

Don't Forget to Come Back

Three Things, Four Times

GRADE / TIME

Grade 1 · 34 minutes full · 19 minutes short

PRIMARY SKILL

Explain how a repeated text structure organizes the beginning, middle, and end of a story.

OBJECTIVE

Track the girl's four numbered lists and explain how the repeated form stays the same while its purpose changes across the story.

PREPARE

Read or play the complete book before the timed lesson. Have pages 2, 7, and 27 ready to revisit.

1 · Launch · 5 min

Read the girl's first list and her last list back to back. Ask what stays the same about the form and what changes about what she is doing.

2 · Teacher model · 7 min

Count the four lists: one to argue, one to frighten, one to say goodbye, and one to report in the morning. Model how the repeated numbered form makes the book's shape visible.

3 · The four lists · 12 min

Students complete four rows: what each list is for and where it appears - beginning, middle, or end. Emphasize that the form repeats while the purpose changes.

4 · The item that comes back · 10 min

Students trace the moose from the frightening list to the final morning report and explain what its return shows about how the evening turned out.

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Three Things, Four Times · Teacher Support

What students must do

The student identifies the repeated numbered-list form, places its uses across beginning/middle/end, and explains that the same structure changes purpose from fighting the evening to reporting that it went well.

Access routes

Solo: Student compares the first and last list before filling the middle rows.

Supported: Provide the four purposes orally - argue, frighten, say goodbye, report - and have the student match each to the right place in the story.

Listening: Replay the first and last lists consecutively, then ask what sounds the same and what has changed.

Extend:	Explain how the returning moose connects the beginning to the ending.
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Keep the skill narrow

The access route may change how the student reaches the text, but not the evidence the student must produce. Do not replace the target task with retelling, opinion, or a general discussion of the story.

Teacher note

The repeated numbered form is the object of the lesson. Students are not merely retelling four moments; they are explaining how one repeated structure changes function across the story.

Assessment checkpoint

The student should name what stays the same (the list form) and what changes (what the list is doing).

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Three Things, Four Times · Student Evidence

The girl keeps using the same kind of numbered list. Track each list and show how the book uses that repeated form to organize the story.

Item	Your answer	Your evidence / place in story
List 1	What is it for?	Beginning, middle, or end?
List 2	What is it for?	Beginning, middle, or end?
List 3	What is it for?	Beginning, middle, or end?
List 4	What is it for?	Beginning, middle, or end?

What stays the same about all four lists? What changes about what the lists are doing?

Then: Which item appears near the beginning and again at the end? What does its return show?

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Three Things, Four Times · Teacher Key

These are supported responses, not scripts. Accept equivalent answers when the student uses the required evidence.

List 1

An argument that she is not a baby and does not need a babysitter - beginning.

List 2

Frightening things she says will happen if her parents go out - beginning.

List 3

A goodbye as her parents finally leave - middle.

List 4

A morning report on how the evening went - end.

What stays the same / what changes

The numbered-list form stays the same. What changes is the list's purpose: it moves from arguing and frightening, to saying goodbye, to reporting that the evening went well.

The item that comes back

The moose. At the beginning it is part of her attempt to frighten her parents; at the end she reports that Sarah did not let a moose in. The repeated item helps show that the evening turned out fine.

Pass check

The student identifies the repeated numbered-list form, places its uses across beginning/middle/end, and explains that the same structure changes purpose from fighting the evening to reporting that it went well.