NS Lesson #15

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

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

*Materials Needed*:

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| **Base Appendix Folders *(in Teacher Box)*:**   * Sample Procedure Cards (Causal Connections, Goals/Tries/Outcomes, Inference) (see Base Appendix, pp. 1-3) * Identifying Causes and Events Anchor Chart (Base Appendix, p. 4) * Student Goal/Try/Outcome Cards (on tablet or actual cards, see Base Appendix, p. 5) * Goal/Try/Outcome Anchor Chart (for reference only, Base Appendix, p. 6) * How to Place Cards on Goal/Causal Connections Organizer (Base Appendix, p. 7) * Blank Goal/Causal Organizer (Base Appendix, p. 8) * Outcome Prompt Flowchart (Base Appendix, p. 9) * Inference Anchor Chart (Base Appendix, p. 10) * Inference Prompts (Base Appendix, p. 11) * You Do It Together Conversation Starters and Prompts for Small Group Practice (Base Appendix, p. 12) * Small Group Practice Chart (Base Appendix, pp. 13-15) * Gestures Instruction Sheet (for reference only, Base Appendix, pp. 16-17) * Directed Movement Activities (for reference only, 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 15 Appendix *(To be printed)*:**   * Lesson 15 Magician Narrative Review from Lesson 13 Mastery Sheets (Lesson 15 Appendix, pp. 1-2) * Student Evaluation Record Sheet (make 1 copy) (Lesson 15 Appendix, pp. 3-4) * Refrigerator Sheet to send home (make 6 color copies) (Lesson 15 Appendix, p. 5)   **Technology:**   * Laptop * Teacher Tablets (2); Student tablet on Demo Mode (1) * Student Tablets (6)   **Teacher Box:**   * Pens (3) * Plastic Cups (6) * Apron * Sharpie * Paperclips * Small Sticky Notes (assorted colors) (6 pads) * Chart Marker * Stickers * Chips for Green Folders (6) * Wet Erase Markers (3) * O-Rings * Wikki Stix * Velcro Boards (4) * Story Creation Bags (set of 12) * Example Bag (1 goal card, 1 try card, 1 outcome fail card, 1 outcome yes card, 1 because card, and 1 because string) * Role Cards (2 sets; I Do, I Help, I Watch, You Do Together, You Help, You Watch) * Role Charts (set of 2) * Procedure Cards (8 sets; 1 goal card, 1 try card, 1 outcome yes card, 1 outcome fail card, 1 procedure card) * Small Group Practice Flip Charts (2)   **Videos/PowerPoints Needed:**   * None   **Pre-Printed Cards:**   * Lesson 13 Magician Narrative Review (Magic Trick Goal/Try/Outcomes) that each include: 1 Goal, 1 Because, 1 Try, and 1 Outcome Yes cards for students to chart their tricks (6 sets) (Note: These boards should be reassembled and filled out prior to the start of the lesson).   **Boards from Previous Lesson(s):**   * Lesson 13 Magician Narrative Review (Goal/Try/Outcome from Tricks)   **Additional Materials and Props:**   * Extra blank laminated cards (in Lesson 15 Box) * Inflatable microphones (6) (in Lesson 15 Box) * Pencils/Pens (6) (in classroom) * Scrap paper (in Lesson 15 Box) * Cupcakes (research personnel will bring) * Video camera (research personnel will bring)   **Magician Materials *(in Magician Box)*:**   * Magician Hat (Magician retrieves) * Cape (Magician retrieves) * Wand (Magician retrieves) * Checklist (Magician retrieves) * 6 Magic Tricks (Teacher gets from Magician Box and places in classroom before lesson begins) |

**Lesson 15**

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|  | ***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 15 box. 2. Use the Lesson 15 Magician Narrative Review from Lesson 13 Mastery Sheet (Lesson 15 Appendix, pp. 1-2) as a guide when building the board. 3. Note: The cards used to review the Magician Narrative will be charted in terms of the students’ goals/tries/outcomes as they performed their tricks (i.e., make a ball disappear) |
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|  | ***Materials for Part 1Introduction/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 * Pre-printed cards: Complete Magician Narrative |
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|  | 1. **Introduction/Review** (15 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, outcomes, causal chains, or distal causes when you were reading, watching television, playing games, or in real life. Did you notice any goals, tries, outcomes, causal chains, or distal causes 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 saw a distal cause since our last session. I was going hiking with my friends and decided to bring a peanut butter and jelly sandwich to snack on. I put it in my bag, but I wasn’t thinking and I put my water bottle right on top of it. We hiked around for a while, took some pictures, and saw a snake in the woods. Then we stopped at the picnic table to eat some lunch. I pulled my peanut butter and jelly sandwich out of my back pack and it was all smashed! What caused my sandwich to be smashed? Putting my water bottle on top of it. This is an example of a distal cause, because something earlier (putting the water bottle on top of the sandwich) caused something else to happen much later (me finding my sandwich was all smashed).” |
|  | 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, and wrapping up our time together with a special activity. For this final lesson we will be making a video to teach others about what we have learned. We will be making a video for them that explains: (1) what goals, tries, and outcomes are; (2) what causal connections including patterns such as simple cause and event, causal chains, and distal causes; (3) what important events are; and (4) what inferences are and how to make them. Then we can share the video with others to help teach them what we have learned also.” |
|  | d. [Use the script below to remind students about declarative, procedural, and conditional knowledge associated with events, causes, goals, and 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, which causes another, which causes another, and so on]. |
| **\_\_\_\_\_** | * “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 the important part of a story. Knowing a goal in a story helps us to remember and understand the story better.] |
| **\_\_\_\_\_** | 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] |
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| **\_\_\_\_\_** | **Next, review finding OUTCOMES:**   * Ask: “After we find a try, what do we look for next?”  [What was the outcome of the try?] |
| **\_\_\_\_\_** | * Ask: “What is an outcome?”   [An outcome is the result of a try.] |
| **\_\_\_\_\_** | * Ask: “What is an outcome fail?”   [The character did not get their goal.] |
| **\_\_\_\_\_** | * Ask: “When we see an outcome fail, what card do we hold up?”   [Tap/hold up your outcome fail card.] |
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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?] |
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| **\_\_\_\_\_** | e. Say: “Remember in our previous lessons we also learned how to be DETECTIVES [make spyglass gesture]. Sometimes when we are reading a book or watching a video, the author doesn’t always tell us everything. Then we have to be DETECTIVES and look for CLUES to help us figure things out.” |
|  | ***Inference Gestures***  As the teacher is explaining the steps to making inferences, they should use the corresponding gestures outlined on the procedure card in the Gestures for Making Inferences Instructions (see Base Appendix, p. 17). |
| **\_\_\_\_\_** | Say: “When we are being DETECTIVES there are several steps we have to remember. We need to:” |
| **\_\_\_\_\_** | * 1. Say: “First we ask, ‘what happened?’” [make “what happened” gesture] |
| **\_\_\_\_\_** | * 1. Say: “Then, like a DETECTIVE, we look for ‘clues’ [make spyglass gesture] in the words or in the pictures to help us figure out what happened.” |
| **\_\_\_\_\_** | * 1. Say: “Once we identify the clues, then we think [point to brain] about how the clues might relate to one another. This means we have to use our own experiences and what we know to help us think about how the clues might be connected.” |
| **\_\_\_\_\_** | * 1. Say: “Then we make a connection [make interlaced fingers gesture] to connect the different clues together.” |
| **\_\_\_\_\_** | f. [Point 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.] |
| \_\_\_\_\_ | g. **Review important events and how to find them in stories**  Say: “An important event is an event in the story that is so big, that without the event, the story would not make sense. Important events are those that have a lot of causal connections. Important events cause many events to happen in the story, and they might be very important in helping the character get his/her goal. Without that important event, a lot would be missing from the story.” |
|  | h. **Review the previous session’s Magician Narrative:** |
|  | [Bring out the Lesson 13 Magician Narrative Review Board] |
| **\_\_\_\_\_** | Say: “Remember in our lesson, we mapped out the ENTIRE Magician Narrative? That was a lot of work!! You did an awesome job of remembering all of the goals, tries, making all kinds of causal connections, and identifying important events.” |
| **\_\_\_\_\_** | Say: “Remember two lessons ago when Alex the Magician came to visit us? She taught us how to perform some magic tricks. Each of you each had a GOAL.” [point to Lesson 13 Magician Narrative Review board]  [Ask each child to state his/her GOAL]  Ask: “What was your GOAL?”  [Student responses vary: make ball disappear, make handkerchief disappear, guess the number, change color of the peg, make the coin disappear]  Ask: “WHY did we have these goals? [make “why” gesture]  [Student response: BECAUSE (make finger move) we wanted to help Alex the Magician to get back into the Magician’s Club.]” |
| **\_\_\_\_\_** | Say: “When you learned how to do the magic tricks, you each made a try.”  [Ask each child to state his/her TRY]  Ask: “What did you TRY?”  [Student responses vary: turn the lid on the box, push the lever with my thumb, add first number on each card, turn the box upside down, shake the box until the coin slides to the other end]  Ask: “WHY did you try that?” [make “why” gesture]  [Student responses vary: (e.g., BECAUSE (make finger move) my goal was to make the coin disappear.)] |
| **\_\_\_\_\_** | [Ask each child to state what happened and his/her OUTCOME]  Say: “Your goal was to [describe one of the students’ goals from lesson 13, (e.g., make a coin disappear)] and you tried [describe the students’ try, e.g., shake the box until the coin slides to the other end]. What happened as a result of your try? What was the OUTCOME?”  [Student response: Description of what happened. Outcome Yes.] |
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|  | ***Materials for Part 2: Video Planning and Practice***   * 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) * Extra blank laminated cards (in Lesson 15 Box) * Inflatable microphones (6) (in Lesson 15 Box) * Pencils/Pens (6) * Scrap paper (in Lesson 15 Box) * Velcro boards * Wikki stix |
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|  | ***Activity Overview*** (This is just an overview. A general script follows.)   * In this activity students will create a video in which they teach others about:   1. Goals, Tries, and Outcomes   2. Causal Connections (simple cause and event, causal chains, distal causes)   3. Making Inferences   4. Identifying Important Events * Each student will be assigned a part:   1. Narrator   2. Explaining Goals, Tries, and Outcomes   3. Explaining Causal Connections (simple, causal chains, distal)   4. Explaining Inferences   5. Explaining Important Events   6. Explaining the Magician Narrative and using it to give examples of Goals/Tries/Outcomes and/or Causal Connections * Students will work with the teacher, co-teacher, or research personnel to compose a script for their part (students dictate while teacher/co-teacher/research personnel write) * Students should be guided to a format (e.g., newscast) that includes all the students equally and incorporates all the parts we have learned. The students will be working together to make one video. |
|  | ***Assigning Roles and Writing Script***   * Children who need more support should be assigned to be the Narrator (item i below). * The students who seem the most comfortable with the information should be assigned to explain: Goals/Tries/Outcomes (item ii below); Causal Connections (item iii below); Inferences (item iv below); Important Events (item v below); or Explaining and giving examples from the Magician Narrative (item vi below). * Scripts should focus on two aspects of content: (1) what is the concept, and (2) how do we find it in stories.   **Reminder**: We do *not* want the children to write their own script. The teacher, co-teacher, or helper should do the writing for the child. |
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|  | 2. **Video Planning and Practice** (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] |

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| **\_\_\_\_\_** | b. Say: “For our final lesson we will be making a video to teach others about what we have learned. Our video will: (1) provide an overview of what we have learned by the narrator; (2) teach what goals/tries/outcomes are; (3) teach what causal connections are and patterns such as simple cause/event, causal chains, distal cause; (4), teach what important events are, and (5) teach what inferencing is; and (6) provide an overview and examples of goals, tries, outcomes, or causal connections from the Magician’s Narrative. Our video will help teach others about what each of these concepts are and how to find them when we read.” |
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|  | c. **Assigning Roles**  [Introduce the different components of our video, and assign one child to parts **i** through **vi**.] |
| **\_\_\_\_\_** | 1. **Narrator**   Say: “We will need one person who will be the narrator. This person’s job will be to introduce the video and each speaker. You will provide the audience with a brief overview that tells what the video will be about and how it will help the viewers. Then you will also introduce each speaker as they come up to speak.”  [Content: (a) Our video will teach you about goals, tries, outcomes, causal connections, inferences, and important events); (b) why we look for these things in stories (because they are very important and help us to understand stories better); and (c) introducing each one of the student speakers.] |
| **\_\_\_\_\_** | 1. **Explaining Goals/Tries/Outcomes**   Say: “We will need another person to explain what goals, tries, and outcomes are. This person will also explain how to find goals, tries, and outcomes in a story and demonstrate how to use the goal, try, and outcome cards. You can also give an example of goals, tries, and outcomes from our magician story.”  [Content: (a) Explain what a goal is, (b) Explain how we find a goal in a story, (c) Explain what a try is, (d) Explain how we find a try in a story, (e) Explain what an outcome is, (f) Explain how we find an outcome in a story, (g) Provide an example from the Magician Narrative that illustrates some of these concepts.] |
| **\_\_\_\_\_** | 1. **Explaining Causal Connections**   Say: “We will need another person to explain what events and causes are and how to find them in stories. This person can also show how we use Because strings to show causal connections on the Velcro board. This person will also explain what causal chains and distal causes are. You can also give an example of causal connections from our magician story.”  [Content: (a) Explain what an event is, (b) Explain what a cause is, (c) Explain how we figure out causes in stories (by asking WHY), (d) Explain/show how we use Because Strings to show causal connections on our Velcro board. (e) Explain what a causal chain is, (f) Explain what a distal cause is, and (g) Provide examples from the Magician Narrative that illustrate some of these concepts.] |
| **\_\_\_\_\_** | 1. **Explaining Inferences**   Say: “We will need another person to explain what inferences are and how to find them in stories. This person can also show the gestures we use to remind us of the steps we use to make inferences. You can also give an example of some inferences we made in our lessons.”  [Content: (a) Explain what inferences are, (b) Explain how to make inferences, and (c) provide an example of an inference we made in our lessons.] |
| **\_\_\_\_\_** | 1. **Explaining Important Events**   Say: “We will need another person to explain what important events are and how to find them in stories. This person can also show how we use a swirly string to show important events on our Velcro board. You can also give an example of some important events we found in our lessons.”  [Content: (a) Explain what important events are, (b) Explain how we can tell which events are more important than others (cause lots of other events or relate to the goal), and (c) discuss an example of an important event from our lessons.] |
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| **\_\_\_\_\_** | 1. **Explaining the Magician Narrative and Giving Examples**   Say: “We will need one person to explain our Magician Narrative and give examples from it. This person should explain that we have been working with and helping Alex the Magician. First, we helped her find her balloons and later we helped her get back into the Magician’s Club. This person will also give examples from the magician story of either goals, tries, and outcomes, or causal connections we encountered as we worked with Alex the Magician.”  [Content: (a) Explain that we have been working with Alex the Magician, (b) We helped her find her balloons, (c) Later we help her get back into the Magician’s Club, and (d) give examples of goals, tries and outcomes and/or causal connections we encountered while working with Alex the Magician.] |
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| **\_\_\_\_\_** | d. **Writing Scripts**  Say: “Now you will each go with a helper who will help you write your script for the video.” [Direct each student to a helper]  [Note to Helpers: Guide students to prepare what they will say for their portion of the video. *The teacher, co-teacher, or helper will write* what the students say on a piece of paper that they can refer to while making the video. Do NOT let the students write. If students will use a Velcro board during their portion, help them to prepare the Velcro board during this time.] |
| **\_\_\_\_\_** | e. **Practicing with Helper**  [After the script has been written, have each student practice his/her part with his/her helper. Try to note whether the other student/helper groups are finished. If they are not finished have student keep practicing their part until all groups are ready at the same time.] |
| **\_\_\_\_\_** | f. **Organizing the Video**  [Bring the group back together to discuss how they would like to organize the video.]  Say: “How should we organize our video? Should it be like a newscast?” [Discuss with students]  Say: “Where will we shoot our video?” [Discuss with students]  Say: “How will we arrange furniture? Where will we sit? Will we all sit together, or will we come up one at a time and talk?” [Discuss with students] |
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|  | ***Materials for Part 3: Video Project***   * 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) * Blank goal, try, outcome, and event cards * Extra blank laminated cards (in Lesson 15 Box) * Inflatable microphones (6) (in Lesson 15 Box) * Pencils/Pens (6)   Scripts for Parts   * Velcro boards * Wikki stix * Video camera |
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|  | 3. **Video Project** (15 min.) |
|  | ***Velcro Boards and Teachers’ Roles***  If the student will be using a Velcro board to explain their section, it should be on hand for them to reference. Teachers will prompt students only as needed. They will not be asking questions throughout the video. |

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|  | a. [Explain to students that we will now be switching to “**I Help/You Do Together.**”] |
| \_\_\_\_\_ | Say: “Okay, I think we are ready to make our video now. We are going to stay on ‘**I Help/You Do Together**’ as we make our video. 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] |
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| \_\_\_\_\_ | b. [Have students assist in setting up furniture and then begin recording the video. The teacher will sit behind the camera to prompt students as needed while the co-teacher is controlling the video camera.] |

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|  | ***Materials for Part 4: Student Evaluation #1***   * Tablets (1 for each child, 1 for teacher, 1 for co-teacher) * Student Evaluation Script on teacher tablet (Base Appendix, pp. 25-45) * Backup: Green folders and chips for students (in Teacher Box) * Backup: Student Evaluation Script (Base Appendix, pp. 25-45) * Backup: Student Evaluation Record Sheet (Lesson 15 Appendix, pp. 3-4) |
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|  | 4. **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 making the video 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 making the video 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. 42 of the Student Evaluation Script in the Base Appendix orally. Have students mark their responses with their chip. |
| \_\_\_\_\_ | c. Co-teacher will record students’ responses on the record sheet on pp. 3-4 of the Lesson 15 Appendix. |
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|  | ***Materials for Part 5: Directed Movement Break***   * Directed Movement Activities (laminated copies) |
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| **\_\_\_\_\_** | 5. **Directed Movement Break** (Co-teacher leads this 5-minute activity while Lead teacher prepares for second half of lesson)  a. The co-teacher will lead a directed movement break.  b. After movement break have students come back to the classroom to refocus as a group.  c. Say: “Today we have been practicing identifying goals, tries, outcomes and different kinds of causal connections, like simple causes, causal chains, and distal causes. We’ve also learned how to make inferences and figure out which events are the most important in a story. Can anyone give me an example of a goal, try, outcome, causal connection or important event from your movement break?” |
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|  | ***Materials for Part 6: Magician Narrative Performing the Magic Tricks***   * 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 boards * Lesson 13 Magician Narrative Review board (map out each trick’s goals, tries, outcomes, and causal connections before the lesson) * Magic tricks (6) (Teacher will get from Magician Box and put in classroom before lesson begins) * Magician props: Cape, hat, wand, and checklist * Video camera * Cupcakes (research personnel will bring) |
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|  | ***Instructions for the Magician****:*   1. Enter the room with the bags of wands and tricks hidden in the magician hat. Explain that today is the day when you have to show that you brought new junior magicians into the club. Display the magician’s checklist, and note that the last item is to bring new junior magicians into the club. 2. Explain that the children will perform their tricks and explain their trick using the completed Velcro boards from lesson 13. Ask the teacher to videotape the performances so that they can be sent to the Head Magician to prove that you brought new magicians into the club. Each child will perform and explain their trick once for practice, and then one at a time they will perform and explain the tricks while the teacher videotapes. 3. After each of the students performs their trick, You will pretend to send the video to the Head Magician. Whoever sends the video will wait a little bit and then show the children the picture of the Head Magician giving a “thumbs-up” and say that the Head Magician texted with a picture of a “thumbs-up”! The entire group then rejoices and celebrates. 4. Thank the group for helping you out and pull out the checklist to note that you have now (1) found all of your inventory, (2) learned a cool new trick, and (3) brought new junior magicians into the club [places final check mark on the magician's checklist].  Then, take off your magician's hat and say, "Thank you so much for helping me get back into the club.  Now I will perform my final trick, "Zippity Zim, Zippity Zat, now I'll pull your reward out of this hat!" You will pull the wand/trick bags out of your hat and present one to each student. [Note: the bags may be difficult to fit inside your hat. You can leave them hanging down a bit in the back and cover with the cape]. The group will celebrate with cupcakes! |
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| **\_\_\_\_\_** | 6. **Magician Narrative: Performing the Magic Tricks** (20 min.)  a. Say: “The last thing we have to do to help Alex the Magician get back into the club is to perform our magic tricks, videotape them, and send them to the Magician’s Club to see if we can become member so that Alex can get back into the club.”  [Alex the Magician enters the room]  Alex the Magician says: “Hi guys! I can’t wait to see your magic tricks! Today is the day I have to show that I have brought new magicians into the club. [Display the magician’s checklist] The last thing I have to do is to bring new magicians into the club. If you’re ready let’s start performing them.” |
| \_\_\_\_\_ | b. [Have students each practice their trick once for each other (more than once if you have extra time).]  [Students should go one at a time. While one child performs, the other students should watch and be supportive. Try to clap enthusiastically and cheer for each other.] |
| **\_\_\_\_\_** | c. [After performing their trick, have each student orally review and the goals, tries, outcomes, and causal connections on their accompanying Velcro board (the Lesson 13 Magician Narrative Review board]  Say: “You performed your trick well! Now use the board to explain your goal, try, and outcome.”  [Repeat for each student] |
| **\_\_\_\_\_** | d. Say: “Now it is time to videotape the tricks for the Magician’s Club. Try to perform your trick as best as you can. We will send the video to the Head Magician.”  [Students perform their trick one at a time. The teacher or co-teacher pretends to videotape each trick and sends it to the Head Magician when as students finish.] |
| **\_\_\_\_\_** | Say: “You all did an excellent job! Now we just have to wait to see if the Head Magician liked our tricks.”  [Wait a little bit. Then pretend to receive a text message with the “thumbs-up” sign] |
| **\_\_\_\_\_** | Alex the Magician says: “Oh my gosh! The Head Magician loved your tricks and says that you can all be in the Magician’s Club too. That was the last thing I had to do on my checklist [check off ‘bring in some new members” on the checklist].”  Alex the Magician say: “I am now back in the Magician’s Club! Thank you so much for helping me get back into the club.  Now I will perform my final trick [Take off Magician hat]. ‘Zippity Zim, Zippity Zat, now I'll pull your reward out of this hat!’”  [Alex pulls the wand/trick bags out of hat and presents one to each student.]  Teacher says: “Wow! Thank you Alex! You have made our learning so much fun! Now let’s celebrate!” |
| **\_\_\_\_\_** | e. [Teacher, Co-teacher, or research personnel passes out cupcakes and napkins for the party.] |
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|  | ***Materials for Part 7: Closure***   * Refrigerator Sheet to send home (make 6 color copies) (Lesson 15 Appendix, p. 5) |
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|  | ***If students start packing up:***  Students may try to get up or start packing their things during the wrap-up. If so they should be instructed that (1) the lesson is not over yet, (2) our group rules still apply, and (3) the teacher will let them know when it is time for them to pack up their things. |
| **\_\_\_\_\_** | 7. **Closure** (5 min.)   1. Pass out refrigerator sheets to students and have them follow along as you review the information. |
| **\_\_\_\_\_** | b. Say: “We have learned so much during our time together! Today we made a video to show our families everything we’ve learned. We’ve learned about goals, tries, and outcomes, and we know about how to find them from two perspectives. We know how to find different kinds of causal connections, like simple causes, causal chains, and distal causes. We’ve also learned how to make inferences and figure out which events are the most important in a story. You have all done an amazing job!” |
| **\_\_\_\_\_** | c. Say: “Remember to continue trying to recognize goals, tries, outcomes, causal chains, or distal causes when you are reading, watching television, playing games, or in real life. You can use what you have learned during our lessons when you read other books. Finding these things will help you remember and understand stories better.” |

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.]