRIES, and OUTCOMES FROM TWO PERSPECTIVES was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | Say: “Now we are going to think about how well you think you can identify GOALS, TRIES, and OUTCOMES FROM TWO PERSPECTIVES 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 the GOAL FROM TWO PERSPECTIVES in a story *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 6. Say: “If someone asked me to identify what TWO CHARACTERS DO TO TRY TO GET THEIR GOALS in a story, *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 7. Say: “If someone asked me to identify the OUTCOME IN A STORY FROM TWO PERSPECTIVES *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. 36 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. 6-7 of the Lesson 9 Appendix. |
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|  | ***Materials for Part 7: Closure***   * Refrigerator Sheet to send home (make 6 color copies) (Lesson 9 Appendix, p. 8) |
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|  | ***If students start packing up:***  Students may try to get up or start packing their things during the wrap-up. If so they should be instructed that (1) the lesson is not over yet, (2) our group rules still apply, and (3) the teacher will let them know when it is time for them to pack up their things. |
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| \_\_\_\_\_ | 7. **Closure** (5 min.)  a. Pass out refrigerator sheets to students and have them follow along as you review the information. |
| \_\_\_\_\_ | b. Say: “Today we learned how to find goals, tries, and outcomes from TWO characters’ points of view. In our magician story today our goal was to get the tricks past Tatiana, and Tatiana’s goal was to take the tricks. Characters may try different things to get their goals. For example, [insert one of the students’ tries from today] and Tatiana [insert one of Tatiana’s tries from today]. In stories with two points of view characters may have different outcomes. For example, the result of your try was an outcome yes, because you got your trick past Tatiana. The result of Tatiana’s try was an outcome fail because she was not able to take your trick.” |
| \_\_\_\_\_ | c. Say: “When you go home tonight try to recognize goals, tries, and outcomes from TWO perspectives when you are reading, watching television, playing games, or in real life. We will share the goals, tries, and outcomes from TWO perspectives that 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.]