NS Lesson #13

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

* Integrate all objectives: How do we use all of this when we read stories? How do we remember things in stories?
* Identify distal causes across multiple events (inferred) (review/reinforce)
* Identify causal connections throughout a story (review/reinforce)
* Identify goals/attempts/outcomes for protagonist (review/reinforce)
* Students explain/verbalize what events and causes are (review/reinforce)
* Students explain/verbalize what goals, attempts outcomes are (review/reinforce)
* Establish that goals are important to a story
* Recall/retell text using graphic organizers (build working memory strategies) (secondary) Create and orally retell a detailed story (model how to use a graphic organizer to tell/retell story

*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 (Base Appendix, p. 12) * Small Group Practice Chart (Base Appendix, pp. 13-15) * Gestures Instruction Sheet (for reference only, Base Appendix, pp. 16-17) * Directed Movement Activities (Base Appendix, pp. 18-22) (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 13 Appendix *(To be printed)*:**   * Lesson 13 Magician Narrative Review from Lesson 12 Mastery Sheet (Lesson 13 Appendix, p. 1) * Lesson 13 Magician Narrative Mastery Sheets (Lesson 13 Appendix, pp. 2-3) * *The Boy and the Airplane* Mastery Sheet (Lesson 13 Appendix, p. 4) * Student Evaluation Record Sheet (make 2 copies) (Lesson 13 Appendix, pp. 5-6) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 13 Appendix, p. 7)   **Technology:**   * Laptop * Teacher Tablets (2); Student tablet on Demo Mode (1) * Student Tablets (6)   **Teacher Box:**   * Pens (3) * Plastic Cups (6) * Apron * Sharpie * Paperclips * Small Sticky Notes (assorted colors) (6 pads) * Chart Marker * Stickers * Chips for Green Folders (6) * Wet Erase Markers (3) * O-Rings * Wikki Stix * Velcro Boards (4) * Story Creation Bags (set of 12) * Example Bag (1 goal card, 1 try card, 1 outcome fail card, 1 outcome yes card, 1 because card, and 1 because string) * Role Cards (2 sets; I Do, I Help, I Watch, You Do Together, You Help, You Watch) * Role Charts (set of 2) * Procedure Cards (8 sets; 1 goal card, 1 try card, 1 outcome yes card, 1 outcome fail card, 1 procedure card) * Small Group Practice Flip Charts (2)   **Videos/PowerPoints Needed:**   * PowerPoint: *The Boy and the Airplane* (1 copy)   **Pre-Printed Cards *(in Lesson 13 Box):***   * Lesson 12 Magician Narrative Review * Lesson 13 Magician Narrative: Trick Bags that each include: 1 Goal, 1 Because, 1 Try, and 1 Outcome Yes cards for students to chart their tricks (6 sets) * Lesson 13 *The Boy and the Airplane* (including Character card for Boy)   **Boards from Previous Lesson(s):**   * Lesson 12 Magician Narrative Review (build before the lesson begins)   **Additional Materials and Props *(in Lesson Box)*:**   * None   **Magician Materials *(in Magician Box)*:**   * Magician Hat (Magician retrieves) * Cape (Magician retrieves) * Wand (Magician retrieves) * Magician’s Checklist (Magician retrieves) * 6 Magic Tricks (Teacher gets out of Magician Box and puts in classroom before lesson begins) |

**Lesson 13**

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|  | ***Setting Up for the Magician Narrative***  *Before the lesson begins*:   1. Remove the 6 magic tricks from the Magician Box and put them in the classroom. 2. You will use them when Alex the Magician teaches the tricks to the students today. |
|  | ***Building Board from Previous Lesson:***  *Before the lesson begins:*   1. Build the Lesson 12 Magician Narrative Review board using the Lesson 12 Magician Narrative Review pre-printed cards, which are in the Lesson 13 box. 2. Use the Lesson 13: Magician Narrative Review from Lesson 12 Mastery Sheet (Lesson 13 Appendix, p. 1) as a guide when building the board. |
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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 13 Magician Narrative Review from Lesson 12 Mastery Sheet (Lesson 13 Appendix, p. 1) * Pre-printed cards: Lesson 12 Magician Narrative Review |
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|  | 1. **Introduction/Review** (10 min.) |
| \_\_\_\_\_ | a. [Review rules chart by reading rules aloud to the students. Review behavior management system including consequences of not following rules (losing a sticky note and potentially not being able to get a toy at the end of the lesson if they don’t have all of the sticky notes with their name on it). Review how to earn stickers that go in plastic cups.] |
| \_\_\_\_\_ | Say: “Last time I asked you to find distal causes important events when you are reading, watching television, playing games, or in real life. Did you notice any distal causes or important events while you were at home since our last lesson?”  [Student response] |
| \_\_\_\_\_ | Say: “I noticed a distal cause since our last session. I wanted to surprise my friend Kelly for her birthday, so I asked her to come over to my house to help me with some schoolwork at 6:00 pm. Then I baked a cake and decorated with balloons and streamers, and some friends came over to my house at 5:45 pm. They all hid in my living room, and when Kelly came in at 6:00 pm they all popped out and yelled ‘Happy birthday!’ Kelly was so surprised! What caused Kelly to come to my house for her surprise birthday party at 6? BECAUSE [make finger move] I asked her to come to my house to help me with some schoolwork.” |
|  | 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 putting together everything we have learned so far. We will be reading stories that have lots of goals, tries, outcomes, and different kinds of causes. You will even need to be DETECTIVES, too.” |
| \_\_\_\_\_ | d. [Use the script below to remind students about declarative, procedural, and conditional knowledge associated with events, causes, goals, tries, outcomes, displaying Goal/Try/Outcome cards, and reviewing the Magician Narrative from Lesson 12.] |
| \_\_\_\_\_ | . 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] |
| \_\_\_\_\_ | * Say: “We’ve learned about some special kinds of causal connections. Remember, you can use your procedure cards to help you remember different kinds of events and causes. What is a causal chain?” [When one event causes another causes another and so on]. |
| \_\_\_\_\_ | * Say: “What is a distal cause?” [When one event in a story causes something else to happen later, after other events have happened.] |
| \_\_\_\_\_ | * Say: “When we are reading a story we don’t always know that an event will cause something to happen much later. We can ask ourselves ‘WHY did this event happen?’ and if we have to go far back into the story to figure out the answer this would be an example of a distal cause.” |
| \_\_\_\_\_ | **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?”   [Student response: 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?” [Student response: On the Velcro board next to the goal.] |
| \_\_\_\_\_ | * Say: “This will remind us of what CAUSED the character to have the goal. We place this Because Card on the Velcro board [hold up the blue Because Card], and we put it right up here next to the goal.” [Place the blue Because Card to the LEFT of the thought bubble.] |
| \_\_\_\_\_ | * Say: “Since this is a CAUSE, we can connect the blue Because card to what it CAUSED. So, we can use a Because String to connect the blue Because card to the goal.” [Point to the wikki stick connecting the Because card to the thought bubble.] |
| \_\_\_\_\_ | **Next, review finding TRIES:**   * Ask: “Once we know what a character’s goal is, what do we look for next?”  [What a character did to try to get their goal.] |
| \_\_\_\_\_ | * Ask: “What is a try?”   [Tries are actions/things a character does to try to get what they want/the goal.] |
| \_\_\_\_\_ | * Ask: “When we see a try in the story, what card do we hold up?”   [Tap/hold up your try card] |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the TRY card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available: Have students hold up their try card.] |
| \_\_\_\_\_ | * Ask: “How do I record the tries on the Velcro board?”   [Write the try on a try card.] |
| \_\_\_\_\_ | * Ask: “What question do we need to ask ourselves after we find a try?”   [WHY did the character try that? / What caused the character to try that?] [make “why” gesture] [Point to the WHY question on the procedure card.] |
| \_\_\_\_\_ | * Say: “When we think about WHY we TRIED something, it means there is a causal connection [make “why” gesture]. What do we use to connect what the character TRIED and WHY they tried it?” [A Because string] |
| \_\_\_\_\_ | **Next, review finding OUTCOMES:**   * Ask: “After we find a try, what do we look for next?”  [What was the outcome of the try?] |
| \_\_\_\_\_ | * Ask: “What is an outcome?”   [An outcome is the result of a try.] |
| \_\_\_\_\_ | * Ask: “What is an outcome fail?”   [The character did not get their goal.] |
| \_\_\_\_\_ | * Ask: “When we see an outcome fail, what card do we hold up?”   [Tap/hold up your outcome fail card.] |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the OUTCOME FAIL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available: Have students hold up their outcome fail card.] |
| \_\_\_\_\_ | * Ask: “How do I record an outcome fail on the Velcro board?”   [Write what happened on an outcome fail card.] |
| \_\_\_\_\_ | * Ask: “What is an outcome yes?”   [The character did get their goal.] |
| \_\_\_\_\_ | * Ask: “When we see an outcome yes, what card do we hold up?”   [Tap/hold up your outcome yes card.]  . |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the OUTCOME YES card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available: Have students hold up their outcome yes card.] |
| \_\_\_\_\_ | * Ask: “How do I record an outcome yes on the Velcro board?”   [Write what happened on an outcome yes card.] |
| \_\_\_\_\_ | * Ask: “What question do we need to ask ourselves after we find an outcome?” [Why did this outcome happen?] [make “why” gesture] [Point to the WHY question on the procedure card.] |
| \_\_\_\_\_ | * Ask: “When we think about WHY we had an OUTCOME, we are looking for a causal connection. What do we use to connect what the character’s OUTCOME was and WHY they had this OUTCOME?” [A Because string] |
| \_\_\_\_\_ | * Ask: “Once we have found a try and outcome, what question do we ask next?”   [Is the character’s goal still the same?] |
| \_\_\_\_\_ | f. Say: “Remember in our previous lessons we also learned how to be DETECTIVES [make spyglass gesture]. 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 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 fingers 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 goal, tries, and outcomes in a story, how to find simple causes, causal chains, distal causes, and how to make inferences. If you need a reminder at any time, you can look at the card and see the steps.”  [Review the steps of finding goals/tries/outcomes with the students using procedure card.] |
| \_\_\_\_\_ | h. Say: “In our previous lessons, we have also learned about important events. Remember, some events are more important in a story than other events. How can you tell if an event is important?”  [Student response] |
| \_\_\_\_\_ | Say: “An important event is an event in the story that is so big, that without the event, the story would not make sense. Important events are those that have a lot of causal connections. Important events cause many events to happen in the story, and they might be very important in helping the character get his/her goal. Without that important event, a lot would be missing from the story.” |
| \_\_\_\_\_ | i. [Review using the Velcro board]  Say: “Remember, the Velcro board can help us to retell a story. We record all the important things in a story, the goals, tries, and outcomes, and then we can look back at them to tell the story again.”  **Review the previous session’s Magician Narrative:** |
| \_\_\_\_\_ | [Bring out the Lesson 12 Magician Narrative Review Board]  Say: “In our last lesson, Alex the Magician had the goal of performing a new trick that was cool enough for the Magician’s Club.”  [Point to yellow thought bubble that says ‘Alex the Magician wants to perform a new trick that is cool enough for the Magician’s Club.’]  Say: “WHY did she have this goal?” [make “why” gesture]  [Student response: BECAUSE [make finger move] she needed to learn a cool new trick to get back into the Magician’s Club.]  [Point to blue Because card that says “She needs to learn a cool, new trick to get back into the Magician’s Club.”] |
| \_\_\_\_\_ | Say: “Alex the Magician tried performing the disappearing cup trick for the magicians in the Magician’s Club. WHY did she try this?” [make “why” gesture]  [Student response: BECAUSE (make finger move) her goal was to perform a new trick that was cool enough for the Magician’s Club.] |
| \_\_\_\_\_ | [Show students the procedure card to show them the WHY?” question after the try step.]  Say: “This “why” question [make “why” gesture] will help us remember to think, ‘WHY did the character try this?’ after we notice that a character made a try.” |
| \_\_\_\_\_ | Say: “So, we can restate the connection as, ‘Alex the Magician tried to perform the disappearing cup trick for the magicians in the Magician’s Club. She tried making a cup disappear, BECAUSE [make finger move] she wanted to perform a trick that was cool enough for the Magician’s Club.’ OR we could say, ‘Alex the Magician wanted to perform a trick that was cool enough for the Magician’s Club, WHICH CAUSED [make finger move] her to perform the disappearing cup trick for the magicians in the Magician’s Club. She made a cup disappear.’” |
| \_\_\_\_\_ | Say: “When Alex the Magician wanted to learn a cool new trick, she tried performing the disappearing cup trick. What happened as a result of this try? What happened?” [make “what happened” gesture] [The Magician’s Club gave her a “thumbs-up” sign. Outcome Yes] |
| \_\_\_\_\_ | Say: “WHY did this outcome happen?” [make “why” gesture]  [Student response: BECAUSE (make finger move) she performed the disappearing cup trick and made a cup disappear.] |
| \_\_\_\_\_ | Say: “So, we could restate the connection as, ‘Alex the Magician got a ‘thumbs-up’ from the Magician’s Club, BECAUSE [make finger move] she did the disappearing cup trick for the Magician’s Club and made the cup disappear.’ OR we could say, ‘Alex the Magician did the disappearing cup trick for the Magician’s Club and made the cup disappear, WHICH CAUSED [make finger move] her to get a “thumbs-up” from the Magician’s Club.’” |
| \_\_\_\_\_ | Ask: “Was Alex the Magician’s goal still the same?” [No. She got a text from the Magician’s Club that was a ‘thumbs-up.’] |
|  | ***Materials for Part 2: Teacher Modeling/Explicit Instruction 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 13 Magician Narrative Mastery Sheets (Lesson 13 Appendix, pp. 2-3) * Pre-printed cards: Lesson 13 Magician Narrative * Velcro boards (4) * Wikki stix * Wet erase marker * Magician props: Hat, cape, wand, and checklist (Magician brings) * 6 Magic Tricks (Teacher gets out of Magician Box and puts in classroom before lesson begins) * Story creation bags |
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|  | ***Overview of Magician Narrative Activity:*** (This is just an overview. A script follows.)  *Before the lesson begins*:   1. Remove the 6 magic tricks from the Magician Box and put in the classroom. 2. You will use them when Alex the Magician teaches the students how to perform them today. 3. *During the lesson:* 4. Alex the Magician will teach the students how to perform the magic tricks. 5. As Alex the Magician takes each child aside to teach him/her a trick, the rest of the students will tell stories to each other (and the Teacher and Co-teacher) using the Story Creation Bags. 6. After all students have learned their trick and return to the group, each child will perform their trick. 7. Each student will chart out their goals, tries, and outcomes on a Velcro board. 8. As the teacher asks the questions to prompt students’ charting, the Co-teacher should use a wet erase marker to write the text on the blank cards. **Students should NOT write on the cards.** 9. Students should place the cards and wikki stix on the Velcro board themselves. 10. As the student charts their goals, tries, and outcomes on the Velcro board the other students should tap/hold up their goal/try/outcome cards as appropriate. |
|  | ***Charting Student Tries Related to Performing Tricks:***   * When students are mapping out their tries they should refer to what they actually did to perform the trick. For example, “I pushed the lever in the bag to reveal the handkerchief on the other side of the bag,” NOT “I said the magic words and the handkerchief magically appeared.” * Use the Lesson 13 Magician Narrative Mastery Sheets on pp. 2-3 of the Lesson 13 Appendix to guide the charting. |
|  | ***Teacher Response Instructions during Charting***  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, “My goal is to make the quarter disappear.” * The teacher would respond, “Okay, so you’re saying that your goal is to make the quarter disappear [revoice]. Great [evaluative feedback]! What in the story tells you that this is your goal? [query] Okay, so you’re saying that your goal is to make the quarter disappear and you know this BECAUSE [make finger move]\_\_\_\_\_. 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] |
|  | ***Outcome Prompts***  The following prompts are suggestions. You do not need to ask all of the prompts below or all that are on the flowchart. Use whatever prompts needed to make sure that students are able to: (1) describe the outcome event, (2) express whether the outcome was successful or unsuccessful, (3) understand that whether the outcome was successful or not depends on what the goal was, and (4) make a causal connection between the outcome and the try.   1. “What happened as a result of this try?” “What was the outcome?” and “Is it outcome fail/yes? 2. “What happened to make this an outcome fail/yes?” [make “what happened” gesture] 3. “WHY did this outcome happen?” [make “why” gesture] 4. “Is the goal still the same?” |
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|  | 2. **Teacher Modeling/Explicit Instruction with Magician Narrative** (30 min.) |
| \_\_\_\_\_ | a. Say: “Today we will be putting everything together. We will look for goals, tries, and outcomes and see if we can find all of the different type of causal connections.” |
|  | b. [Explain to students that we will now continue with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | d. Say: “Now let’s see if we can think of some distal causes. Remember, sometimes in a story one thing happens that causes something else to happen much later in the story. That is a distal cause. Many times when we are reading the story, we don’t know that one event will cause something else to happen later. Can you think of any distal causes in our Magician Narrative? What caused Alex the Magician’s goal in Lesson 12 (Alex wants to perform a new trick that is cool enough for the Magician’s Club)?” |
| \_\_\_\_\_ | [Student response: she lost her rabbit, was unable to find it, and was kicked out of the Magician’s Club by the head magician]  [Guide students to identify the connections between Alex the Magician’s goal in Lesson 12 (performing a new trick that is cool enough for the Magician’s Club) and her goal of getting back into the Magician’s Club.]  Say: “Do you see any other goals or events that caused Alex the Magician to have her current goal of getting back into the club?”  [Other prompts might be: What caused her to have this goal? (i.e., she lost her rabbit, was unable to find it, and was kicked out of the Magician’s Club by the head magician)] |
| \_\_\_\_\_ | e. [Alex the Magician comes to the classroom.]  [Alex the Magician will have her checklist of things to do to get back into the Magician’s Club with her, and will refer to it when she tells the students she needs new junior magicians.]  Alex the Magician says: “Thanks so much for helping me video that new trick I learned! I heard back from the Magician’s Club and they really loved the trick [Point to the check mark on the Magician’s Checklist next to “Learning a cool new trick”]! I only have one more thing to do before I am ready to get back into the club [Point to the third requirement on the Magician’s Checklist]. I have to find some new Magician’s Club members. I think you all will be perfect for the job! I left these magic tricks for you because a magician has to have a good trick. I’ll teach you how to do your tricks today so I can tell the Head Magician that I have new members to bring to the Magician’s Club.” |
| \_\_\_\_\_ | Alex the Magician says: “I will spend time with each of you by yourself to teach you one of these tricks. When I call your name, I want you to come over to me so that I can teach you your trick.”  [Alex the Magician gathers all of the magic tricks and takes them to a location in the room (or another location where the Teacher feels is appropriate)] |
| \_\_\_\_\_ | Teacher says: “While one of you is learning a trick with Alex, the rest of us will be telling stories to each other using the Story Creation Bags.” |
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| ***NOTE FOR FIDELITY CHECKER***:  *Activity #1a-1d Learning Tricks Fidelity*:   * Place one check on lines 1a-1d below for each child that goes to Alex the Magician and learns a magic trick. * There could be up to 6 checks on each line.   *Activity #2a-2d Story Creation Fidelity*:   * Place one check on lines 2a and 2b if the teacher provides the directions for the activity. * Place one check on line 2c if the teacher needs to model story creation for the students. If the teacher has modeled Story Creation in a previous lesson she/he will jump ahead to 2d (do not penalize the teacher if they do this). * Place one check on line 2d below for each child that tells a story using the Story Creation Bags. * There could be up to 6 checks on line 2d. | |
| ***Activity #1: Learning Tricks with Alex the Magician*** *(Occurs simultaneously with Activity #2)*  [Alex the Magician will take the students aside *one at a time* to show them how to perform the magic tricks using the following procedure. This procedure will be repeated once for each child. **Teachers**: Click past this section to get to the next one to follow directions for Story Creation Bags.]: | |
| \_\_\_\_\_ | 1a. Alex the Magician models the trick for the child. |
| \_ \_ \_ \_ | 1b. Alex the Magician shows the child step-by-step how to perform the trick. |
| \_ \_ \_ \_ | 1c. Alex the Magician teaches the children to use a magic word such as “Abracadabra,” “Shazam,” and “Bibbidi Bobbidi Boo” along with a wand to perform the trick. |
| \_ \_ \_ \_ | 1d. The child practices performing the trick with Alex the Magician until he/she can perform it. [Send the child back to the group after learning the trick.] |
| ***Activity #2: Story Creation Bags with Teacher and Co-teacher*** *(Occurs simultaneously with Activity #1)*  [The Teacher and Co-teacher will remain with the other students and tell stories using the Story Creation Bags.] | |
| [While Alex the Magician is teaching one child a trick, the other children will stay at the table and will take turns telling stories with the Teacher and Co-teacher using the Story Creation Bags.] | |
| \_\_\_\_\_ | 2a. Say: “We will now use pictures to create our own stories with these Story Creation cards.” |
| \_ \_ \_ \_ | 2b. [Show the students the bags of cards from which to choose.]  Say: “Now we are going to use these picture cards to make up our own stories. We will try to identify events and causes after we tell our stories.” |
| \_ \_ \_ \_ | 2c. [If you haven’t done Story Creation Bags with students yet]  Model a story creation for students using one of the story creation bags. Be sure to include all parts of the story (character/setting/goal/try/outcome) with extra details to make in interesting. Then point out any events and causes that you can. |
| \_ \_ \_ \_ | 2d. [Have each student create an oral story using the bag of cards chosen. Students should share their stories one at a time. The other students should listen and try to identify any events and causes they hear in the story.] |
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| ***Activity #3: Performing and Charting the Tricks*** *(Occurs once all children return to group)*  [After all students have learned their tricks and returned to the group, they will perform the trick for the other students. Do not have the students perform the tricks for the other students until *all* students have learned their trick and returned to the group.]  [Alex the Magician stays to watch each child perform their trick for the group] | |
| \_\_\_\_\_ | Student #1 performs trick for group |
| \_\_\_\_\_ | Student #2 performs trick for group |
| \_\_\_\_\_ | Student #3 performs trick for group |
| \_\_\_\_\_ | Student #4 performs trick for group |
| \_\_\_\_\_ | Student #5 performs trick for group |
| \_\_\_\_\_ | Student #6 performs trick for group |
| \_\_\_\_\_ | Alex the Magician says: “You all did a fantastic job with your tricks! The next time I come back, could you perform them so that I can videotape them and send them to the Magician’s Club to see if they think you are good enough to join? If so, then I’ll be able to get back into the Magician’s Club.” |
| \_\_\_\_\_ | Teacher says: “Thanks you Alex for teaching us these tricks. We’ll be happy to perform them again and videotape them the next time you come.”  Alex the Magician says: “Great! Thank you very much! I’ll see you next time!” |
| g. [After each child performs their trick, they will work with the teacher to map out the goal, tries, and outcomes, as well as causal connections for the trick. Follow the script below.] | |
| ***NOTE FOR FIDELITY CHECKER***:  *Activity #3a-3g Charting Tricks Fidelity*:   * Place one check on lines 3a-3g below for each child as they chart their trick on the Velcro board. * There could be up to 6 checks on each line. | |
| ***Charting Student Tries***   * When students are mapping out their TRIES they should refer to what they actually did to perform the trick. For example, “I pushed the lever in the bag to reveal the handkerchief on the other side of the bag,” NOT “I said the magic words and the handkerchief magically appeared.” * Use the Lesson 13 Magician Narrative Mastery Sheets on pp. 2-3 of the Lesson 13 Appendix to guide the charting. | |
|  |  |
| [Use the following prompts to guide students to chart their goal, try, and outcome, and the causal connections on the blank goal, try, and outcome cards included in the Lesson 13 Magician Narrative bag in the Lesson 13 box. As the Teacher asks the questions below, the Co-teacher should use a wet erase marker to write the text on the blank cards. **Students should NOT write on the cards**.]  [As the student charts their goals, tries, and outcomes on the Velcro board the other students should tap/hold up their goal/try/outcome cards as appropriate.] | |
| \_\_\_\_\_ | Say: “You did a great job performing your tricks! Now we you will each get a chance to chart out the goals, tries, and outcomes you had as you performed your trick. If you are not charting your goal, try, and outcome I’d like you to (tap/hold) up your GOAL, TRY, and OUTCOME cards when you hear one.” |
| \_\_\_\_\_ | [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.] |
|  |  |
| \_\_\_\_\_ | 3a. Ask: “What was your GOAL?”  [Answers will vary, e.g., “To make a handkerchief disappear from the bag.”]  [Co-teacher writes GOAL on blank thought bubble]  Ask: “Can you place your GOAL on the Velcro board?”  [Student should: Place the GOAL on the Velcro board.]  [Other students should tap/hold up GOAL card] |
| \_ \_ \_ \_ | 3b. Ask: “WHY was this your goal?” [make “why” gesture]  [BECAUSE (make finger move) Alex the Magician needs some new magicians to get back into the club.]  [Co-teacher writes on blank blue Because card]  Ask: “Can you place the blue BECAUSE card on the Velcro board and make and retell the connection?”  [Student should: Place the blue BECAUSE card (Alex the Magician needs some new magicians to get back into the club) to the left of the GOAL.]  [Student should also: Connect the blue BECAUSE card to the GOAL and say, “I want to (state GOAL) BECAUSE (make finger move) Alex the Magician needs some new magicians to get back into the club.” OR “Alex the Magician needs some new magicians to get back into the club WHICH CAUSED (make finger move) me to want to (state GOAL).”] |
| \_ \_ \_ \_ | 3c. Ask: “What was your TRY?”  [Answers will vary, e.g. “I pushed the lever on the bag to reveal the handkerchief on the other side of the bag.”]  [Co-teacher writes TRY on blank try card]  Ask: “Can you place your TRY on the Velcro board?”  [Student should: Place the TRY under the goal on the Velcro board.]  [Other students should tap/hold up TRY card] |
| \_ \_ \_ \_ | 3d. Ask: “After a TRY, we ask WHY. WHY did you try this?” [make “why” gesture]  [Answers will vary, e.g., “BECAUSE (make finger move) my goal was to make the handkerchief disappear.”]  Ask: “Can you place the Because string on the Velcro board and make and retell the connection?”  [Student should: Connect the TRY to the GOAL using a Because string.]  [Student should say, “I (state TRY) BECAUSE (make finger move) I wanted to (state GOAL).” OR “I wanted to (state GOAL) WHICH CAUSED (make finger move) me to (state TRY).”] |
| \_ \_ \_ \_ | 3e. Ask: “What happened as a result of your try? [make “what happened” gesture] What was the outcome?”  [Answers will vary, e.g., “I pulled a handkerchief out of the bag. Outcome Yes.”]  [Co-teacher writes OUTCOME on blank Outcome Yes card]  Ask: “Can you place your OUTCOME on the Velcro board?”  [Student should: Place the OUTCOME YES to the right of the TRY on the Velcro board.]  [Other students should tap/hold up OUTCOME YES card] |
| \_ \_ \_ \_ | 3f. Ask: “WHY did this outcome happen?” [make “why” gesture]  [Answers will vary, e.g. “BECAUSE (make finger move) I pushed the lever to reveal the handkerchief hidden on the other side of the bag.”]  Ask: “Can you place the Because string on the Velcro board and make and retell the connection?”  [Student should: Connect the TRY to the OUTCOME YES using a Because string.]  [Student should say, “I (state OUTCOME) BECAUSE (make finger move) I wanted to (state TRY).” OR “I (state TRY) WHICH CAUSED (make finger move) (state OUTCOME).”] |
| \_ \_ \_ \_ | 3g. Say: “Now I’d like for you to use the Velcro board to retell the story of how you performed your magic trick. Be sure to include your goal, try, outcome, and your causal connections.” |
| \_ \_ \_ \_ | [Repeat Steps 3a-3g for each student individually.] |
| \_\_\_\_\_ | [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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| \_\_\_\_\_ | Say: “You have done a wonderful job of learning and performing your tricks! In our next session we will perform them again and videotape them for the Magician’s Club to show the Magician’s Club that Alex is trying to bring new magicians into the club. We’ll see if our performances are good enough to get into the Magician’s Club!” |
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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 13 Appendix, pp. 5-6) |
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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 learning to perform magic tricks and charting them 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 ALL KINDS OF CAUSAL CONNECTIONS AND GOALS, TRIES, AND OUTCOMES IN THE SAME STORY 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 learning to perform magic tricks and charting them 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 ALL KINDS OF CAUSAL CONNECTIONS AND GOALS, TRIES, AND OUTCOMES IN THE SAME STORY 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 ALL KINDS OF CAUSAL CONNECTIONS AND GOALS, TRIES, AND OUTCOMES in a story.”  [The tablets should now display the student response options for EFFICACY (pink-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.] |
| \_\_\_\_\_ | 5. Say: “If someone asked me to identify ALL KINDS OF CAUSAL CONNECTIONS AND GOALS, TRIES, AND OUTCOMES IN THE SAME STORY *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | c. Co-teacher will circulate to make sure that students are recording their responses accurately on the tablet.    [Do not collect student tablets. Do not turn them off. Students will use them again after the break.] |
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|  | [If tablets are NOT available follow directions in this light gray box] |
| \_\_\_\_\_ | a. Pass out green folders and chip to each child. |
| \_\_\_\_\_ | b. Read each question from p. 40 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 5-6 of the Lesson 13 Appendix. |
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|  | ***Materials for Part 4: Directed Movement Break***   * Directed Movement Activities (laminated copies) |
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|  | 4. **Directed Movement Break** (Co-teacher leads this 5-minute activity while Lead teacher prepares for second half of lesson) |
| \_\_\_\_\_ | a. The co-teacher will lead a directed movement break. |
|  | b. After movement break have students come back to the classroom to refocus as a group.  c. Say: “Today we have been practicing finding goals, tries, and outcomes, and different kinds of causal connections in stories. Can anyone give me an example of a goal, try, and outcome or a causal connection from your movement break?” |
|  | ***Materials for Part 5: Teacher Modeling/Guided Practice with Picture Book***   * 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) * *The Boy and the Airplane* Mastery Sheet (Lesson 13 Appendix, p. 4) * Pre-printed cards: *The Boy and the Airplane* (in Lesson 13 box) * Powerpoint: *The Boy and the Airplane* (1 copy) * Wet erase marker * Velcro board * Wikki stix |
|  |  |
|  | 5. **Teacher Modeling/Guided Practice with Picture Book: *The Boy and The Airplane***(Powerpoint) (30 min.) |
|  | ***Activity Overview:***   * You will do the Pre-reading activity first. * You will be integrating all of the objectives that have been learned to date while reading this story. Therefore, you will think aloud and model in the beginning. * If your group of students is ready, they can assist you during that process. Just switch to I Do/You Help at the point at which you think they are ready to assist. |
|  | ***Teacher Response Instructions***  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, “The boy tries using a lasso.” * The teacher would respond, “Okay, so you’re saying that the boy tries using a lasso [revoice]. Great [evaluative feedback]! What in the story makes you think that is his try? [query] Okay, so you’re saying that the boy tries using a lasso and you know this BECAUSE [make finger move] \_\_\_\_\_. This is a try. It is a really important part of the story. So, we’re going to write it down on this try card to help us remember. So let’s do that now. [connect to lesson objectives] |
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|  | ***Outcome Prompts***  The following prompts are suggestions. You do not need to ask all of the prompts below or all that are on the flowchart. Use whatever prompts needed to make sure that students are able to: (1) describe the outcome event, (2) express whether the outcome was successful or unsuccessful, (3) understand that whether the outcome was successful or not depends on what the goal was, and (4) make a causal connection between the outcome and the try.   1. “What happened as a result of this try?” [make “what happened” gesture], “What was the outcome?” and “Is it outcome fail/yes? 2. “What happened to make this an outcome fail/yes?” [make “what happened” gesture] 3. “WHY did this outcome happen?” [make “why” gesture] 4. “Is the goal still the same? |
|  |  |
|  | a. [Explain to students that we will now continue with “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to continue with ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | b. Say: “We will now look for goals, tries, outcomes, and causal connections in a book called *The Boy and the Airplane*. Remember, today we are trying to put everything together that we have learned. This story could have a combination of goals, tries, and outcomes, simple causes, causal chains, or distal causes. So, we have to think carefully.” |
| \_\_\_\_\_ | Say: “We may also have to make some inferences as we are reading to determine the goals, tries, and outcomes or causes of some of the events because this story doesn’t have any words. This means we will also need to be DETECTIVES and look for CLUES [make spyglass gesture] from across the story to help us make the inferences.” |
| \_\_\_\_\_ | c. PRE-READING:  Say: “Have you ever been playing and accidentally thrown or lost something in a place you couldn’t reach? In this story, a little boy loses something in a place he can’t reach and he does things to try to get it down.”  [Student response] |
|  | d. [Explain to students that we will now be switching to “**I Do/You Watch.**”] |
| \_\_\_\_\_ | Say: “We are now going to switch briefly to ‘**I Do/You Watch** while I read the story to you so that I can share what I am thinking in my head as I read the story.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing the talking and explaining what’s going on in my head. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and at the end raising with your hand [raise your hand] if you have any questions.” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | Say: “As we read the story you should (tap/hold) up your GOAL, TRY, and OUTCOME cards when you notice one happening in the story so I know what you are thinking.” |
| \_\_\_\_\_ | [If tablets are available follow the directions in this dark gray box]  [The rest of this activity is a free response period. Students can freely respond when they identify a GOAL, TRY, or OUTCOME in the story by tapping the GOAL, TRY, OUTCOME FAIL, or OUTCOME YES cards and holding up their tablet. Teachers can monitor responses by looking at student tablets when they are held up. You should not tap the Done button until the end of this activity.] |
|  |  |
|  | [If tablets are NOT available follow directions in this light gray box]  [Students will hold up their GOAL, TRY, OUTCOME FAIL, or OUTCOME YES cards when they feel it is appropriate throughout this activity.] |
|  |  |
|  | e. [Begin reading the story. While reading, the Lead Teacher will think aloud to demonstrate his/her thought processes used to identify goals. As well, demonstrate the use of the Goal/Try/Outcome cards and Procedure Card during your think aloud.] |
|  | ***Student/Teacher Roles while Reading Story:***   * When students are ready, the teacher can ask for student input to figure out the inferences in the story. * When this happens, indicate that the roles are switching to “I Do/You Help.” * The teacher can ask the students “What is happening here?” and then “What CLUES helped you figure that out?” [make spyglass gesture] |
|  | [SLIDE 1] |
| \_\_\_\_\_ | **Say/Think Aloud:** “The main character in the story is this little boy, so I am going to add this picture of him to our Velcro board [Place character card on the Velcro board]. I have to remember as I’m reading that I’m trying to think about what the boy’s goal is and WHY he has this goal. [make “why” gesture] I’m thinking, ‘What does he want to do or get?’ I know that a goal and the reason for the goal usually come early in the story, so I’m going to be thinking about what he wants right as I begin to read.” |
|  | [SLIDE 2] |
| \_\_\_\_\_ | **Say/Think Aloud: “**Hmm, this is interesting. I don’t know what that brown object is, but it kind of looks like part of someone’s leg. Let’s keep reading to see if we get more clues.” |
|  | [SLIDE 3] |
| \_\_\_\_\_ | **Say/Think Aloud:** “On this page I see a picture of the boy, who is the main character in this story. He’s holding a box in his hands. I see that the box has green wrapping paper and a purple ribbon on it. I’m thinking it is probably a present based on the wrapping and the ribbon.” |
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|  | [SLIDE 4] |
| \_\_\_\_\_ | **Say/Think Aloud:** “Now I see that the wrapping paper has been torn off, and the box is open. The little boy is holding a toy airplane. I’m thinking the airplane was a present for him, and that he is pretty excited about it since he has a big smile on his face. I’m still not sure what the goal might be. So, I’m going to keep reading.” |
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|  | [SLIDE 5] |
| \_\_\_\_\_ | **Say/Think Aloud:** “It looks like the little boy is going outside to play with the airplane, and like he is having a great time! The author didn’t tell us this. So, that means I just made an inference. What CLUES do you think helped me figure this out?” [make spyglass gesture] [Student response] |
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|  | [SLIDE 6] |
| \_\_\_\_\_ | **Say/Think Aloud:** “Here it looks like he’s still playing outside with his new airplane. He’s making it fly up and down. I still am not sure that I see a goal yet. So, I’ll keep reading.” |
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|  | [SLIDE 7] |
| \_\_\_\_\_ | **Say/Think Aloud:** “And now the airplane is sitting on the ground, and I see the little boy running around it in a circle. He’s got his arms out at his sides. I’m thinking he’s pretending that he is an airplane too.” |
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|  | [SLIDE 8] |
| \_\_\_\_\_ | **Say/Think Aloud:** “Here I see him looking at the airplane. He’s still got a big smile on his face. I wonder what he’s going to do with it next? So, far I don’t see anything he wants to do or get—unless he just wants to play with the airplane.” |
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|  | [SLIDE 9] |
| \_\_\_\_\_ | **Say/Think Aloud:** “It looks like the little boy threw the airplane into the air. The author doesn’t tell us that. So, that’s another inference that I made. What CLUES do you think helped me figure this out?” [make spyglass gesture] [Student response] |
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|  | [SLIDE 10] |
| \_\_\_\_\_ | **Say/Think Aloud:** “Now the airplane is flying through the air! It looks like the boy threw it pretty high.” |
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|  | [SLIDE 11] |
| \_\_\_\_\_ | **Say/Think Aloud:** “I see the boy looking up, and I think he’s running. He must be running after his airplane. And down here he is still looking upward, but it looks like he’s stopped. I wonder WHY?” [make “why” gesture] |
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|  | [SLIDE 12] |
| \_\_\_\_\_ | **Say/Think Aloud:** “The boy is still looking up. I’m thinking he’s looking at something pretty high because he looks small. What do you think is happening here? What inference could we make from these CLUES and the CLUES on the last page?” [make spyglass gesture] [Student response] |
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|  | [SLIDE 13] |
| \_\_\_\_\_ | **Say/Think Aloud:** “Well here’s the airplane. I see some brown tiles here. Where do you think the airplane is?” [Student response]  Say: “What CLUES helped you figure that out?” [make spyglass gesture] [Student response] |
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|  | [SLIDE 14] |
| \_\_\_\_\_ | **Say/Think Aloud:** “The boy is still looking upward, and he doesn’t look very happy to me. And he doesn’t have his airplane back yet. I’m thinking that his airplane must be stuck! Now he’s walking the other direction. What do you think the boy is doing?” [Student response]  Say: “What CLUES helped you figure that out?” [make spyglass gesture] [Student response] |
|  | [If students hold up their goal cards at this point, ask them what the boy’s goal is.]  Say: “Did you see a GOAL?”  [Student response] |
| \_\_\_\_\_ | **[**If students do not hold up a goal card]  Say: “I’m thinking that the boy’s GOAL will be to get his airplane down.” [tap/hold up GOAL card]  [Place GOAL on the Velcro board]  Say: “Since this story doesn’t have any words, we had to use the CLUES in the pictures to figure out the goal. What CLUES did you see to help figure out that the boy’s goal is to get his airplane down?” [make spyglass gesture]  [Student response]  Say: “I saw him playing with his airplane and having a lot of fun. After he threw it in the air he chased after it, but then he stopped and he didn’t look very happy. And then I saw the airplane up on the roof. Putting all of these CLUES together [make interlaced finger gesture] tells me that the boy’s goal is to get his airplane down.” |
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| \_\_\_\_\_ | **Say/Think Aloud:** “Now I have to think about WHY the boy has that goal [make “why” gesture]. I think he wants to get it down BECAUSE [make finger move] it got stuck. He seemed like he was having a great time playing with it, and he can’t do that anymore when it’s stuck on the roof!”  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 (It got stuck) to the left of the GOAL.]  [Student should also: Connect the blue BECAUSE card to the GOAL and say, “The boy wants to get his airplane down from the roof BECAUSE (make finger move) it got stuck.” OR “The airplane got stuck, WHICH CAUSED (make finger move) the boy to want to get his airplane down.”] |
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| \_\_\_\_\_ | **Say/Think Aloud:** [Point to procedure card] “Now that we have finally found the goal, we have to look for TRIES.” |
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|  | [SLIDE 15] |
| \_\_\_\_\_ | **Say/Think Aloud:** “Now I see that the boy is carrying a ladder. It looks like he is going back in the direction of the roof where his airplane is stuck. What do you think is happening here?” [Student response]  Say: What CLUES help us figure this out?” [make spyglass gesture] [Student response] |
|  | [If students hold up their TRY cards]  Ask: “What TRY do you see?” |
|  | [SLIDE 16] |
| \_\_\_\_\_ | **[**If students do not hold up a try card]  **Say/Think Aloud:** “Here I see him climbing up the ladder. It looks like he is reaching up as high as he can. I think I see a try! [tap/hold up TRY card] I think the boy is trying to get his airplane down by using a ladder.”  Ask: “Can someone place the TRY on the Velcro board?”  [Student should: Place the TRY under the goal on the Velcro board.] |
|  |  |
|  | **Say/Think Aloud:** “After a TRY, we ask ourselves ‘WHY did the boy try that?’” [make “why” gesture]  [Student response]  Ask: “Can someone make and retell the connection using a Because string?”  [Student should: Connect the TRY and the GOAL with Because String and say,  “He tried using the ladder BECAUSE (make finger move) his goal was to get his airplane down.” OR “He wanted to get his airplane down, WHICH CAUSED (make finger move) him to use a ladder.”] |
|  |  |
|  | [SLIDE 17] |
| \_\_\_\_\_ | **Say/Think Aloud:** “Hmmm, I see the boy coming back down the ladder, but I don’t see the airplane anywhere. What happened as a result of his try? What was the outcome?” [make “what happened” gesture]  [Student response] |
|  | [Students should tap/hold up OUTCOME FAIL card] |
| \_\_\_\_ | Say: “I think it must still be up on the roof! To find an outcome I ask, ‘What happened as a result of this try?’ [make “what happened” gesture] It doesn’t look like the boy could reach his airplane, so I think this is an Outcome Fail. The boy did not get his airplane. [Tap/hold up OUTCOME FAIL card]  Ask: “Can someone chart the outcome on the Velcro board?”  [Student should: Place the OUTCOME FAIL card to the right of the Try card] |
| \_\_\_\_\_ | Ask: “Why did this outcome happen?” [make “why” gesture]  [Student response: BECAUSE (make finger move) using a ladder didn’t work.]  Say: “Can someone use a Because string to show this connection and retell that connection?”  [Student should: Connect the TRY (used a ladder) to the OUTCOME FAIL using Because string and say, “The boy did not get his airplane BECAUSE (make finger move) using a ladder didn’t work.” OR “The boy used a ladder, WHICH CAUSED (make finger move) him not to get his airplane down.”] |
| \_\_\_\_\_ | **Say/Think Aloud**: “Remember, after we think about WHY we had an OUTCOME we ask ourselves, ‘Is the goal still the same?’ I’m thinking yes—the little boy still wants to get his airplane down from the roof.” |
|  |  |
|  | f. [Transition to Guided Practice after the first try (using the ladder) to get the airplane down from the roof if you haven’t already.]  [Explain to students that we will now be switching to “**I Do/You Help.**”] |
| \_\_\_\_\_ | Say: “We are now going to switch to ‘**I Do/You Help**.’ [*Place these roles onto the Roles Chart*.] That means I’ll be doing some of the talking and explaining, and you all will be helping me out. You will be listening with your ears [point to ears], watching with your eyes [point to eyes], thinking with your brain [point to brain], and raising with your hand [raise your hand].” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | g. Say: “As we continue reading the story remember to continue looking for goals, tries, and outcomes. If you notice one be sure to tap/hold up your cards if they see a goal, try or an outcome. We won’t chart any more on our Velcro board, but we can discuss what you see.” |
|  | [Read the rest of the story quickly. Students can hold up their cards to note the tries and outcomes, but **do not chart this information on the Velcro board.** Students can verbalize what CLUES they saw to figure out the tries and outcomes if time permits.] |
|  | [SLIDE 18] |
| \_\_\_\_\_ | Say: “What is happening here? What do you notice on this slide?”  [Student response]  [Students should hold up their TRY cards.]  Ask: “What tries do you see?”  [Student response]  [**If time permits** **ask**: “What CLUES helped you figure this out?” (make spyglass gesture)]  [Student response] |
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|  | [SLIDE 19] |
| \_\_\_\_\_ | Say: “What is happening here? What do you notice on this slide?”  [Student response]  [Students should hold up their outcome cards.] |
| \_\_\_\_\_ | Ask: “What happened as a result of this try? [make “what happened gesture] What is the outcome?”  [Student response]  [**If time permits** **ask**: “What CLUES helped you figure this out?” (make spyglass gesture)]  [Student response] |
|  |  |
| \_\_\_\_\_ | ***Charting Goals/Tries/Outcomes***  You do not need to chart the remaining goals, tries, and outcomes in the story, but students should continue to tap/hold up their goal, try, and outcome cards. |
|  | ***Charting Causal Connections***  If students identify WHY the outcomes happened, the causal connections can be charted. If not, you do not need to ask WHY the outcome happened. |
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|  | Say: “We will now finish reading the story and talking about it, but we will not chart any more of the goals, tries, or outcomes. If you hear one, you should still tap/hold up your goal, try, or outcome cards.” |
| \_\_\_\_\_ | Ask: “Was the boy’s goal still the same?” [Student response] |
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| \_\_\_\_\_ | [SLIDE 20] |
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|  | Say: “What is happening here? What do you notice on this slide?”  [Student response: the little boy appears to be sad and/or thinking, OR let students explain what is happening in the picture if time permits.] |
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| \_\_\_\_\_ | [SLIDE 21] |
|  | Say: “What is happening here? What do you notice on this slide?”  [Student response: the little boy appears to have caught a seed from the tree, OR let students explain what is happening in the picture if time permits.] |
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| \_\_\_\_\_\_ | [SLIDES 22, 23, 24] |
|  | Say: “What is happening here? What do you notice on this slide?”  [Student response: the boy has planted the seed he caught, OR let students explain what is happening in the pictures if time permits.]  [Students should hold up their try cards if they recognize the try.] |
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|  | ***Identifying the Try***  Students will likely *not* identify this as a try at this point. This try can be noted once the students have enough information to make the inference (i.e., when the boy climbs the tree to get the plane). |
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| \_\_\_\_\_ | [SLIDES 25, 26, 27, 28] |
|  | Say: “What is happening here? What do you notice on this slide?”  [Student response: it seems a long time has passed and that the boy is now a grown man, OR let students explain what has happened if time permits.] |
|  |  |
|  | [SLIDE 29] |
|  | Say: “What is happening here? What do you notice on this slide?”  [Student response: the man is now climbing the tree]  [Let students explain what happened if time permits.] |
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| \_\_\_\_\_ | [SLIDE 30] |
|  | Say: “What is happening here? What do you notice on this slide?”  [Student response: the man climbed the tree to get the airplane down]  [Let students explain what happened if time permits.]  [Students should hold up their TRY cards.] |
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| \_\_\_\_\_ | Ask: “Did you see a TRY?”  [Student response]  [If students have difficulty identifying the try, guide them to infer that the boy planted the seed so that he could climb the tree to get his airplane down.]  [Students should hold up their OUTCOME cards.] |
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|  | [SLIDE 31] |
| \_\_\_\_\_ | Ask: “What happened as a result of this try? [make “what happened” gesture] What is the outcome?”  [Student response: He got his airplane down from the roof. Outcome Yes]  [**If time permits** **ask**: “What CLUES helped you figure this out?” (make spyglass gesture)]  [Student response] |
|  |  |
|  | [SLIDES 32, 33, 34] |
| \_\_\_\_\_ | Say: “What is happening here? What do you notice on this slide?”  [Student response: the man has given the airplane to the little girl]  [Allow students to explain what happened if time permits.] |
|  |  |
| \_\_\_\_\_ | h. Say: “Now let’s see if we can find some distal causes. Remember, sometimes in a story one thing happens that causes something else to happen much later in the story after other events have occurred. Many times when we are reading the story, we don’t know that one part will cause something else to happen later. When one thing in a story causes something else to happen much later, this is called a distal cause.” |
| \_\_\_\_\_ | Ask: “Did you see a distal cause in the story?”  [Student response]  [Guide students to identify the connection between the boy planting the seed and him getting his airplane back much later.] |
| \_\_\_\_\_ | Say: “Now let’s see if we can identify the important events. Remember some events in a story are very important. They cause lots of things to happen, or they help the character to get their goal. What events in the story do you think are important?”  [Student response]  [Guide students to identify the boy getting his airplane stuck in the tree and planting the seed as important events.] |
| \_\_\_\_\_ | [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.] |
|  |  |
| \_\_\_\_\_ | i. [**If time permits]**  Say: “Now let’s use the parts of the organizer that we charted to retell the story. Be sure to state the connections as well as the goal, tries, and outcomes.”  [Have students work together to retell the beginning of the story using the completed organizer.]  [Provide feedback and modeling as needed.] |
|  | ***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 13 Appendix, pp. 5-6) |
|  |  |
|  | 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 Boy and the Airplane* book activity was *really hard*, *hard*, *okay*, *easy*, or *really easy*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 2. Say: “Learning how to identify ALL KINDS OF CAUSAL CONNECTIONS AND GOALS, TRIES, AND OUTCOMES IN THE SAME STORY 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 Boy and the Airplane* book activity was *not fun at all*, *not really fun*, *okay*, *fun*, or *really fun*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | 4. Say: “Learning how to find ALL KINDS OF CAUSAL CONNECTIONS AND GOALS, TRIES, AND OUTCOMES IN THE SAME STORY 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 ALL KINDS OF CAUSAL CONNECTIONS AND GOALS, TRIES, AND OUTCOMES in a story.”  [The tablets should now display the student response options for EFFICACY (pink-colored responses)]  [Teachers should read the following questions aloud to students. After a question is read, and it is time for students to respond, teachers should tap the fidelity box next to the question to activate response mode.] |
| \_\_\_\_\_ | 5. Say: “If someone asked me to identify ALL KINDS OF CAUSAL CONNECTIONS AND GOALS, TRIES, AND OUTCOMES IN THE SAME STORY *I couldn’t do it*, *I could do it with help*, *I could do it by myself*.” |
| \_\_\_\_\_ | Say: “Think, Ready, Respond.” [Tap the fidelity box to the left to activate response mode]  [Students respond] |
| \_\_\_\_\_ | c. Co-teacher will circulate to make sure that students are recording their responses accurately on the tablet.    [Collect student tablets] |
|  |  |
|  | [If tablets are NOT available follow directions in this light gray box] |
| \_\_\_\_\_ | a. Pass out green folders and chip to each child. |
| \_\_\_\_\_ | b. Read each question from p. 40 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 5-6 of the Lesson 13 Appendix. |
|  |  |
|  | ***Materials for Part 7: Closure***   * Refrigerator Sheet to send home (make 6 color copies) (Lesson 13 Appendix, p. 7) |
|  |  |
|  | ***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. |
|  |  |
|  | 7. **Closure** (5 min.) |
| \_\_\_\_\_ | 1. Pass out refrigerator sheets to students and have them follow along as you review the information. |
| \_\_\_\_\_ | b. Say: “Today we practiced finding goals, tries, and outcomes, and different kinds of causal connections in stories. In the *Boy and the Airplane* the little boy’s goal was to get his airplane down from the roof BECAUSE [make finger move] he’d gotten it stuck. He made a few different tries that didn’t work. His last try was to plant a seed. Even though it took many years, eventually the tree grew tall enough and he was able to climb it to get his airplane back. This is an example of a distal cause, where one thing that happens in a story—planting a seed—caused something else to happen much later—the little boy got his airplane back.” |
| \_\_\_\_\_ | c. Say: “When you go home tonight try to recognize goals, tries, and outcomes when you are reading, watching television, playing games, or in real life. We will share the goals, tries, and outcomes 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.]