

Analyze Intended and Actual Effects

Don't Forget to Come Back - Grade 1 - Short lesson

TIME

OBJECTIVE

18 minutes Work out what each of the girl's attempts actually causes.

Essential question: None of her plans work. So why does she keep going?

Materials

Text to mark

PRODUCT

A three-row table of attempts and effects

• The book	• Passage 7 - a photographically painted moose on a white page
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- One table each with the attempts filled in
- Prepared passages: Passage 7, Passage 13, Passage 20

Lesson sequence

1 Launch - 3 min

- Passage 13 - a face at the crack of a closet door, and a framed penguin on the wall behind
- Passage 20 - the babysitter listening, and a panda in a scarf

Focus:	A threat that does not work
Teacher direction:	Read her third frightening thing and the sentence after it. Ask the class what effect she was hoping for and what she actually got.
Prepared text:	Passage 7 2 Teacher model - 5 min
Teacher model:	I follow what each of her attempts produces. The moose gets her a father who is not scared. Running away into the closet gets her parents saying they miss her already and hope she will not be gone forever. Going to the South Pole gets a babysitter who asks to come too. None of it stops them going out - and all of it gets her attention and affection, which she keeps accepting.

Prepared text:	Passage 7, Passage 13 3 What each attempt causes - 10 min
Focus:	Nothing works, and nobody minds
Teacher direction:	Using Passages 7, 13 and 20, write what the girl tries and what each attempt actually causes.
Expected answer:	Threatening her parents with a moose causes nothing: the book says it did not scare her father at all. Shutting herself in the closet and announcing she has run away causes them to say they miss her already and hope she will not be gone forever and to ask her to come home soon - so it gets her affection rather than a change of plan. And announcing she is going to the South Pole causes Sarah to ask whether she can come too, and to point out that they can waddle with the penguins - which the girl accepts, calling her silly rather than stupid. Every attempt fails at its purpose and succeeds at something else.
Student product:	A three-row table: what she tried, what it caused
Prepared text:	Passage 7, Passage 13, Passage 20

Support & extension

Above: Sarah gets her way by agreeing. Explain whether that was a trick or just kindness, using what she says.

Below: Fill the three rows, then write why Sarah's answer worked.

Assessment

- Says the moose did not frighten her father
- Says her parents said they missed her
- Says Sarah asked to come to the South Pole too
- Says none of her plans stopped them going out
- Says agreeing with her worked better than arguing