

# Princess Angelica, Part-Time Lion Trainer

## What They Tried, and Why It Failed

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Track attempts and analyze distinct reasons for failure List a series of attempts in order, explain why each fails, and treat each failure as information rather than delay.

An ordered attempts table with a distinct failure reason for each attempt and the successful move at the end.

What can repeated failures teach us when they fail for different reasons?

### 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.

|                   |                                          |
|-------------------|------------------------------------------|
| <b>Materials:</b> | the book, Student Evidence page, pencil. |
|-------------------|------------------------------------------|

### Lesson sequence

| TIME  | TEACHING MOVE                                                                                                 |
|-------|---------------------------------------------------------------------------------------------------------------|
| 4 min | Number the attempts List each attempt in order instead of blending them into a retell.                        |
| 8 min | Name why each failed Give a specific reason for every failed attempt.                                         |
| 8 min | Compare the reasons Ask whether the failures failed for the same reason or ruled out different possibilities. |
| 6 min | Record what finally works Add the successful move and explain how it differs from the failed attempts.        |
| 4 min | Read the attempts as evidence State one thing the sequence of failures taught the characters or reader.       |

### ELA SKILL LESSON · TEACHER SUPPORT

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## What They Tried, and Why It Failed

### Access routes

|                  |                                                                                                                                                            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SOLO</b>      | Use the book independently to complete the evidence page. Require page-based support for the central claim.                                                |
| <b>SUPPORTED</b> | Pause at the key evidence moments. Rephrase the task orally, then have students point to or record the evidence before explaining it.                      |
| <b>LISTENING</b> | 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 track attempts and analyze distinct reasons for failure. The source unit places this move inside What they tried next; this standalone version should still require evidence from the named book rather than general knowledge or memory.

**Assessment**

- Attempts are kept in order.
- Failure reasons are specific and may differ from one another.
- The source unit emphasizes that the final solution is the very thing that had caused the trouble.

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**

Using the same generic reason - 'it didn't work' - for every failed attempt.

**Source note**

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

**STUDENT EVIDENCE · GRADES 2-3**

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### What They Tried, and Why It Failed

Name \_\_\_\_\_ Date \_\_\_\_\_ List the attempts in order. For each failed attempt, give a specific reason it failed. Finish with what works.

**STEP****WHAT THEY TRIED****WHY IT FAILED / WORKED****ATTEMPT 1****ATTEMPT 2****ATTEMPT 3****ATTEMPT 4****WHAT WORKS****EXIT CHECK**

A failed attempt is useful evidence when \_\_\_\_\_.

**TEACHER KEY · GRADES 2-3**

## Princess Angelica, Part-Time Lion Trainer

### What They Tried, and Why It Failed

**Strong response**

An ordered attempts table with a distinct failure reason for each attempt and the successful move at the end.

**Expected evidence**

- Attempts are kept in order.
- Failure reasons are specific and may differ from one another.

- The source unit emphasizes that the final solution is the very thing that had caused the trouble.

**Watch for**

Using the same generic reason - 'it didn't work' - for every failed attempt.

**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**

What they tried next · Princess Angelica, Part-Time Lion Trainer by Monique Polak