

Clever Beatrice

The Same Trick Three Times

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Recognize a repeated plot pattern and what changes inside it State the plot move that repeats across three rounds and identify the target that changes each time.

A three-row table of repeated moves and changing targets plus a one-sentence structural rule.

What stays structurally the same when the story repeats a trick, and what changes each time?

Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	Find the rounds Locate the three places where the same basic plot move occurs.
8 min	Describe the repeated move State what happens in common across the rounds.
8 min	Name the changing target Record what is different in each round.
6 min	Write the plot rule Turn the repeated move into one structural sentence.
4 min	Distinguish structure from retell Explain why the rule is more useful than simply listing events.

ELA SKILL LESSON · TEACHER SUPPORT

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Access routes

SOLO	Use the book independently to complete the evidence page. Require page-based support for the central claim.
SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record the evidence before explaining it.
LISTENING	Use narration and illustrations. Let students respond orally or by selecting from teacher-read options, then ask them to justify the choice from the book.

EXTEND

Ask students to test the skill on a second moment or explain why a tempting alternative answer is weaker.

Teacher guidance

Keep the lesson on recognize a repeated plot pattern and what changes inside it. The source unit places this move inside Understanding Text Structure; this standalone version should still require evidence from the named book rather than general knowledge or memory.

Assessment

- Students identify one repeated structural move across all three rounds.
- They also identify the changing target in each round.
- The final rule generalizes the pattern rather than retelling the three events.

Short route · 15 minutes 3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

Watch for

Three accurate event summaries with no statement of the common structure.

Source note

Extracted from the TumbleTA unit Understanding Text Structure, using its stated day focus, product, checkpoints, and/or strong-answer criteria. No regional standard is attached to this base skill lesson.

STUDENT EVIDENCE · GRADE 3

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Name _____ Date _____ For each round, record the repeated move and the changing target. Then state the plot pattern as a rule.

ROUND**REPEATED MOVE****WHAT CHANGES****ROUND 1****ROUND 2****ROUND 3****RULE****EXIT CHECK**

A plot pattern is different from a retelling because _____.

TEACHER KEY · GRADE 3

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Strong response

A three-row table of repeated moves and changing targets plus a one-sentence structural rule.

Expected evidence

- Students identify one repeated structural move across all three rounds.
- They also identify the changing target in each round.
- The final rule generalizes the pattern rather than retelling the three events.

Watch for

Three accurate event summaries with no statement of the common structure.

Independent success

The student completes the required evidence product and can explain how the evidence supports the skill claim without relying only on recall or a teacher-supplied answer.

Unit source

Understanding Text Structure · Clever Beatrice by Margaret Willey