

9th FREE Webinar July 29, 2020

What Can I Do Monday Morning? The Story Grammar Marker® Treatment Process Using a Trickster Tale

Presented By:
Maryellen Rooney Moreau, M.Ed. CCC-SLP
Linda Lafontaine, M.A. CCC-SLP

Building Language and Literacy in the Brain
MindWing
CONCEPTS, INC.

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Our methodology and tools are in use in **ALL 50 of the United States, Australia, The Netherlands, New Zealand and in every province of Canada and in 19 other countries across the globe.**



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Disclosures

Maryellen Rooney Moreau, M.Ed. CCC-SLP,
President & Founder, MindWing Concepts, Inc., Springfield, MA

- *Financial: Maryellen has ownership interest in MindWing Concepts, holds intellectual property rights and patents. Maryellen is employed as president of MindWing Concepts. In that capacity, she writes books, creates materials, consults, trains and presents.*
- *Nonfinancial: No relevant nonfinancial relationships exist.*

Linda Lafontaine, M.A. CCC-SLP,
Consultant, MindWing Concepts, Inc., Springfield, MA

- *Financial: Linda consults and presents for MindWing Concepts, Inc and receives a consulting fee.*
- *Nonfinancial: No relevant nonfinancial relationships exist.*

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PRESENTER BIOS



Linda M. Lafontaine, M.A., CAGS, CCC/SLP received her Master's Degree in Speech-Language Pathology in 1981 from the University of Maryland. In 2014 she received her CAGS from American International College as a Reading Specialist. Linda has practiced in many settings, including hospital, public and private schools. She is the former Principal of the Curtis Blake Day School of the Children's Study Home, for students with dyslexia/LLD. Linda has presented at the Massachusetts Speech Language Hearing Association and the American Speech Language Hearing Conventions. She also presented on the topic of "Narratives" at a learning disabilities conference in the United Arab Emirates.

Maryellen Rooney Moreau, M.Ed. CCC/SLP is the Founder and President of MindWing Concepts. Her 50 year professional career includes: school-based SLP, Assistant Professor, Diagnostician, and Coordinator of Intervention Curriculum and Professional Development. She created the Story Grammar Marker® and was awarded two U.S. patents. In 2011, Moreau received the Boise Peace Quilt Project Award for her work with children in the area of conflict resolution and social communication. In 2014, she received the Alice H. Garside Lifetime Achievement Award from the International Dyslexia Association, Massachusetts Branch (MABIDA) for exemplary leadership, service or achievement in the area of helping children with dyslexia and language learning disabilities. Moreau is an internationally recognized presenter.

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Welcome from Linda and Maryellen



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This is the 9th FREE webinar of our **COVID19 FREE Webinar Series**. The content today is based on questions asked and feedback given in the previous 2 FREE webinars on this topic.

This webinar will demonstrate several integrated, systematic lessons in a thematic unit to bridge the hybrid structure of summer school as well as the coming school year both in person and with distance learning!

Before we delve more into the SGM® Treatment Process, we want to touch on the Story Grammar Marker® Approach itself.

If you want to learn more on using Story Grammar Marker®, we have other free webinars that can be found here: <https://mindwingconcepts.com/pages/webinars> with introductions, as well as all of our manuals and materials.

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**AFTER THE WEBINAR,
SLIDES will be available at:**

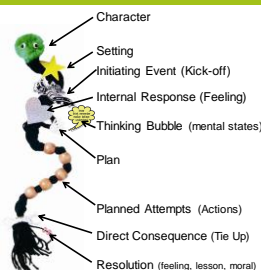
<https://mindwingconcepts.com/pages/webinars>

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What is the Story Grammar Marker®?

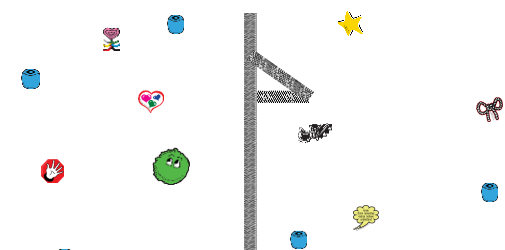
A hands on, multisensory tool for narrative development that has colorful, meaningful icons that represent the organizational structure of a story (or narrative). The tool itself is a complete episode, the basic unit of a plot. It was created in 1991 by speech-language pathologist Maryellen Rooney Moreau, M.Ed. CCC-SLP in Springfield, MA.

SEE Blog Post: The Hidden Meaning of Story Grammar Marker®'s Icons
<https://mindwingconcepts.com/blog/post/the-hidden-meaning-of-story-grammar-marker>



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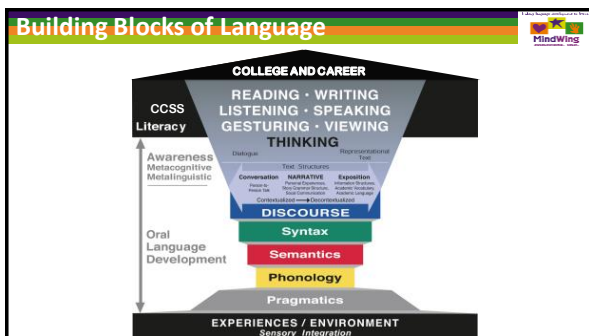
Anyone can improve their thinking and the organizing of their thoughts in order to effectively communicate.



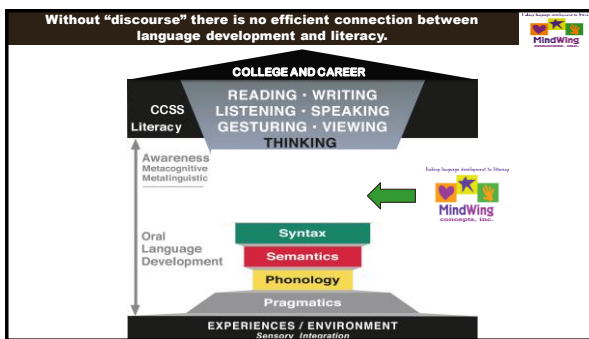
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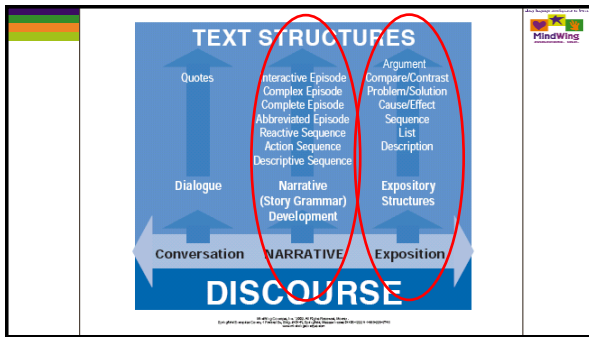
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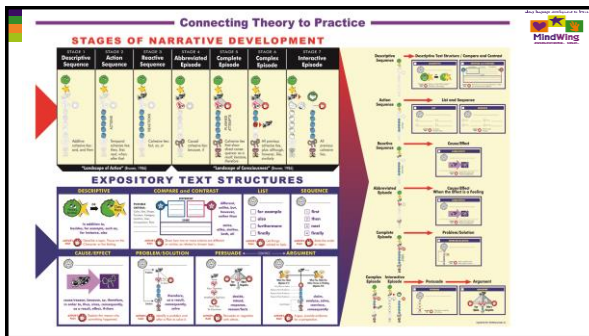
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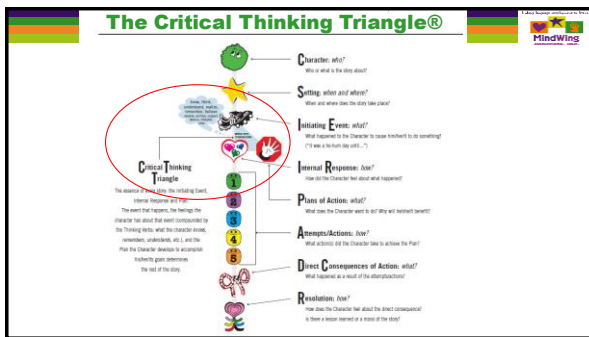
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While the Kick-Off and other parts of the story are represented in a **Traditional Graphic Organizer**, Feelings (💖), Thoughts (💭) (mental states), and Plans (👉), are missing!



Story Graphic Organizer

Name: _____ Date: _____

Setting

Character

Problem

Suspects

Solution

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The SGM® Thinking Bubble

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The Critical Thinking Triangle® is what is missing – it is also what sets the SGM® apart!



THINKING VERBS

- know
- think
- understand
- realize
- remember
- believe
- observe
- deduce
- surmise
- interpret
- suspect
- infer

Character Motivation

Inference Generation

Perspective Taking

Practice With Classroom Discourse Using Cohesive Ties

Theory of Mind

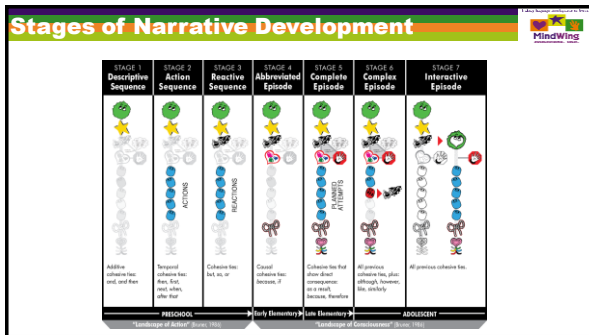
Critical Thinking

Problem Solving

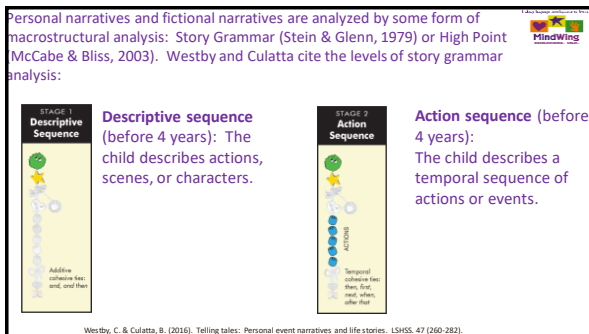
Conflict Resolution

Social Communication

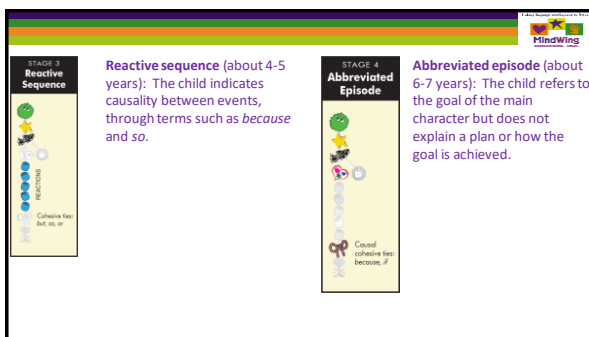
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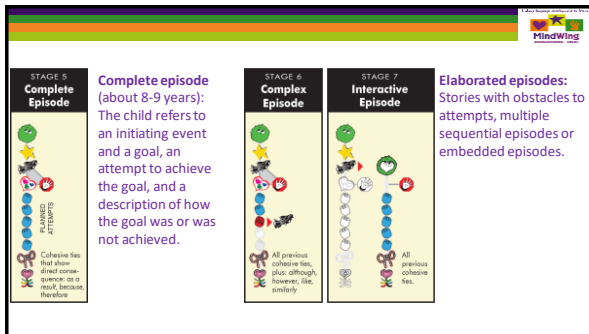
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STAGE 5 Complete Episode
 The child refers to an initiating event and a goal, an attempt to achieve the goal, and a description of how the goal was or was not achieved.

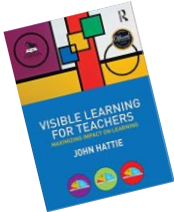
STAGE 6 Complex Episode
 All previous cohesive ties, plus: offshoot, however, like, similarly

STAGE 7 Interactive Episode
 All previous cohesive ties.

Elaborated episodes:
 Stories with obstacles to attempts, multiple sequential episodes or embedded episodes.

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Thinking about Thinking




"One of the important understandings that teachers need to have about each student... is to understand a student's strategies for thinking so that he or she can be helped to advance his or her thinking."

Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 42.

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Visible Learning

"The more transparent the teacher makes the learning goals, the more likely the student is to engage in the work needed to meet the goal. Also, the more the student is aware of the criteria of success, the more the student can see and appreciate the specific actions that are needed to attain these criteria."



Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 51.


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Data Teams

"McNulty and Besser (2013) argue that data teams be formed on the basis of three criteria:

- All teachers on an instructional data team have a **common standard or common area of focus**;
- All teachers on an instructional data team administer a **common assessment** that leads to regular formative interpretations; and
- All teachers on an instructional data team measure learning with a **common scoring guide or rubric**."

Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, 68.




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Data team four-step process

1. "The first step involves collecting and charting the data, the aim of which is to make the data visible....
2. Next, the team begins to use the evidence to prioritize and set, review, and revise incremental goals....
3. The team now questions the instructional strategies and how they are impacting on each student, what needs to change, what needs to remain, and (most importantly) what results would convince the team to change or remain...
4. Finally, the team monitors the impact of these strategies and the impact on student learning."

Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 68.




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Feedback

- To make feedback effective, ..., teachers must have a good understanding of where the students are, and where they are meant to be – and the more transparent they make this status for the students, the more students can help to get themselves from the points at which they are to the success points.
- Use evidence from the students about what they do, say, make, or write to then infer what they understand, know, feel or think (Griffen, 2007 quoted in Hattie, 2012).
- Feedback levels focus on the task, the process, self-regulation or self (praise versus feedback).

Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 129-35.



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Four Characteristics of Differentiated Instruction


- "... **all students** need to have the opportunity to explore and apply the key concepts of the subject being studied and then to achieve success.
- **Frequent formative interpretation** is needed to monitor the students' path to success in the learning intention.
- **Flexibly grouping students** so that they can work alone, together, or as a whole class, as appropriate, makes it possible to make the most of the opportunities created by difference and commonality.
- As much as possible, we should **engage students** in an active manner to explore and **reach the success targets**."

 Hattie, J. (2012). *Visible learning for teachers*. Routledge, New York, NY, p. 110.

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What does the Gradual Release of Responsibility Model look and sound like?

Note to Self- Enlarge and laminate each Gradual Release of Responsibility slide to post during lessons.

TEACHING PHASE	TEACHER BEHAVIOR	LEARNER BEHAVIOR
Demonstration 	<ul style="list-style-type: none"> • Initiates • Models • Explains • Thinks Aloud • Shows "How to do it" 	<ul style="list-style-type: none"> • Listens • Observes • May participate on a limited basis

Source: Routman, R. (2003) *Reading Essentials*, Portsmouth, NH: Heinemann.

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"WE DO"


TEACHING PHASE	TEACHER BEHAVIOR	LEARNER BEHAVIOR
Guided Practice 	<ul style="list-style-type: none"> • Demonstrates • Leads • Suggests • Explains • Responds • Acknowledges 	<ul style="list-style-type: none"> • Listens • Interacts • Questions • Collaborates • Responds • Tries Out • Approximates • Participates

Source: Routman, R. (2003) *Reading Essentials*, Portsmouth, NH: Heinemann.

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TEACHER HANDS OVER RESPONSIBILITY

"YOU ALL DO"


TEACHING PHASE	LEARNER BEHAVIOR	TEACHER BEHAVIOR
Independent Practice 	<ul style="list-style-type: none"> • Applies Learning • Takes Charge • Practices • Problem Solves • Approximates • Self-Corrects 	<ul style="list-style-type: none"> • Scaffolds • Validates • Teaches as needed • Evaluates • Observes • Encourages • Clarifies • Confirms • Coaches

Source: Routman, R. (2003) *Reading Essentials*, Portsmouth, NH: Heinemann.

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TEACHER HANDS OVER RESPONSIBILITY

"YOU DO"

TEACHING PHASE	LEARNER BEHAVIOR	TEACHER BEHAVIOR
Application 	<ul style="list-style-type: none"> • Initiates • Self-Monitors • Self-Directs • Applies Learning • Problem Solves • Confirms • Self-Evaluates 	<ul style="list-style-type: none"> • Affirms • Assists as needed • Responds • Acknowledges • Evaluates • Sets Goals

Source: Routman, R. (2003) *Reading Essentials*, Portsmouth, NH: Heinemann.

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Oral Narrative Retelling
"Shipwrecked"

There are three "three boys" that had a boat.

One day they usually took it out for a "short trip."

One day they all fell asleep on the boat.

and all of a sudden, the anchor came undone

and the boat drifted off.

and they woke up.

and the boat hit "some rocks"

and they woke up.

and they discovered an island.

and they tried to survive.

They got water, food and they even built a shelter.

and one day they spotted a ship.

and they set "some bushes" on fire.

The "black smoke" rose into the sky.

And the boat the ship spotted them and sent their crew to them.

and the "three boys" were glad to be going home.

after "three months" of isolation.

There is a simple oral retelling of a reader based on a picture. The reader is asked to retell the story in their own words. The reader is encouraged to use the words in the picture to help them retell the story.

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[illegible]

The collage displays various educational resources:

- Top Left:** A book cover for "Data Collection & Progress Monitoring Form" for Grade 4, published by the Ministry of Education, Government of Karnataka. It features a cartoon illustration of a child.
- Top Center:** A "Progress Monitoring Form" template with a header for "Progress Monitoring Form" and a section for "Student's Name". It includes a table for recording scores and a section for "Teacher's Remarks".
- Top Right:** A "Narrative Stage Decision Tree for Assessing Developmental Level in Early Exports". It is a flowchart that guides the teacher through various stages of assessment, from "Stage 1: Initial Assessment" to "Stage 5: Final Assessment".
- Bottom Left:** A "Complex Expressions" worksheet with a table for recording scores and a section for "Teacher's Remarks".
- Bottom Center:** A "Complex Expressions" worksheet with a table for recording scores and a section for "Teacher's Remarks".
- Bottom Right:** A "Complex Expressions" worksheet with a table for recording scores and a section for "Teacher's Remarks".

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[illegible]

Story Grammar Marker®

Progress Monitor and Instructional Planner

NARRATIVE MACROSTRUCTURE

Student Name: Sample Student

Date: 12/10/2019

420 Shipwrecked

School Year: 2019-2020

Score: _____

Date: 12/10/2019

Score: _____

☐ Individualized Test Date: 12/10/2019

☒ External Assessment Date: Nov Oral Narrative Retelling

ORCLES scores for each item. Put a SQUARE around the instructional goal. SLP

Date: 4/20

	1	2	3	4
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4

Character

No character used or many characters named

Person used to designate a character (min)

Main character named

Main character named and described: physical description

Main character named and described: physical description & personality qualities

Setting

No setting stated

Time or place stated

Place described, using physical characteristics

Place described: physical characteristics and one or more sensory verbs
(see, hear, touch, smell, taste)


Place described: physical characteristics & opportunities for use of the setting

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[illegible]

37

[illegible]




SGM® Progress Monitor and Instructional Planner (continued)

400	/	/	/
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

n	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

2	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4



Thoughts (Mental States)


No thoughts expressed

One or more _____ Thoughts expressed

Thought(s) expressed and related to the _____ feeling

Thought(s) expressed and related to the _____ Kick Off

Thought(s) expressed and related to the _____ Plan



Plan

No plan stated


Plan is inferred

Plan is stated using a planning word: want, wish, decide, (i.e., "my wanted friends")

Plan is stated and related to the _____

Plan is stated, using a planning word and related to the _____ and _____

STRUCTURE



Critical Thinking Triangle

No components are present

One component is stated

Student uses at least two of the Critical Thinking Triangle components to identify the Main idea: □ □ □ □ □ □ □ □

Components of the _____ are present

All components are present and related using at least one cohesive tie

38

10 0 0 0 0

1 1 1 1 1

2 2 2 2 2



3 3 3 3 3



4 4 4 4 4

Planned Attempts

No attempts can prevent (there may be action words)


Attempts rather than simple actions are stated



Attempts are sequenced and related to the  and the 



Attempts are sequenced and related to the  and the 



Direct Consequence (Tie-Up)

No consequence is stated

An ending is stated but is not a consequence of a . It is a statement such as (the end).

A consequence is stated and related to the  or the 

Consequence is stated and directly related to the  and the 

Consequence is stated and directly related to the  and the 

10 0 0 0 0

1 1 1 1 1


2 2 2 2 2


3 3 3 3 3


4 4 4 4 4


Resolution (Feeling/Lesson Learned)

The resolution is stated

A feeling is stated as a main character's response to the 

A response to the  is given in terms of a lesson learned


A lesson is stated related to the  and the character's participation in it

A formal moral is stated as a  to the theme and events

Narrative Expression Score:

6	Date: <u>4/20/20</u>	<input type="text"/>	Date: <u> </u>	Comments: <u>4/20/20 6/20/20</u>
	Page/Book: <u>8/4</u>	<input type="text"/>		Factual Questions-63% Inferential Questions-69%
	Date: <u> </u>	<input type="text"/>		
	Page/Book: <u>1/84</u>	<input type="text"/>		

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Progress Monitor and Instructional Planner										
MICROSTRUCTURE ANALYSIS										
Student Name		Sample Student				School Year		2019-2020		
Grade		8		Age		13		Story Title		
Examiner Name		SLP								
CIRCLE scores for each structure. Put a SQUARE around the instructional goal.										
Date	4/20	/	/	/	/					
0	0	0	0	0						
1	1	1	1	1						
2	2	2	2	2						
3	3	3	3	3						
4	4	4	4	4						
					Subject and Predicate					
					No subject or predicate					
					Subject and predicate evident					
					Simple sentence/s evident					
					Compound sentence/s evident					
					Complex sentence/s evident					
					Pronoun Referent					
					No pronouns present					
					Pronouns present designating main character					
					Pronouns reflect correct gender of main character					
					Pronoun referent established for main character					
					Multiple pronouns present with referents established					

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Progress Monitor and Instructional Planner										
MICROSTRUCTURE ANALYSIS										
Student Name		Sample Student				School Year		2019-2020		
Grade		8		Age		13		Story Title		
Examiner Name		SLP								
CIRCLE scores for each structure. Put a SQUARE around the instructional goal.										
Date	4/20	/	/	/	/					
0	0	0	0	0						
1	1	1	1	1						
2	2	2	2	2						
3	3	3	3	3						
4	4	4	4	4						
					Verb Structure					
					No verb present					
					Verb present					
					Verb tense marked (morphemes/past, present, future) and consistent					
					-ly adverbs or prepositional phrases present					
					Adverb clauses present (when, how, why, after, because, before)					
					LITERATE LANGUAGE FEATURES					
					Elaborated Noun Phrases					
					No noun present					
					Noun modifier (the big cat) present					
					Modifier or relative clause used after the verb					
					Modifier or relative clause used before the verb					
					Modifier plus a relative clause present and used before the verb (placement before the verb indicates advancement)					
					Conjunctions					
					No conjunctions present					
					Additive conjunctions present (and, and then)					
					Temporal conjunctions (first, then, next) present in addition to additive					
					Causal conjunctions (but, so, or, if, because)					
					Interrelational conjunctions signaling connections between Story Grammar elements					

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Progress Monitor and Instructional Planner (continued)										
MICROSTRUCTURE ANALYSIS										
Student Name		Sample Student				School Year		2019-2020		
Grade		8		Age		13		Story Title		
Examiner Name		SLP								
CIRCLE scores for each structure. Put a SQUARE around the instructional goal.										
Date	4/20	/	/	/	/					
0	0	0	0	0						
1	1	1	1	1						
2	2	2	2	2						
3	3	3	3	3						
4	4	4	4	4						
					Adverbs					
					no -ly adverbs present					
					Adverb of time (suddenly) pertaining to time/when					
					Adverb of manner (slowly, clearly, angrily) pertaining to how					
					Adverb of degree (extremely, tremendously) pertaining to how much					
					Two or more types of -ly adverbs present					
					Mental State Verbs (if the test lends itself to mental state use)					
					No mental state verb present					
					Mental state verb present (think, know, remember, forget, etc.)					
					Mental state verb used in sentence (e.g., She remembered.)					
					Mental state verb in sentence structure with complement clausal structure (e.g., She remembered that the boy was coming to school.)					
					Mental state verb in sentence structure with complement clausal structure plus additional clausal structures to express perspective taking or added content for argument (e.g., She remembered that the boy was coming to school so she got out her crayons to share.)					

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[illegible][illegible]

I CAN statements....

I CAN STATEMENT ABOUT KICK-OFFS AND FEELINGS

Group Statement:
 Today we are learning how kick-offs and feelings relate to each other so that we can talk about why character feel certain ways in the story/passage (or in life).
 Then we will talk about kick-offs and feelings in our own lives.

Student:
 Today, I am learning how kick-offs and feelings relate to each other so that I can talk about why characters feel certain ways in Zomo, the Rabbit. Then, I will talk about these feelings in reaction to kick-offs in my own life.

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Self Evaluation In Order of Complexity

Sequence Map

1. Tell this order in steps.

2. Kick-Offs, Feelings, Zomo

To begin with, First

Next

Then

After that, even after

Finally

Repeat Sentence

Reference

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Growth Mindset:

I will be able to express the thoughts
 (mental state verbs) related to
 and feelings of given characters. In this
 case, it would be ZOMO, the Rabbit.

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"I CAN" STATEMENT ABOUT THE SGM® THINKING BUBBLE

Group Statement
 Today, we are learning to use a thought bubble to talk about "why/how" characters decide to do something about the kick-off/problem/situation. We will show we can do this by filling out thought bubbles and talking about Zomo's plan to gain wisdom.

Student
 Today I am learning to use a thought bubble to talk about "why/how" characters decide to do something. I will show I can do this by filling out thought bubbles and talking about Zomo's search for wisdom.

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Self Evaluation In Order of Complexity

Sequence Map

1. Tell the order or steps.

Thoughts/Mental States in Zomo

I am able to name and define thought words with help from my teacher.

I am able to express one thought (such as "know") word of Zomo using a sentence stem.

I am able to express two thought words (such as "know/remember") of Zomo, each in its own sentence, from the story.

I am able to express two thought words (such as "know/remember") of Zomo from the story in sentence form and include a feeling/or kick-off and at least one conjunction.

Repeat Sentence _____

Reference _____

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Growth Mindset:
 Students will be able to give their opinion concerning the following statement:

In your opinion, did Zomo use what he knew and remembered to help him gain wisdom?

Pass the SGM Thinking Bubble around to the students, each taking a turn sharing their opinion and why they think that way.

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SELF-REFLECTIVE CHECKLIST FOR
FOR _____ (YOUR NAME)

Directions: Color in the components that you have used in your written retelling of a story or play. Use the retelling page to write your story or play. Then, use the checklist to reflect on your writing. You have two kinds of goals: a story grammar goal and a creative goal.

STORY GRAMMAR GOALS

SG Goal: I will use action verbs to describe what my character is doing.

CT Goal: I will use action verbs to describe what my character is doing.

REACTIVE RESPONSE

SG Goal: I will include a list of all the characters in my story.

CT Goal: I will include a list of all the characters in my story.

ACTION SEQUENCE

SG Goal: I will use descriptive words to describe actions (verbs).

CT Goal: I will use descriptive words to describe actions (verbs).

COMPLEX EPISODE

SG Goal: I will include a list of all the characters in my story.

CT Goal: I will include a list of all the characters in my story.

INTERACTIVE EPISODE

SG Goal: I will include a list of all the characters in my story.

CT Goal: I will include a list of all the characters in my story.

52

SELF-REFLECTIVE CHECKLIST FOR
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SG Goal: I will include a list of all the characters in my story.

CT Goal: I will include a list of all the characters in my story.

INTERACTIVE EPISODE

SG Goal: I will include a list of all the characters in my story.

CT Goal: I will include a list of all the characters in my story.

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SELF-REFLECTIVE CHECKLIST FOR
FOR _____ (YOUR NAME)

Directions: Color in the components that you have used in your written retelling of a story or play. Use the retelling page to write your story or play. Then, use the checklist to reflect on your writing. You have two kinds of goals: a story grammar goal and a creative goal.

STORY GRAMMAR GOALS

SG Goal: I will use action verbs to describe what my character is doing.

CT Goal: I will use action verbs to describe what my character is doing.

REACTIVE RESPONSE

SG Goal: I will include a list of all the characters in my story.

CT Goal: I will include a list of all the characters in my story.

ACTION SEQUENCE

SG Goal: I will use descriptive words to describe actions (verbs).

CT Goal: I will use descriptive words to describe actions (verbs).

COMPLEX EPISODE

SG Goal: I will include a list of all the characters in my story.

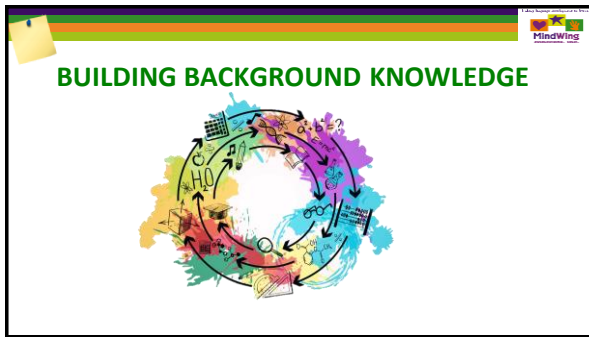
CT Goal: I will include a list of all the characters in my story.

INTERACTIVE EPISODE

SG Goal: I will include a list of all the characters in my story.

CT Goal: I will include a list of all the characters in my story.

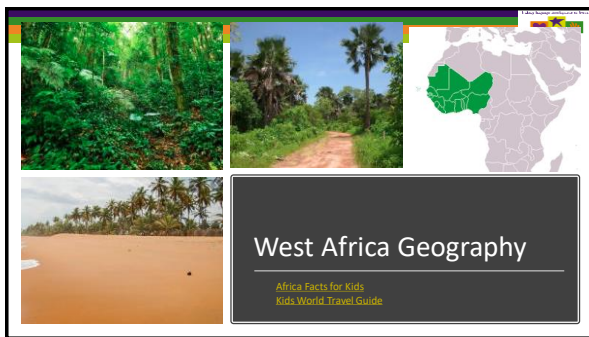
54



55



56



57

The Student's Information List Map

222 "Liar" things related to a topic.

Trickster Tale Characteristics

Trickster Tale Characteristics

Short story written to entertain and to teach a lesson

Trickster is usually an animal with human traits (tall)

Trickster tricks others to get what they want

Trickster can be good or bad, kind or unkind, and so on


Trickster tales have several characteristics. For example:

Key Words: for example, the, to, and, besides, furthermore, a, another, the, another, the, the, another, more, some

Add each element to this graphic organizer as it is presented/learned either digitally or on paper.

58

Complete this vocabulary card as a group. Provide copies to the students with the word and picture. Complete the remaining sections digitally or on paper. The first sentence is done as a group. The second is the student's attempt.

Break into Syllables	Picture
trickster	
Synonym	Antonym
clever person, prankster	victim
Part of Speech/Definition: A trickster is a person who tricks people, often in order to get something from them.	
Sentence/Example: Zomo, a trickster, fooled Big Fish into dancing so fast that he lost his scales. The trickster played an April Fool's joke on his friend to make his friends laugh.	

59

Frayer Method

Concept Word: trickster tale

Before the word, include picture. Example:

A trickster tale is a short story written to entertain and to teach a lesson.

Let key characteristics and establish the main character is usually an animal who has human traits like talking.

The trickster tricks others to get what they want.

Tricksters can be good or bad, kind or unkind and so on.

Example with Zomo the Ratbat: Zomo the Ratbat was a trickster who fooled several other animals into giving him something he wanted. His older brother tricked him into doing something he did not want to do.

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Complete this vocabulary card as a group. Provide copies to the students with the word, definition and picture. Complete the remaining sections digitally or on paper. The first sentence is done as a group. The second is the student's attempt.

60

Links to Additional Trickster Tales


[Trickster Tales from Around the World](#)

[Background Information on Trickster Tales for Students](#)



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Zomo the Rabbit




62

Student Complete Episode Map

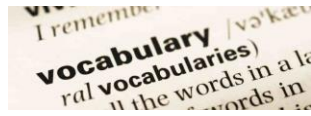
Place the corresponding completed SGM® Map in the book for each picture book in your library to allow for more efficient lesson planning.




63



TEACHING VOCABULARY



64




Key Content Vocabulary from Zomo the Rabbit

Instruction would focus on clever, wisdom, courage and caution. Remaining words would be explained as passage is read.




Tier 1	Tier 2	Tier 3
	clever wisdom vain courage good sense caution	scales

65



Tier Two Vocabulary Strategy


Model this strategy as an "I Do." Then ask students to rate their understanding of each word by placing a check mark in the appropriate column. Use the following vocabulary cards to develop deeper understanding.

			
Vocabulary Words	I know it. I can picture what it means. I can tell you about it so you can picture it too.	I've heard it before but I'm not sure what it means. I do not have a clear picture of it in my mind.	I've never heard it before. I cannot picture it. This is a new word for me.
clever			
wisdom			
courage			
caution			

66

Prayer Method

Concept Word: clever

Define the word in your picture if possible	List key characteristics and attributes
Someone who is clever is intelligent and able to understand things easily.	intelligent smart bright
	Non-example: Zorro was so clever, he tricked Wild Cow into trying to knock down a tree. The clever boy invented a system to feed the chickens without getting out of bed.


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Prayer Method

Concept Word: wisdom

Define the word in your picture if possible	List key characteristics and attributes
When you have wisdom, you use your knowledge and your experiences to make sensible decisions.	understanding learning
	Non-example: Zorro the Rabbit wanted wisdom because he realized it would help him make better decisions. Most of us were concerned about the wisdom of the decision.


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Prayer Method

Concept Word: courage

Define the word in your picture if possible	List key characteristics and attributes
People with courage face danger without fear.	brave fearless
	Non-example: Zorro demonstrated courage when he tricked animals larger than him into giving him something. First responders show courage as a duty because when they help us in an emergency.


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Frayer Method

Concept Word: caution

Define the word, include picture if possible A person who shows caution takes care in dangerous situations.	List key characteristics and attributes careful attention
	Nonexample Zoro did not demonstrate caution when he tried to trick dangerous animals. We must drive with caution so that we do not cause an accident.

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 Wonderful activity for English language Learners as well.

- If I say something that is *clever*, say "clever." If not, don't say anything. I will ask, "Why?"
 - ☐ creating a new invention
 - ☐ having trouble learning the rules of a game
 - ☐ tricking someone into telling you a secret
 - ☐ placing your hand on a hot stove top
 - ☐ the winning move in a chess game
- What's the word that means "intelligent and able to learn things easily?"

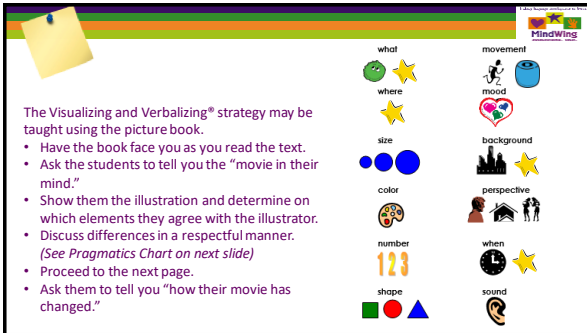
Beck et al. (2008). Robust Vocabulary Instruction.

71

TEACHING
MENTAL
IMAGERY



72



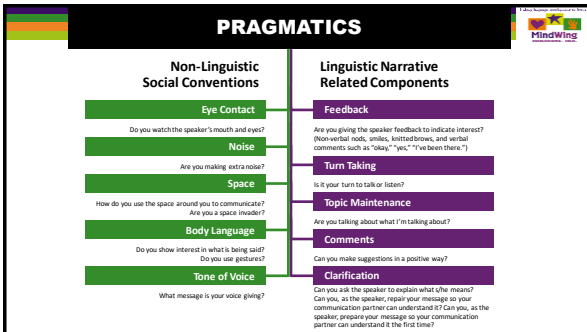
The Visualizing and Verbalizing® strategy may be taught using the picture book.

- Have the book face you as you read the text.
- Ask the students to tell you the "movie in their mind."
- Show them the illustration and determine on which elements they agree with the illustrator.
- Discuss differences in a respectful manner. (See *Pragmatics Chart on next slide*)
- Proceed to the next page.
- Ask them to tell you "how their movie has changed."

Icons:

- what: green circle
- where: yellow star
- size: blue circle
- color: paint palette
- number: 123
- shape: green square, red circle, blue triangle
- movement: person running
- mood: heart with face
- background: city skyline
- perspective: person looking through a window
- when: clock
- sound: ear

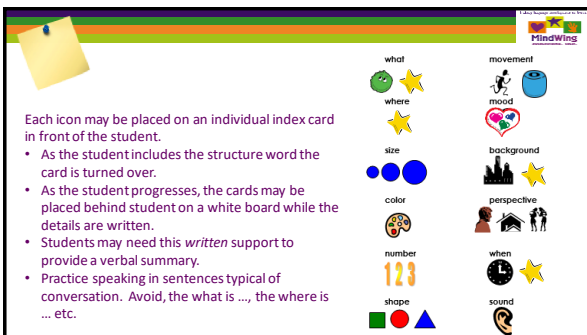
73



PRAGMATICS

Non-Linguistic Social Conventions	Linguistic Narrative Related Components
Eye Contact Do you watch the speaker's mouth and eyes?	Feedback Are you giving the speaker feedback to indicate interest? (Non-verbal nods, smiles, headshakes, and verbal comments such as "okay," "yes," "I've been there.")
Noise Are you making extra noise?	Turn Taking Is it your turn to talk or listen?
Space How do you use the space around you to communicate? Are you a space invader?	Topic Maintenance Are you talking about what I'm talking about?
Body Language Do you show interest in what's being said? Do you use gestures?	Comments Can you make suggestions in a positive way?
Tone of Voice What message is your voice giving?	Clarification Can you ask the speaker to explain what s/he means? Can you, as the speaker, repeat your message so your communication partner can understand it? Can you, as the speaker, prepare your message so your communication partner can understand it the first time?

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Each icon may be placed on an individual index card in front of the student.







- As the student includes the structure word the card is turned over.
- As the student progresses, the cards may be placed behind student on a white board while the details are written.
- Students may need this *written* support to provide a verbal summary.
- Practice speaking in sentences typical of conversation. Avoid, the what is ..., the where is ... etc.

Icons:

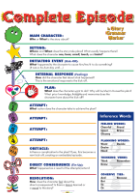
- what: green circle
- where: yellow star
- size: blue circle
- color: paint palette
- number: 123
- shape: green square, red circle, blue triangle
- movement: person running
- mood: heart with face
- background: city skyline
- perspective: person looking through a window
- when: clock
- sound: ear

75

Most students benefit from including these four structure words first.

what  	movement  
where 	mood 












Complete Episode



As a bonus, they correspond to the beginning of a complete episode!

76

Once students have mastered the first four structure words, proceed to including these details.








size  	background 
color 	perspective 
number 	when 
shape   	sound 

77


TEACHING MAIN IDEA



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 MENTAL STATES	Mental State (thinking) Verbs	Child-Friendly Definition/Explanation	Books that illustrate this mental state
	 know	Something you observed or know for a fact	Any factual book about a topic Tornadoes by Gail Gibbons Toto the Tornado Kitten by Jonathan Hall
	 think	Something in your head, that is not said out loud	What is a Thought? (A Thought is a Lot!) by Jack Pransky What DO you Do with An Idea by Kobi Yamada
	 remember	To think about something that happened in the past (memory) to you or someone else	Wilfred Gordon McDonald Partridge By: Mem Fox The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith
	 realize	This draws together other thought words: Once you know, remember, and understand, then you have a realization! (becomes REAL in your EYES)	Each Kindness By: Jacqueline Woodson Because by Mo Willems,
	 believe	When you trust or feel confident that something is true even without proof	I Am Enough by Grace Byers, Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees
	 understand	We understand by having many personal experiences with a situation or topic	This is the Rope. A Story of the Great Migration By: Jacqueline Woodson Ele a Seat by Sarah Weeks

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Discuss these words using the GRRM.


- The first discussion should focus on you as a character.
- Then focus on the students as the character.
- Finally, use a text the students are familiar with to develop understanding of these mental state verbs.



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- Wear the tie with the verbs on it.
- Point to the corresponding word as you construct sentences with the verbs.
- Allow students to wear the tie as well.




81



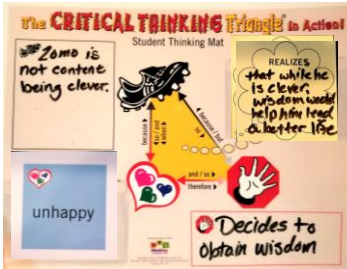
- Wear the tie with the cohesive ties on it.
- Point to the corresponding word as you construct sentences with the cohesive ties.
- Allow students to wear the tie as well.




82



- Complete this map as a group either with CTT In Action Tools, digitally, or on paper to summarize beginning of story.
- Once completed practice composing complete sentences using the cohesion provided on the graphic organizer.



83



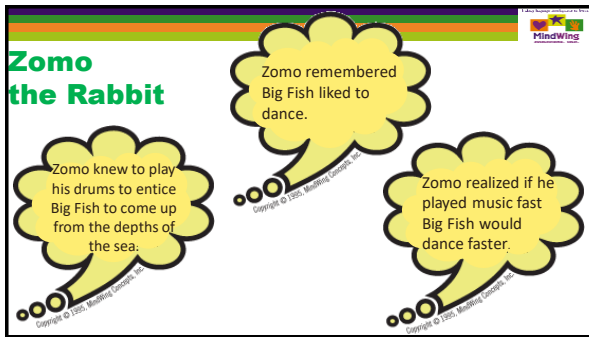
Zomo the Rabbit Test Question

Let's think about Zomo's thinking. What did Zomo **know** for a fact, **remember** from the past, and **realize** he must do to trick each animal? Students must use evidence from the text as well as illustrations.

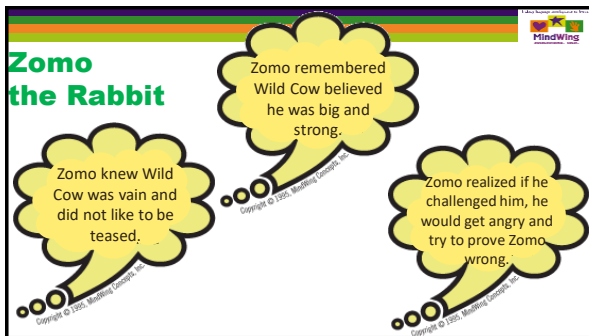
(Please see following thought bubbles. I write on thought bubble for younger students while older students write for themselves.)

To dive deeper into mental states of characters and develop perspective taking, this activity is critical. Hence, the Critical Thinking Triangle®!

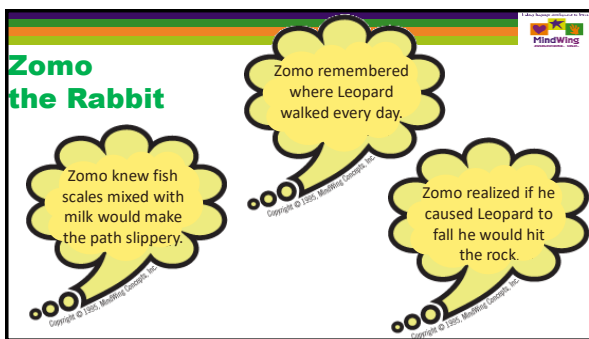
84



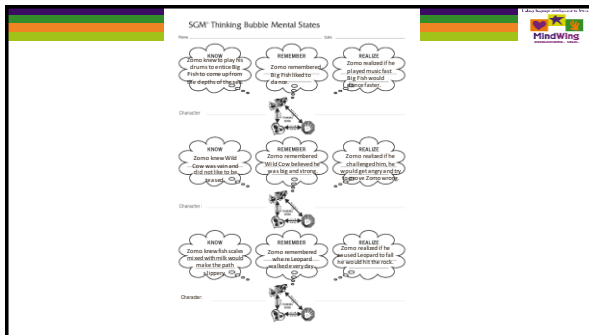
85



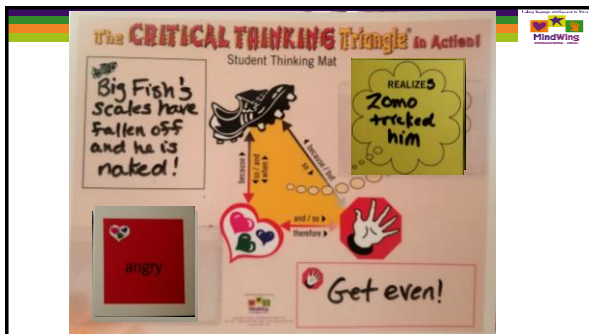
86



87



88



89

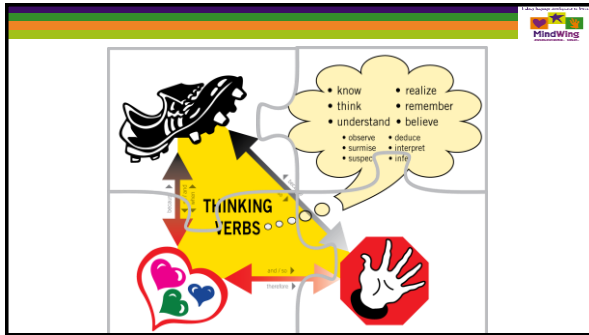
THE JIGSAW CLASSROOM

The Jigsaw Classroom is a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience.

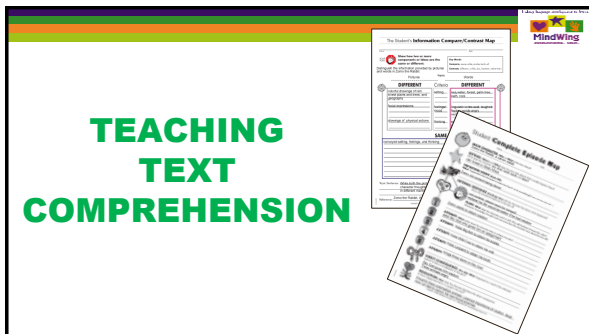
The Jigsaw Method (The jigsaw classroom is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson. See these LINKS:

- [The Jigsaw Classroom](#)
- <https://www.jigsaw.org/#steps>
- [Jigsaw Method on YouTube](#)

90



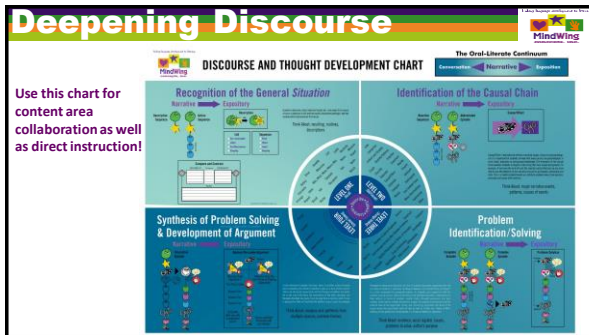
91



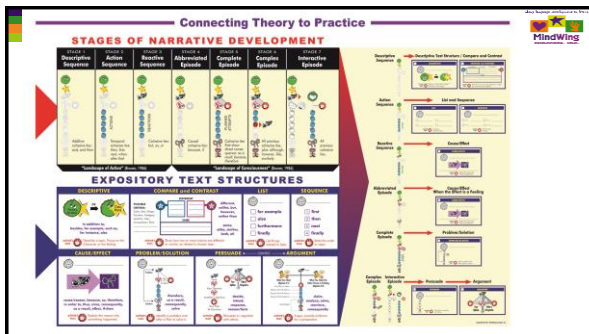
92

- Develop text dependent questions for narrative and expository text.
- Place a copy of the questions in the picture book or in a sheet protector with a text printed from another source.
- Not all questions must be mapped.
- Pick and choose based on your students' needs.

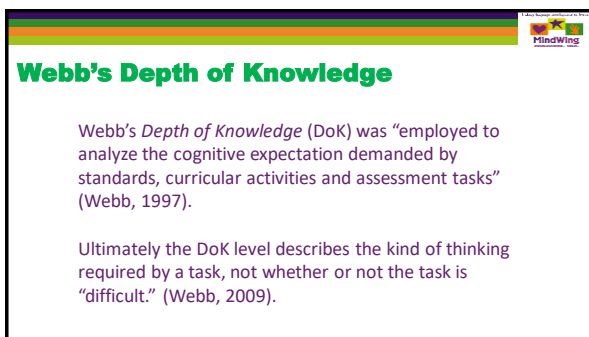
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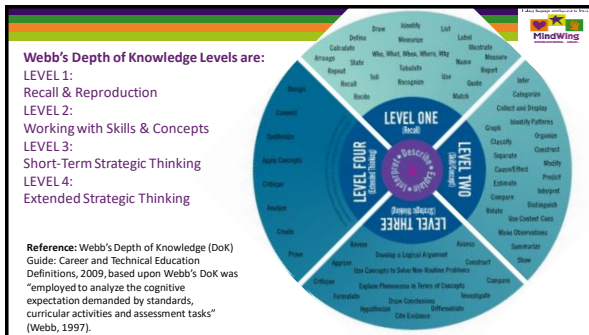
94



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TEXT DEPENDENT QUESTIONS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- What are the key ideas in the text?
- What can you infer from the title, headings, and information in the text?
- Who was the most important character in the story? Why?
- What, what, when, how, how questions?
- What key details help support the main idea of the text?
- What key details and/or examples support the main idea of the text?
- What have you learned from this text?

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Read the story.
- What is the story or article beginning to be about?
- What is the theme of the story?
- What message was the author trying to share?
- What could the main character have learned that I could do better?
- What was a moral or lesson in the story?
- Summarize the text.
- Read the Bible; take notes from the text.
- What is the main idea of this text?
- What are the 2 or more main ideas in this text?
- What key supporting details did the author use?

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Identify characters, setting, major events.
- Explain key details that support the author's message.
- Compare and contrast characters, setting, events, etc.
- Explain how and why interaction in the story.
- Describe how the theme of character (respond to major events and/or challenges).
- Explain how (name of character) changed in the story.
- Why does... think about...?
- How does... feel about...?
- How does... show persistence (or other character trait)...?
- How does this help the reader learn more about...? (What's next?)
- What can we infer about the characters... and...?
- What can readers learn about the family's relationship from this section?
- What does... say/interact with the reader...?
- What does... say/interact with the reader...?
- Describe connections between... and...?
- Explain relationships or interactions between 2 or more individuals, events, ideas, concepts in the text based on specific information in it.
- Explain the procedure described in the article.

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10

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Key Ideas and Details

- Who is the most important **character** in the story? What makes him so?
- What is the **lesson** of this story?
- **Describe/List** the ways Zomo **demonstrates** cleverness in this story.

99

[illegible]

[illegible]

TEXT DEPENDENT QUESTIONS

Craft and Structure

A. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- What does a word or phrase from the story, figurative language, sensory word, image? What does this word (or other figurative language, sensory word, image) mean in this story?
- Describe how word choice (figurative language, sensory word, image, repeated words) adds rhythm and meaning to a story, poem, or song.
- What kind of poet is that? (poet, drama, poem, etc.) How do you know?
- Explain the meaning of general academic vocabulary words.
- Explain when choosing content (specific word) means.
- Which words really call our attention? What do we notice as we read them?
- How does the author's choice of words, the tone of the language, illustrate the author's point of view on the topic?

B. Analyze the main ideas and supporting details, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or episode) relate to each other and the whole.

- Where was the problem, situation?
- How do (series of) chapters, scenes, images fit together to provide overall structure in this text?
- What text structure did the author use in this text?
- What kind of text is that (story, article, etc.)?
- Look back at the text and see if you can divide it into parts. What part does the author include?
- Describe the story structure, including beginning, middle, and ending.
- Describe the scenes, settings in the story.
- Explain the (structure) elements: verse, rhyme, meter of the poem.
- Explain the (structure) elements: cast of characters, setting, description, dialogue, stage directions of this play.
- What might have happened if ... hadn't happened first?
- How did the author organize the ideas in the (article, book, etc.)?
- Explain how you know that the author used a text structure.
- What text structure did the author use?

C. Assess how point of view or purpose shapes the content and style of a text.

- From what point of view is this story told?
- When is something the story? How do we know?
- Through whose eyes did you see this story?
- Read (two or more) accounts of the same event(s). Analyze the information the authors present.
- What audience, writer, influence are there in (this of two texts on similar topic)?
- How does the author feel about (topic) and about ...?
- How did the graphics help you understand the section about ...?
- Distinguish between information provided by pictures and words in the text.
- How does your own point of view compare to the author of ...?

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Explain in your own words what the Sky God meant when he said, "Three things in this world are worth having: courage, good sense, and caution."

Divide the story structure into three parts-the beginning, the middle, and the end.

Distinguish the information provided by the pictures and the words in the text.

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Maps for Previous Questions


SGM: BEGINNING of A Story

SGM: MIDDLE of A Story

SGM: END of A Story

Pages 161-163

105



SQM: BEGINNING OF A Story

What is the story about?

Where does the story take place?

When does the story take place?

Who are the characters in the story?

What is the author's purpose for writing this story?

What is the author's main message?

SQM: MIDDLE OF A Story

What is the author's main message?

What is the author's main message?

What is the author's main message?

What is the author's main message?

What is the author's main message?

SQM: END OF A Story

What is the author's main message?


What is the author's main message?

What is the author's main message?

What is the author's main message?

What is the author's main message?

106



The Student's Information Compare/Contrast Map

Show how two or more elements of a text are the same or different.

Organize the information provided by pictures and words in your text.

DIFFERENT	DIFFERENT
<p>Physical change of form, shape, size, color, texture, etc.</p> <p>Location</p> <p>Time</p> <p>Material</p> <p>Function</p> <p>Relationship</p>	<p>Physical change of form, shape, size, color, texture, etc.</p> <p>Location</p> <p>Time</p> <p>Material</p> <p>Function</p> <p>Relationship</p>


SAME

Identical setting, feelings, and thinking

Text Reference: While both the pictures and words described the setting, feelings, and... (Chapter 1: The Story of the Boy Who Was Born with a Different Mind)

Reference: The Boy Who Was Born with a Different Mind

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TEXT DEPENDENT QUESTIONS

Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.

Describe (character, setting, events) Use specific examples from the illustrations and/or words.

Use illustrations and words in print or digital text to demonstrate understanding of character, setting, plot.

How did the author use illustrations to engage the reader in the events of the story?

How do the (visual/multimedia elements) help the reader understand the author's message?

Use illustrations and details in a text to describe key ideas.

What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader?

How did search tools (hyperlinks, etc.) help the reader?

How do the (pictures, etc.) help convey the mood of the story?

Identify the reasons an author gives to support (a key point).

Explain how the author uses reasons and evidence to support the main idea of the text.

Identify which reason/evidence supports which point(s).

What is the author's point of view on the topic? What in the text makes you say that?

Describe logical connections between specific sentences and paragraphs.

Explain cause and effect relationships in the story/text.

What was the tone of the story/text?

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Compare characters, titles from the same genre, theme, topic, version of the same story, etc.

Identify similarities and differences between two texts on the same topic.

Read several texts on the same topic. Write a synthesizing information from each source.

Compare the text to a movie, webpage, video game, piece of art or music, or other media.

How does this selection connect to the theme of...?

How does this selection connect to (other text we have read, content area, etc.)?

How is... in paragraphs 1 and 2 like the same idea in paragraphs 3 through 4?

How is... shown in paragraphs 7-11?

What mood does the author create?

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[illegible][illegible][illegible]

Graphic Organizers for Previous Questions

LIST

AIMS List things related to topic.

☐ for example

☐ also

☐ furthermore

☐ finally

COMPARE and CONTRAST

POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, Use, Composition, Facts

DIFFERENT	SAME

different, unlike, but, however, rather than

same, alike, similar, both, all

ADVICE: Show how two or more criteria are different

TIP: or similar, as related to chosen topic

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STUDENTS' ThemeMaker

EXPOSITORY (Information) TEXT STRUCTURES

- Place this text structure tool in front of students.
- Direct their attention to it as they answer text dependent questions.
- Encourage them to visualize the graphic organizers in their head to organize their thinking and expression.
- Practice drawing the graphic organizers on scrap paper to assist them in composing written responses.

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STUDENTS' ThemeMaker

EXPOSITORY (Information) TEXT STRUCTURES

Compare Zomo with Anansi the Spider.

What caused the three animals to be angry with Zomo?

Explain Zomo's problem.

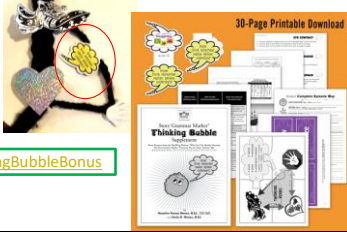
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