NS Lesson #14

*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 (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 14 Appendix *(To be printed)*:**   * Lesson 14 Magician Narrative Review from Lesson 13 Mastery Sheet (Lesson 14 Appendix, p. 1) * *Monster and Dumpling* Mastery Sheet (Lesson 14 Appendix, p. 2) * Lesson 14 Magician Narrative Review: Bag A Mastery Sheet (Lesson 14 Appendix, p. 3) * Lesson 14 Magician Narrative Review: Bag B Mastery Sheet (Lesson 14 Appendix, p. 4) * Lesson 14 Magician Narrative Review: Bag C Mastery Sheet (Lesson 14 Appendix, p. 5) * Lesson 14 Magician Narrative Review: Bag D Mastery Sheet (Lesson 14 Appendix, p. 6) * Lesson 14 Magician Narrative Review: Bag E Mastery Sheet (Lesson 14 Appendix, p. 7) * Lesson 14 Magician Narrative Review: Bag F Mastery Sheet (Lesson 14 Appendix, p. 8) * Lesson 14 Magician Narrative Review: Bag G Mastery Sheet (Lesson 14 Appendix, p. 9) * Lesson 14 Magician Narrative Review: Bag H Mastery Sheet (Lesson 14 Appendix, p. 10) * Student Evaluation Record Sheet (make 2 copies) (Lesson 14 Appendix, pp. 11-12) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 14 Appendix, p. 13)   **Technology:**   * Laptop * Teacher Tablets (2); Student tablet on Demo Mode (1) * Student Tablets (6)   **Teacher Box:**   * Pens (3) * Plastic Cups (6) * Apron * Sharpie * Paperclips * Small Sticky Notes (assorted colors) (6 pads) * Chart Marker * Stickers * Chips for Green Folders (6) * Wet Erase Markers (3) * O-Rings * Wikki Stix * Velcro Boards (4) * Story Creation Bags (set of 12) * Example Bag (1 goal card, 1 try card, 1 outcome fail card, 1 outcome yes card, 1 because card, and 1 because string) * Role Cards (2 sets; I Do, I Help, I Watch, You Do Together, You Help, You Watch) * Role Charts (set of 2) * Procedure Cards (8 sets; 1 goal card, 1 try card, 1 outcome yes card, 1 outcome fail card, 1 procedure card) * Small Group Practice Flip Charts (2)   **Videos/PowerPoints Needed:**   * Video: *Monster and Dumpling* (2 copies)   **Pre-Printed Cards:**   * Lesson 13 Magician Narrative Review * Lesson 14 Magician Narrative (Bags A-H) * Lesson 14 *Monster and Dumpling* [including Character card for Monster (2)]   **Boards from Previous Lesson(s):**   * Lesson 13 Magician Narrative Review (Note: The cards used to review the Magician Narrative from last session are different than the boards actually constructed last time. Today we will be talking about the magician’s goal in our last session—teach 6 new magicians how to do tricks—whereas last time we charted the students’ goals, e.g., make a ball disappear.)   **Additional Materials and Props *(in Lesson 14 Box)*:**   * None   **Magician Materials *(in Magician Box)*:**   * None |

**Lesson 14**

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|  | ***Setting Up for the Magician Narrative***  *Before the lesson begins*:   1. Lay out the roll of Velcro fabric in a place where students can gather around it (away from primary teaching area). 2. Lay out Lesson 14 Magician Narrative Review pre-printed cards (Bags A-H) and a lot of Wikki Stix near the roll of fabric. 3. Make sure the cards in each bag are in order numerically from 1 to whatever. It is *critical* that the cards are in order so that the activity proceeds at a quick pace. Cards are labeled on the back with the bag letter (A-H) and card number. 4. Use a wet erase marker to write in places where you looked for the wand on the TRY cards in Bag G. 5. Do NOT build any of this review. The review is to be done WITH the students. |
|  | ***Building Board from Previous Lesson:***  *Before the lesson begins:*   1. Build the Lesson 13 Magician Narrative Review board using the Lesson 13 Magician Narrative Review pre-printed cards, which are in the Lesson 14 box. 2. Use the Lesson 14 Magician Narrative Review from Lesson 13 Mastery Sheet (Lesson 14 Appendix, p. 1) as a guide when building the board. 3. Note: The cards used to review the Magician Narrative from last session are different than the boards actually constructed last time. Today we will be talking about the magician’s goal in our last session—teach 6 new magicians how to do tricks—whereas last time we charted the students’ goals, e.g., make a ball disappear. |
|  | ***Small Group Practice Set-Up:***  *Before the Lesson begins:*   * Teacher and Co-teacher decide which children will be in each of the two small groups. * Teacher and Co-teacher decide where the two small group practices will be held. * Inform research personnel where both small group practices will be held.   *During the break in the lesson:*   * Research personnel will set up the co-teacher’s small group practice materials in the location where it will be held. * Materials to be set up include:   + Video camera   + Audio recorder   + Small Group Practice Flip Chart (in Teacher Box)   + Roles Chart (in classroom)   + Velcro Board (in classroom)   + Wikki stix (in Teacher Box)   + Wet erase marker (in Teacher Box)   + Pre-printed cards: *Monster and Dumpling* (1 set) (in Lesson 14 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 * Wikki Stix * Lesson 14 Magician Narrative Review from Lesson 13 Mastery Sheet (Lesson 14 Appendix, p. 1) * Pre-printed cards: Lesson 13 Magician Narrative Review (Note: The cards used to review the Magician Narrative from last session are different than the boards actually constructed last time. Today we will be talking about the magician’s goal in our last session—teach new junior magicians how to do tricks—whereas last time we charted the students’ goals, e.g., make a ball disappear.) |
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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 find goals, tries, or outcomes when you were reading, watching television, playing games, or in real life. Did you notice any goals, tries, or outcomes while you were at home since our last lesson?”  [Student response]  [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 noticed a distal cause since our last session. Two weeks ago I ordered a magazine. After I ordered it, I went to the mall, I went grocery shopping at Kroger, I went to dinner with my little sister, I taught a few lessons, a lot has happened. I just got the magazine yesterday. A lot of events happened in between ordering the magazine two weeks ago and getting it yesterday. All the other events in between tell me that this is a distal cause.” |
|  | 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, and 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 13.] |
| \_\_\_\_\_ | . 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] |
| \_\_\_\_\_ | * Ask: “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]. |
| \_\_\_\_\_ | * Ask: “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?’ [make “why” gesture] 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 an 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] |
| \_\_\_\_\_ | * Say: “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.] |
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|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the OUTCOME FAIL card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available: Have students hold up their outcome fail card.] |
| \_\_\_\_\_ | * Ask: “How do I record an outcome fail on the Velcro board?”   [Write what happened on an outcome fail card.] |
| \_\_\_\_\_ | * Ask: “What is an outcome yes?”   [The character did get their goal.] |
| \_\_\_\_\_ | * Ask: “When we see an outcome yes, what card do we hold up?”   [Tap/hold up your outcome yes card.] |
|  | [If tablets are available follow the directions in this dark gray box] |
| \_\_\_\_\_ | [Activate question by tapping the fidelity box to the left.]  [Students should tap on the OUTCOME YES card and hold the tablet up]  [Before tapping the ‘Done’ button on the top right of the screen to move on, teachers should double-check to make sure that all students have responded to the question by looking at the list of student responses on the top left.] |
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|  | [If tablets are NOT available: Have students hold up their outcome yes card.] |
| \_\_\_\_\_ | * Ask: “How do I record an outcome yes on the Velcro board?”   [Write what happened on an outcome yes card.] |
| \_\_\_\_\_ | * Ask: “What question do we need to ask ourselves after we find an outcome?” [Why did this outcome happen?] [make “why” gesture] [Point to the WHY question on the procedure card.] |
| \_\_\_\_\_ | * Ask: “When we think about WHY we had an OUTCOME, we are looking for a causal connection. What do we use to connect what the character’s OUTCOME was and WHY they had this OUTCOME?” [A Because string] |
| \_\_\_\_\_ | * Ask: “Once we have found a try and outcome, what question do we ask next?”   [Is the character’s goal still the same?] |
| \_\_\_\_\_ | f. 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 [make spyglass gesture] 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 the character’s goal or 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 13 Magician Narrative Review Board]  Say: “In our last lesson, Alex the Magician had the goal of getting some new magicians to be in the Magician’s Club.”  [Point to yellow thought bubble that says ‘Alex the Magician wants to get some new magicians in the Magician’s Club’]  Say: “WHY did she have this goal?” [make “why” gesture]  [Student response: BECAUSE (make finger move) she got kicked out of the Magician’s Club.]  [Point to “Alex got kicked out of the Magician’s Club” on blue Because Card] |
| \_\_\_\_\_ | Say: “Alex the Magician tried to achieve her goal by teaching each one of us how to perform a new trick. WHY did she try this?” [make “why” gesture]  [Student response: BECAUSE (make finger move) her goal was to get some new magicians to be in the Magician’s Club.] |
| \_\_\_\_\_ | [Show students the procedure card to show them the WHY?” question after the TRY step.]  Say: “This ‘WHY [make “why” gesture] question will help us remember to think, ‘WHY did the character try this?’ after we notice that a character made a try.” |
| \_\_\_\_\_ | Say: “We can restate the connection as ‘Alex the Magician tried teaching us how to perform new tricks, BECAUSE (make finger move) she wanted to get some new magicians into the Magician’s Club.’ OR we could say, ‘Alex the Magician wanted to get some new magicians into the Magician’s Club, WHICH CAUSED (make finger move) her to teach us how to perform new tricks.’”] |
| \_\_\_\_\_ | Say: “Alex the Magician tried to teach us how to perform our tricks. What happened as a result of this try? [make “what happened” gesture] What was the outcome?” [make “what happened” gesture]  [Student response: We learned the tricks. Outcome Yes]. |
| \_\_\_\_\_ | Say: “WHY did this outcome happen?” [make “why” gesture]  [Student response: BECAUSE (make finger move) she taught us how to do our tricks.]  Make causal connection between OUTCOME and TRY with because string and verbalize connection. |
| \_\_\_\_\_ | Say: “We can restate the connection as, ‘We learned the tricks, BECAUSE (make finger move) Alex the Magician taught us how to perform new tricks.’ OR we could say, ‘Alex the Magician taught us how to perform new tricks, WHICH CAUSED (make finger move) us to learn the tricks.” |
| \_\_\_\_\_ | Say: “Well, it looks like we should be able to get back into the Magician’s Club. You really have learned the tricks just like the Magician’s Club wants, but we’ve got to videotape these tricks and send them in to see if we actually get in the club!” |
|  | ***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 14 Magician Narrative Mastery Sheets (Lesson 14 Appendix, pp. 3-10) * Pre-printed cards: Magician Narrative (Bags A-H) * Velcro boards (as many as you have) or roll of Velcro fabric to chart narrative on * Wikki stix * Wet erase marker |
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|  | ***Overview of Magician Narrative Activity***  *Before the lesson begins*:   * Lay out the roll of Velcro fabric in a place where students can gather around it (away from primary teaching area). * Lay out Lesson 14 Magician Narrative Review pre-printed cards (Bags A-H) and a lot of Wikki Stix near the roll of fabric. * Make sure the cards in each bag are in order numerically from 1 to whatever. It is *critical* that the cards are in order so that the activity proceeds at a quick pace. Cards are labeled on the back with the bag letter (A-H) and card number. * Use a wet erase marker to write in places where you looked for the wand on the TRY cards in Bag G. * Do NOT build any of this review before the lesson. The review is to be done with the students during the lesson.   *During the Lesson:*   * The board is to be built cooperatively *with* the students *during* the lesson. * Use the Lesson 14 Magician Narrative Mastery Sheets to guide building the board (Lesson 14 Appendix, pp. 3-10) * Use the pre-printed cards: Magician Narrative (Bags A-H) in the Lesson 14 box to place on the board   *Teacher Role During Activity:*   * Teacher will remove cards from one bag (i.e., Bags A-H) at a time. * Teacher will place each card down on the roll of Velcro fabric or Velcro boards while reminding students of that event. * Students should assist with recalling the events (and placing them on the board) as they are able. * Teacher will prompt students if students are not identifying the events on their own.   *Co-Teacher Role During Activity:*   * Co-teacher will prompt students for *important* causal connections during this time (not all of the causal connections). * Co-teacher will prompt students if students are not identifying causal connections on their own. * Co-teacher will place wikki stix (or hand them to students to place) on the board as connections are made   *Student Role During Activity:*   * Assist teacher by helping to recall/retell events and help place them on the board * Assist co-teacher by helping to retell causal connections and place them on the board   *Pacing During the Lesson*   * The pace of this part of the lesson should be *very fast*. * Students may jump in if they remember an event, but there are *a lot* of events to get through, so there should be *no pausing and waiting for students to respond*. Teacher should be quickly placing cards down.   *After the Lesson is Over for the Day:*   * Teacher, Co-teacher, and research personnel should disassemble the board. * Look on the back of each card for the code (Bag Letter A-H; Card number) * Place cards back in their appropriate bag (Bags A-H) (Cards with “A” on back go in Bag A, etc.) * Place cards in their numerical order in each bag (i.e., cards should be placed back in each bag in order from 1 to whatever) |
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|  | ***Prompts for Identifying Events and Causal Connections***  The teacher will use prompts to guide students to identify events in the narrative. The co-teacher will use prompts to guide students to identify causal connections. 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: recall the Magician Narrative.   * Teacher asks: “What was his/her/our GOAL here?” [Answers will vary] * Co-teacher asks: “WHY did he/she/we have this goal?” [make “why” gesture] [Answers will vary] * Teacher asks: “What did he/she/we TRY?” [Answers will vary] * Co-teacher asks: “WHY did he/she/we try this?” [make “why” gesture] [Answers will vary] * Teacher asks: “What happened as a result of this try? [make “what happened” gesture] and “What was the OUTCOME? Was it an outcome fail/yes?” [Answers will vary] * Co-teacher asks: “WHY did this OUTCOME happen?” [make “why” gesture] [Answers will vary] * Teacher asks: “Was the goal still the same?” [Answers will vary] * Teacher asks: “What was the event that happened?” [Answers will vary] * Co-teacher asks: “WHY did this event happen?” [make “why” gesture] [Answers will vary] |
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|  | 2. **Teacher Modeling/Explicit Instruction with Magician Narrative** (35 min.) |
| \_\_\_\_\_ | a. Say: “Today we will be putting everything together. We will review all of the goals, tries, and outcomes that we have made in the Magician’s Narrative, and we will look for all of the different types of causal connections we have learned about.” |
|  | 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 because we will be going a little faster today, we will not be raising with our hands today. Just call out the answers” [Use Gestures for Explaining Roles] |
| \_\_\_\_\_ | c. Say: “We have been mapping out what has happened each day with Alex the Magician, but today we are going to do something a bit different. Sometimes when we are reading, we need to read the whole story before we can see all of the connections. Our magician story is no different. Today we are going to map out everything that we can remember from the magician story so far. Once we have it mapped out, we will be able to see everything that has happened, and we will be able to make lots of different causal connections, like causal chains and distal causes, that may go across multiple lessons.” |
| \_\_\_\_\_ | Say: “Don’t worry about raising you hand. We are going to go fast and try to get it all on the board quickly, so just call out if you know the answer. Please remember to be nice to your fellow students though. We’re going to go quick, but we aren’t going to yell over each other. If you would like to tap/hold up your GOAL, TRY, and OUTCOME cards while we review you are welcome to do so. Are you all ready?” |
|  |  |
| \_\_\_\_\_ | [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.] |
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| \_\_\_\_\_ | ***Teacher and Co-Teacher Instructions***  Teacher will use the following script while placing down Magician Narrative cards. Co-teacher will be jumping in with prompts to help find *important* causal connections (not all causal connections!) |
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|  | ***Bag A***  Pull out Bag A (lesson 1) cards 1-7 |
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|  | d. Teacher says: “In our first lesson, Alex the Magician came into the room with a bunch of balloons. She had the goal of practicing some magic tricks.” [Place down card 1] [Goal card] |
| \_\_\_\_\_ | Teacher says: “She had this goal BECAUSE [make finger move] she had to practice her tricks to perform at a party.” [Place down card 2] [Because card] |
| \_\_\_\_\_ | Teacher says: “She tried pulling a rabbit out of her hat.” [Place down card 3] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did she try this?” [make “why” gesture]  [BECAUSE (make finger move) she wants to practice her magic tricks to perform at a party.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “This was an outcome yes BECAUSE [make finger move] the rabbit appeared” [Place down card 4] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) Alex the Magician pulled a rabbit out of her hat] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Next she tried pulling a ball out of the teacher’s ear.” [Place down card 5] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did she have this outcome?” [make “why” gesture]  [She couldn’t pull the ball out of the teacher’s ear BECAUSE (make finger move) she left her ball at home.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “She then left the room taking the balloons with her. This was just an event. It wasn’t a goal, try, or outcome.” [Place down card 7] [Event card] |
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|  | ***Bag B***  Pull out Bag B (lessons 2 and 3) cards 1-9 |
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| \_\_\_\_\_ | Teacher says: “In our second lesson, we found out she left the balloons in the school. Again, this is just an event that happened.” [Place down card 1] [Event card] |
| \_\_\_\_\_ | Teacher says: “We then had the goal of taking the balloons to Alex the Magician.” [Place down card 2] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We had this goal BECAUSE [make finger move] she needed them to practice her tricks to perform at a party.” [Place down card 3] [Because card] |
| \_\_\_\_\_ | Teacher says: “Before we could achieve that goal, we had to find the balloons in the school.” [Place down card 4] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We had to do that BECAUSE [make finger move] Alex the Magician sent a video and asked us to help her find the balloons.” [Place down card 5] [Because card] |
| \_\_\_\_\_ | Teacher says: “We tried looking in first 3 locations.” [Place down card 6] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture]  [BECAUSE (make finger move) we needed to find the balloons in the school] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “We didn’t find the balloons.” [Place down card 7] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) when we looked in the first 3 places, we didn’t find the balloons] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “In our third lesson, we tried looking in the last place.” [Place down card 8] [Try card] |
| \_\_\_\_\_ | Co-teacher says: WHY did we try this? [make “why” gesture] [BECAUSE (make finger move) the first 3 places didn’t work AND BECAUSE [make finger move] we needed to find the balloons in the school] [make connections with because string] |
| \_\_\_\_\_ | Teacher says: “This was where we finally found the balloons.” [Place down card 9] [Outcome Yes Card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) we looked in location 4] [make connection with because string] |
|  |  |
|  | ***Bag C***  Pull out Bag C (lessons 4, 5, and 6) cards 1-13 |
| \_\_\_\_\_ | Teacher says: “In our fourth lesson, we had the goal of taking the balloons to the Alex.” [Place down card 1] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We had this goal BECAUSE [make finger move] she needed them to practice her tricks to perform at a party.” [Place down card 2] [Because card] |
| \_\_\_\_\_ | Teacher says: “We tried 2 different exits.”[Place down card 3] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture]  [BECAUSE (make finger move) we wanted to take the balloons to Alex the Magician] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Unfortunately, we couldn’t get out”. [Place down card 4] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) we tried 2 different exits and we couldn’t get out] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “In our fifth lesson, we came to class and our balloons were gone. We then had the goal of finding all the balloons in the school.” [Place down card 5] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We had this goal BECAUSE [make finger move] Alex the Magician needs the balloons to practice her trick for a party.” [Place down card 6] [Because card] |
| \_\_\_\_\_ | Teacher says: “We tried looking in 3 locations.” [Place down card 7] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture]  [BECAUSE (make finger move) We wanted to find all the balloons in the school.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says; “Sadly, the balloons were all ruined and turned into a lung/science experiment, papier mâché, and laminated.” [Place down card 8] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) we looked in 3 locations, and found ruined balloons] [make connection with because string |
| \_\_\_\_\_ | Teacher says; “When we told Alex what happened, she decided to get the balloons herself.” [Place down card 9] [Event card] |
| \_\_\_\_\_ | Teacher says: “In our sixth lesson, Alex the Magician had the goal of getting the new balloons.” [Place down card 10] [Goal card] |
| \_\_\_\_\_ | Teacher says: “She had this goal BECAUSE [make finger move] the other balloons were ruined.” [Place down card 11] [Because card] |
| \_\_\_\_\_ | Teacher says: “She tried the Dollar Tree and Kroger.” [Place down card 12] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did she try this?” [make “why” gesture]  [BECAUSE (make finger move) she needed new balloons because the other balloons were ruined.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Unfortunately, there was a helium shortage and Kroger was sold out balloons. She didn’t get the balloons.” [Place down card 13] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) she looked in Dollar Tree and Kroger, WHICH CAUSED (make finger move) her to see there was a helium shortage and Kroger was out of balloons.] [make connection with because string] |
|  |  |
|  | ***Bag D***  Pull out Bag D (lesson 7) cards 1-15 |
| \_\_\_\_\_ | Teacher says: “In our seventh lesson, Alex the Magician came back to do a trick. She had the goal of pulling a rabbit out of her hat.” [Place down card 1] [Goal card] |
| \_\_\_\_\_ | Teacher says: “She had this goal BECAUSE [make finger move] she needed to practice for a party.” [Place down card 2] [Because card] |
| \_\_\_\_\_ | Teacher says: “She stuck her hand in the hat and tried pulling and turning the hat upside down.” [Place down card 3] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did she try this?” [make “why” gesture]  [BECAUSE (make finger move) she wanted to pull a rabbit out of her hat] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Unfortunately, there was no rabbit in the hat.” [Place down card 4] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) turning the hat upside down did not work, WHICH CAUSED (make finger move) her to see that the rabbit was gone.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “She then had the goal of finding the rabbit.” [Place down card 5] [Goal card] |
| \_\_\_\_\_ | Teacher says: “She had this goal BECAUSE [make finger move] the rabbit wasn’t in the hat and she needs it to practice her trick for the party.” [Place down card 6] [Because card] |
| \_\_\_\_\_ | Teacher says: “She tried looking under the table and in the trashcan.” [Place down card 7] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did she try this?” [make “why” gesture]  [BECAUSE (make finger move) she needed to find her rabbit] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “She did not find the rabbit.” [Place down card 8] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [Alex the Magician tried looking under the table and in the trash cans, WHICH CAUSED (make finger move) her to see that the rabbit was not there.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Next, she had the goal of reporting the missing rabbit.” [Place down card 9] [Goal card] |
| \_\_\_\_\_ | Teacher says: “She needed to do that BECAUSE [make finger move] she couldn’t find the rabbit and she need it for the trick.” [Place down card 10] [Because card] |
| \_\_\_\_\_ | Teacher says: “She tried calling on the phone to report it.” [Place down card 11] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did she try this?” [make “why” gesture]  [BECAUSE (make finger move) she needed to report the missing rabbit] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “She talked to the Head Magician and reported the missing rabbit.” [Place down card 12] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) she called her on the phone] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Then the Head Magician came and kicked Alex the Magician out of the Magician’s Club.” [Place down card 13] [Event card] |
| \_\_\_\_\_ | Teacher says: “This caused us to have the new goal of helping Alex get back into the Magician’s Club.” [Place down card 14] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We want to help her BECAUSE [make finger move] she was kicked out of the Magician’s Club.” [Place down card 15] [Because card] |
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|  | ***Bag E***  Pull out Bag E (lesson 8) cards 1-11. |
| \_\_\_\_\_ | Teacher says: “In our eighth lesson, The custodian found the rabbit and left it in a box for us.” [Place down card 1] [Event card] |
| \_\_\_\_\_ | Teacher says: “We then had the goal of finding a book on how to care for rabbits.” [Place down card 2] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We had this goal BECAUSE [make finger move] Alex asked us to watch the rabbit while she’s in Cincinnati.” [Place down card 3] [Because card] |
| \_\_\_\_\_ | Teacher says: “We tried looking in the library.” [Place down card 4] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture]  [BECAUSE (make finger move) we needed to find a book on what rabbits eat] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “We were able to find a book on rabbits.” [Place down card 5] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we have this outcome?” [make “why” gesture] [BECAUSE (make finger move) we found the book in the library] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Unfortunately, then we had the goal of fixing the ripped page.” [Place down card 6] [Goal card] |
| \_\_\_\_\_ | Teacher says: “Why did we have this goal? BECAUSE [make finger move] we accidently ripped the page as we were looking at the book.” [Place down card 7] [Because card] |
| \_\_\_\_\_ | Teacher says: “We first tried tape.” [Place down card 8] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture]  [BECAUSE [make finger move] we needed to fix the ripped page] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “But we couldn’t find any tape.” [Place down card 9] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we have this outcome?” [make “why” gesture]  [BECAUSE (make finger move) we tried to use tape, but there was no tape] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “So, we tried a stapler.” [Place down card 10] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture]  [BECAUSE (make finger move) there was no tape, AND BECAUSE [make finger move] we needed to fix the ripped page] [make connections with because string] |
| \_\_\_\_\_ | Teacher says: “The stapler worked and we fixed the page.” [Place down card 11] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “”WHY did this outcome happen? [make “why” gesture]  [BECAUSE (make finger move) we tried to use a stapler, and the stapler worked] [make connection with because string] |
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|  | ***Bag F***  Pull out Bag F (lesson 9) cards 1-6. |
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| \_\_\_\_\_ | Teacher says: “In our ninth lesson, we had the goal of getting past Tatiana and keeping the tricks safe.” [Place down card 1] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We had this goal BECAUSE [make finger move] Alex the Magician sent us a video message warning us that Tatiana would try to take the tricks.” [Place down card 2] [Because card] |
| \_\_\_\_\_ | Teacher says: “The teachers tried sneaking past.” [Place down card 3] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture] [BECAUSE (make finger move) we wanted to get past Tatiana and keep the tricks safe.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “But their tricks were taken.” [Place down card 4] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) the teachers’ tries didn’t work] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Then all of your tried sneaking past.” [Place down card 5] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did you try this?” [make “why” gesture]  [BECAUSE (make finger move) we wanted to get past Tatiana and keep the tricks safe.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “And you kept the tricks safe!” [Place down card 6] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture] [BECAUSE (make finger move) you were able to sneak past Tatiana] [make connection with because string] |
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|  | ***Bag G***  Pull out Bag G (lessons 10 and 11) cards 1-10. |
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| \_\_\_\_\_ | Teacher says: “In our tenth lesson, our goal was to keep the tricks safe from Tatiana.” [Place down card 1] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We had this goal BECAUSE [make finger move] Alex the Magician sent us a video message warning us that Tatiana will try to take the tricks.” [Place down card 2] [Because card] |
| \_\_\_\_\_ | Teacher says: “When she tried to get us to leave we left a guard in the room and called the office.” [Place down card 3] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture]  [BECAUSE (make finger move) we needed to keep the tricks safe from Tatiana] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “We were able to keep the tricks safe. She didn’t get them!” [Place down card 4] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) we left a guard in the room and called the office] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “In our eleventh lesson, we had the goal of finding Alex the Magician’s wand.” [Place down card 5] [Goal card] |
| \_\_\_\_\_ | Teacher says: “We had this goal BECAUSE [make finger move] Alex the Magician sent a video message asking us to find it for her.” [Place down card 6] [Because card] |
| \_\_\_\_\_ | Teacher says: “First we tried [location 1].” [Place down card 7] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “”WHY did we try this? [make “why” gesture]  [BECAUSE (make finger move) we want to find Alex the Magician’s wand] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Unfortunately, we didn’t find her wand.” [Place down card 8] [Outcome Fail card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture] [BECAUSE (make finger move) the wand was not at location 1] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Next, we tried [location 2].” [Place down card 9] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did we try this?” [make “why” gesture]  [BECAUSE (make finger move) the wand was not in location 1 AND BECAUSE [make finger move] we need to find Alex the Magician’s wand] [make connections with because string] |
| \_\_\_\_\_ | Teacher says: “That’s where we found the wand!” [Place down card 10] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) the wand was at location 2] [make connection with because string] |
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|  | ***Bag H***  Pull out Bag H (lessons 12 and 13) cards 1-8 |
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| \_\_\_\_\_ | Teacher says: “In our twelfth lesson, Alex the Magician had the goal of performing a trick that was cool enough to get back into the Magician’s Club.” [Place down card 1] [Goal card] |
| \_\_\_\_\_ | Teacher says: “She had this goal BECAUSE [make finger move] she needed a cool new trick to get back into the Magician’s Club.” [Place down card 2] [Because card] |
| \_\_\_\_\_ | Teacher says: “She performed the disappearing cup trick for the magicians in the Magician’s Club. She made a cup disappear.” [Place down card 3] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did she try this?” [make “why” gesture]  [BECAUSE (make finger move) she wanted to perform a trick cool enough to get back into the Magician’s Club.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “She did perform the trick and made the cup disappear. The Head Magician gave her a ‘thumbs-up!’” [Place down card 4] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) she performed the disappearing cup trick for the magicians in the Magician’s Club and made the cup disappear.] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “In our thirteenth lesson, Alex the Magician had the goal of bringing new junior magicians into the Magician’s Club.” [Place down card 5] [Goal card] |
| \_\_\_\_\_ | Teacher says: “She had this goal BECAUSE [make finger move] she got kicked out of the Magician’s Club.” [Place down card 6] [Because card] |
| \_\_\_\_\_ | Teacher says: “She tried by teaching each of us a new trick.” [Place down card 7] [Try card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did she try this?” [make “why” gesture]  [BECAUSE (make finger move) she needed to bring in some new magicians into the Magician’s Club] [make connection with because string] |
| \_\_\_\_\_ | Teacher says: “Everyone learned how to perform their tricks!” [Place down card 8] [Outcome Yes card] |
| \_\_\_\_\_ | Co-teacher says: “WHY did this outcome happen?” [make “why” gesture]  [BECAUSE (make finger move) Alex the Magician taught each of us how a new magic trick] [make connection with because string] |
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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.] |
|  |  |
|  | ***Identifying Causal Connections***   * After charting out the events, use the script below to prompt students to point out the different types of causal connections we have learned about (simple cause, causal chain, and distal cause) and any important events. * Allow students to identify what type of causal connection it is (simple, causal chain, distal cause) and explain the connection. You are not trying to find ALL of the causal connection—just some of them as time permits. * Have students identify those events they believe are important (and explain why). Then have students place swirly strings on those events that they decide are important events. * Be sure to cover the following important events:   + Alex left the balloons in the school (event card, Bag B)   + The Head Magician came and kicked Alex out of the Magician’s club (event card, Bag D)   + Goals that are particularly important (goals, Bag B) |
|  |  |
| \_\_\_\_\_ | e. Say: “A simple cause is when one event causes another event, like the balloon popping BECAUSE [make finger move] I poked it with a pin. Do you see any simple causes?”  [Have students identify at least 2] |
|  |  |
| \_\_\_\_\_ | Say: “A causal chain is when one event causes another event, which causes another event, which causes another event, etc. just like the dominoes. Do you see any causal chains?”  [Have students identify at least 2] |
| \_\_\_\_\_ | Say: “A distal cause is when one event causes an event much later in the story, like when I ate all of that candy in the morning, which caused me to get sick much later at the end of the day. Do you see any distal causes?”  [Have students identify at least 2 and place extra-long Because strings on the board to connect those events.] |
| \_\_\_\_\_ | Say: “An important event is an event so important to the story, that without it, a lot of the story wouldn’t make any sense. An important event may also cause a lot of other events to happen in the story, or it may cause a character to have a goal. An example of a distal cause we have talked about would be winning the lottery. Winning the lottery caused me to buy a new car, call my friends and family, and celebrate with cake. Do you see any important events?”  [Have students identify at least 3 and place swirled wikki stix on those events.] |
| \_\_\_\_\_ | f. Say: “Whew! That was a lot of work! This is our entire Magician Story. Mapping all of these events each day helped us remember 13 lessons’ worth of information. This is why finding events, goals, tries, outcomes, and causal connections can help us remember stories better. We remembered all of these events because we have been mapping them out each day on the Velcro boards!” |
|  |  |
|  | ***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 14 Appendix, pp. 11-12) |
|  |  |
|  | 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 charting the entire magician 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] |
| \_\_\_\_\_ | 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 charting the entire magician 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] |
| \_\_\_\_\_ | 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. 41 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. 11-12 of the Lesson 14 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, outcomes, and causal connections in stories. We have also had to be DETECTIVES and make inferences. Can anyone give me an example of a goal try, outcome or causal connection from your movement break?” |
|  | ***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) * *Monster and Dumpling* Mastery Sheet (Lesson 14 Appendix, p. 2) * Pre-printed cards: *Monster and Dumpling* * Video: *Monster and Dumpling*  (2 copies) * Wet erase markers (2) * Velcro boards (2) * Wikki stix * Small Group Practice Flip Charts (2) |
|  |  |
|  | 5. **Small Group Practice with *Monster and Dumpling***(Video) (25 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. Say: “We will now look for goals, tries, outcomes, and causal connections from two perspectives in a video called *Monster and Dumpling*. 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, distal causes and important events.” |
| \_\_\_\_\_ | Say: “We may have to make some inferences as we are watching to determine the goals, tries, outcomes, and causes of some of the events because this story doesn’t have any words. We may have to use CLUES [make spyglass gesture] from across the story to help us make the inference.” |
| \_\_\_\_\_ | c. Briefly review causal connections, causal chains, and distal causes. [Use your judgment here—if students do not seem to need the review (or if you don’t have time), you don’t need to do it.]  Ask: “Sometimes events cause other events to happen in a story. What is a cause?” [A cause explains why something happened in the story]. |
| \_\_\_\_\_ | Ask: “What question to we ask ourselves to find a cause” [We ask “WHY did that happen?”] [make “why” gesture] |
| \_\_\_\_\_ | Ask: “How do we show a causal connection on the Velcro board? [Using a Because String]. |
| \_\_\_\_\_ | Ask: “We’ve learned about some special kinds of causal connections. What is a causal chain?” [When one event causes another causes another and so on]. |
| \_\_\_\_\_ | Ask: “What is a distal cause?” [When one event in a story causes something else to happen later, after other events have happened.] |
| \_\_\_\_\_ | Ask: “We may not know while we are reading that something will cause something else to happen much later. When we ask ourselves ‘WHY did that happen?’ [make “why” gesture] we may have to look way back in the story to find the cause.” |
| \_\_\_\_\_ | d. PRE-READING:  Ask: “Have you ever been so hungry that that is all you could think about. What kinds of things did you try, or do, to get food when you were that hungry?”  [Student response] |
| \_\_\_\_\_ | 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.] |
|  | ***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 tapping/holding up cards, your prompt should be:  “Remember, you should be thinking about whether you hear a goal, try, or outcome. When you hear one you should tap/hold up the appropriate card.”  If students are not making causal connections, your 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 monster (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.” |
|  |  |
|  | ***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?”] |
|  |  |
| \_\_\_\_\_ | e. Break students into small groups and go into different rooms. |
| \_\_\_\_\_ | f. [Place a character card of the monster on the Velcro board.]  Say: “There are two characters in our video. There is a monster and a little girl. As we watch the video we will think about the monster’s perspective and see if we can figure out the goals, tries, outcomes, and causal connections from the monster’s perspective.” |
| \_\_\_\_\_ | Say: “We will watch the video now. I will pause it at certain times to let you talk with your group about any events you may want to chart out on the Velcro board. As we watch the video, 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. You can also use your procedure cards to help you remember the steps to finding goals, tries, and outcomes if you need it.”  [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. Student should complete the Velcro board as the video is being watched.] |
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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.] |
|  |  |
|  | [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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|  | ***Charting Causal Connections***  We will only be mapping out events at this point. We will not make the causal connections until all the events have been mapped out on the Velcro board. |
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| \_\_\_\_\_ | [Begin watching video]  1) [Students should tap/hold up a GOAL card at about 00:26. Chart out events with students using the following prompts]:  [If students are not tapping/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?” |
| \_\_\_\_\_ | 2) [Teacher/Co-teacher will write what the students want on the blank GOAL card and have students place on the Velcro board.]  [Write GOAL (Monster wants food) on card for students and have them place it on the Velcro board.] |
| \_\_\_\_\_ | 3) “What CLUES [make spyglass gesture] helped you figure that goal out? Discuss it with your group.”  [Student response should be something like: Smells steam and looks happy] |
| \_\_\_\_\_ | 4) [Students should discuss WHY the monster 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 monster 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 monster wants food, BECAUSE (make finger move) he is hungry.” OR “The monster is hungry, WHICH CAUSED him to want food.”] |
| \_\_\_\_\_ | 1. Say: “What CLUES [make spyglass gesture] helped you figure that out? Discuss it with your group.”   [Student response should be something like: His stomach was growling] |
| \_\_\_\_\_ | [Begin watching video again. Pause video at 00:58. Help students make the inference that the girl is blind using the following prompts]: |
| \_\_\_\_\_ | 1. Say: “What do you notice about the little girl?”   [Student response should be: She is blind]  [Students often the think the character is a boy and focus on that. She is a girl. Try to focus students’ comments on her actions.] |
| \_\_\_\_\_ | 1. Say: “What CLUES [make spyglass gesture] helped you figure that out?” [She is feeling around for things] |
| \_\_\_\_\_ | [Begin watching video again.]   1. [Students should tap/hold up TRY cards at about 01:15. Chart out events with students using the following prompts]:   [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?” |
| \_\_\_\_\_ | 1. [Students discuss what the TRY was with one another.] |
| \_\_\_\_\_ | 1. [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.]  [Student response should be something like: Monster growls] |
| \_\_\_\_\_ | 1. [Students should discuss WHY the monster 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 monster 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 monster growled, BECAUSE (make finger move) he wanted food.” OR “The monster wanted food, WHICH CAUSED him to growl.”] |
|  | 1. [Continue watching the video 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?” |
| \_\_\_\_\_ | 1. [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?” |
| \_\_\_\_\_ | 1. [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 (Girl growls back) 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.” |
| \_\_\_\_\_ | 1. [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 monster 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 girl growled back BECAUSE (make finger move) the monster growled.” OR “The monster growled, WHICH CAUSED (make finger move) the girl to growl back.’”] |
| \_\_\_\_\_ | 1. [Students should think and discuss “Is the monster’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 monster still has the same goal with your group.” |
| \_\_\_\_\_ | 1. Say: “What CLUES [make spyglass gesture] helped you figure that out?”   [Student response should be something like: He is probably still hungry, and he’s looking at the dumplings.] |
| \_\_\_\_\_ | * 1. Say: “Okay, let’s continue watching to see if he TRIES anything else to get dumplings.”   [Continue watching video.]  [Students should tap/hold up TRY cards at about 01:57. Chart out events with students using the following prompts]:  [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 once a character TRIES something and it doesn’t work?” |
| \_\_\_\_\_ | 18) [Students discuss what the TRY was with one another.] |
| \_\_\_\_\_ | 19) [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 (Monster burps loudly) on a blank try card for the students and have them put it on the Velcro board where it belongs.]  [Student response should be something like: Monster burps loudly] |
| \_\_\_\_\_ | 20) [Students should discuss WHY the monster 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 monster 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 monster burped loudly, BECAUSE (make finger move) he wanted food.” OR “The monster wanted food, WHICH CAUSED him to burp loudly.”] |
| \_\_\_\_\_ | 1. Say: “What event happened after this try?”   [Student response should be something like: The sign falls and hits the monster in the head.]  [Have student place Event card (The sign falls and hits the monster in the head) on the board.] |
| \_\_\_\_\_ | 1. Say: “WHY did this event happen?” [make “why” gesture]   [Student response should be: BECAUSE (make finger move) the monster burped loudly.] [make connection with because string] |
| \_\_\_\_\_ | 23) Say: “What event happened after that event?”  [Student response should be: His tooth falls in the can.]  [Have student place Event card (his tooth falls in the can) on the board.] |
| \_\_\_\_\_ | 24)Say: “WHY did this event happen?” [make “why” gesture]  [Student response should be: BECAUSE (make finger move) the sign fell and hit the monster in the head.] [make connection with because string |
| \_\_\_\_\_ | 25) [Students tap/hold up an OUTCOME card.]  [You will probably have to prompt students regarding the OUTCOME]  [Once students tap/hold up OUTCOME card your prompts would be]:  Say: “Did you see an OUTCOME? Talk about it with your group and once you agree I will write it on a card and you can put it on the board where it belongs.”  [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?” |
| \_\_\_\_\_ | 26) [Students should discuss WHAT HAPPENED as a result of the try and discuss what the OUTCOME was with one another.] |
| \_\_\_\_\_ | 27) [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 (Monster gets the dumplings) 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.” |
| \_\_\_\_\_ | 28) [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 monster 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 monster got the dumplings BECAUSE (make finger move) his tooth fell into the can.” OR “The monster’s tooth fell into the can, WHICH CAUSED the monster to get dumplings.”] |
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| \_\_\_\_\_ | 29) [Students should think and discuss “Is the monster’s goal still the same?” (Yes, he looks like he still wants dumplings)]  [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 monster still has the same goal with your group.” |
| \_\_\_\_\_ | 30) Say: “What CLUES [make spyglass gesture] helped you figure that out?”  [Student response should be something like: Looking at dumplings/licking lips] |
| \_\_\_\_\_ | 31) Say: “Okay, let’s continue watching to see if he TRIES anything else to get more dumplings.”  [Continue watching video again. Pause video at 02:28. Map out events with students using the following prompts: |
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| \_\_\_\_\_ | 32) [Watch until students tap/hold up a TRY card and discuss what TRY the monster made (The monster gives more teeth).]  [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?” |
| \_\_\_\_\_ | 33) [Students discuss what the TRY (The monster gives more teeth) was with one another.] |
| \_\_\_\_\_ | 34) [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 (The monster gives more teeth) on a blank try card for the students and have them put it on the Velcro board where it belongs.] |
| \_\_\_\_\_ | 35) [Students should discuss WHY the monster 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 monster 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 monster gave more teeth BECAUSE (make finger move) he wants food.” OR “The monster wanted food, WHICH CAUSED him to give more teeth.”] |
| \_\_\_\_\_ | 36) [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?” |
| \_\_\_\_\_ | 37) [Students should discuss WHAT HAPPENED as a result of the try and discuss what the OUTCOME was with one another.]  [Student response should be: The monster got more dumplings. It was an Outcome Yes.] |
| \_\_\_\_\_ | 38) [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 (Gets more dumplings) 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.” |
| \_\_\_\_\_ | 39) [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 monster 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 monster got more dumplings BECAUSE (make finger move) he gave more teeth.” OR “The monster gave more teeth, WHICH CAUSED (make finger move) him to get more dumplings.”] |
| \_\_\_\_\_ | 40) [Students should think and discuss “Is the monster’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 monster still has the same goal with your group.” |
| \_\_\_\_\_ | 41) Say: “What CLUES [make spyglass gesture] helped you figure that out?”  [Student response should include: He looks full and rubs his belly] |
| \_\_\_\_\_ | Say: “You have done a great job of charting the monster’s goals, tries, and outcomes. Let’s watch the rest of the video to see what happens. We won’t chart any more of it. We will just enjoy it.” |
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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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| \_\_\_\_\_ | [Continue watching the rest of the video. Do not map out remaining events.] |
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|  | ***Do Not Chart Little Girl’s Perspective***  We will not map out the little girl’s perspective, but if the students identify it on their own, be sure to give praise and positive feedback. |
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| \_\_\_\_\_ | g. Say: “Wow! What did you think of that video? What happened? Talk about it with your group.”  [Students discuss with group] |
| \_\_\_\_\_ | Say: “Now let’s see if we can identify different types of causes in the story. Remember that sometimes in a story one event causes another event to happen. We call this a simple cause. Do you see any simple causes in the story?”  [Have students discuss with their group and encourage them to identify at least two simple causes and chart the connections on the Velcro board using the Because Strings.] |
| \_\_\_\_\_ | Say: “Sometimes in a story one event causes another event to happen, which causes another event to happen, which causes another event to happen, etc. We call this a causal chain. Do you see any causal chains in the story?”  [Have students discuss with their group and encourage them to identify at least one causal chain and chart the connections on the Velcro board using the Because Strings.] |
| \_\_\_\_\_ | Say: “Sometimes in a story one event causes another event to happen much later in the story after other events have occurred. Do you see any distal causes in the story?”  [Have student discuss with their group and encourage them to identify at least one distal cause and chart the connections on the Velcro board using the Because Strings.] |
| \_\_\_\_\_ | Say: “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?”  [Have students discuss with their group and encourage them to identify at least one important event and add a swirled wikki stick to those important event cards.] |
| \_\_\_\_\_ | 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.] |
|  | ***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 14 Appendix, pp. 11-12) |
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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 *Monster and Dumpling* 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 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 *Monster and Dumpling* 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 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] |
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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. 41 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. 11-12 of the Lesson 14 Appendix. |
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|  | ***Materials for Part 7***   * Refrigerator Sheet to send home (make 6 color copies) (Lesson 14 Appendix, p. 13) |
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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.) |
| \_\_\_\_\_ | 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, outcomes, and causal connections. We also had to be DETECTIVES and make inferences. In *Monster and Dumpling*, we had to be DETECTIVES and use CLUES [make spyglass gesture] in the video to figure out that the little girl was blind. We also found an important event in the story: the monster’s growl causes the sign to fall and knock his tooth out, which causes him to get some dumplings. If he never would have growled the story would have turned out very differently!” |
| \_\_\_\_\_ | c. Say: “When you go home tonight try to recognize goals, tries, outcomes, causal chains, or distal causes when you are reading, watching television, playing games, or in real life. We will share the goals, tries, outcomes, causal chains, or distal causes 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.]