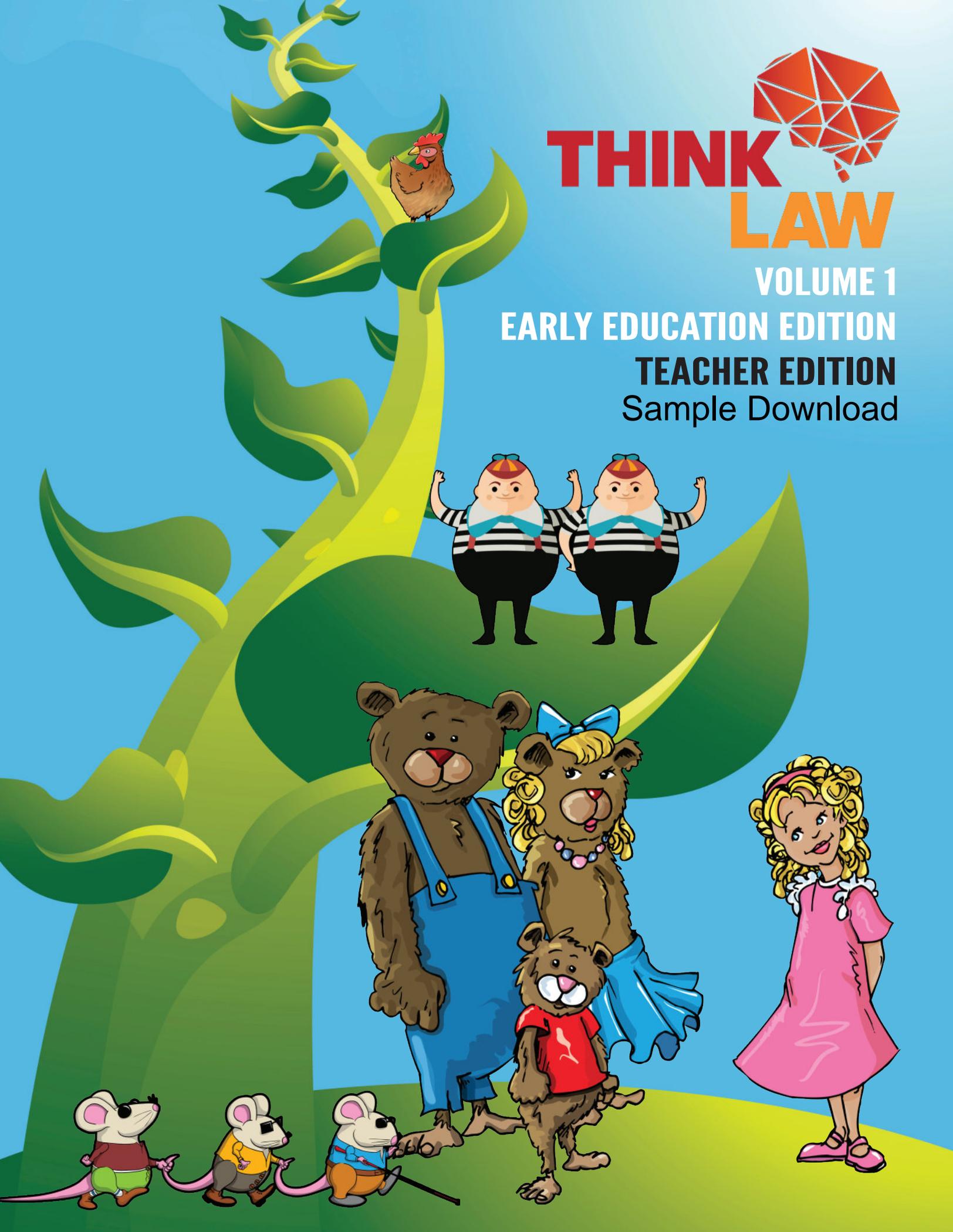




THINK LAW

VOLUME 1
EARLY EDUCATION EDITION
TEACHER EDITION
Sample Download





EARLY ELEMENTARY EDITION
VOLUME I

Teacher's Edition

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Teaching Principles for thinkLaw

Teaching critical thinking requires a lot of time, preparation, and skill. The thinkLaw Early Elementary Edition, PowerPoint presentations, and Student workpages simplify this process by providing a turnkey system for engaging learners and building crucial critical thinking skills. thinkLaw is a loosely-scripted program that allows skilled facilitators the flexibility for learner-based instruction. thinkLaw also provides beginning facilitators with a clear guide for rigorous critical thinking instruction.

There are 3 key principles to keep in mind throughout this curriculum.

1. You are a facilitator, not a teacher

thinkLaw is a learner-centered curriculum. For thinkLaw to work, instructors must avoid the urge to simply teach the information presented in each lesson. Instead, instructors should facilitate discussions, relying on the Socratic method—teaching by asking questions. This requires a great deal of patience, listening, and redirection to make sure thinkers are focused on the issues presented in each lesson. Fortunately, this Teacher's Edition contains several suggested responses, probing questions, and discussion pointers to make facilitation easier.

Encourage thinkers to lead discussions as often as possible and to ask questions. Conduct small group work and discussions. Ask thinkers to vote on their own opinions throughout a lesson. Keep thinkLaw learner focused.

2. thinkLaw is about critical thinking, not the law

thinkLaw is not a legal education program, mock trial program, or mini-version of law school. thinkLaw merely uses real-life legal strategies to teach a wide variety of critical thinking skills. Our secondary curriculums use real-life legal cases as a tool. The Early Elementary edition replaces those legal cases with fairy tales, folk tales, and nursery rhymes. There is no need for instructors to have any background or understanding of the law or legal practice.

3. Answers are not right or wrong—they are supported or unsupported

Unlike most content-based subjects, very few thinkLaw problems have actual right or wrong answers. This mirrors real life and may cause some discomfort at first. Some thinkLaw Early Elementary lessons ask thinkers to write or re-write the endings of stories. Thinkers may or may not agree with the outcome of the stories. They are pushed to evaluate the outcomes.

thinkLaw tools: Using the Teacher's Edition

The thinkLaw Early Elementary Edition contains all of the teacher directions as well as student sheets.

1. Text written in black are suggested language to use while teaching a lesson. Text written in red are teacher notes and suggestions.
2. The student workpages for each lesson are located at the back of the teacher's instructional notes.

Using thinkLaw Early Elementary PowerPoint Presentations

thinkLaw Early Elementary PowerPoint presentation are an important lesson component. Images of the slides are embedded in the teacher's notes and script. Early elementary students are visual learners and the images on the slides are an important part of instruction.

Using the Instructor's Notes

Instructor's notes are spread throughout this book. These notes help explain commonly asked questions, provide tips about organizing lessons, and offer several "probing questions" to help thinkers get a deeper understanding of the material.

Planning thinkLaw Lessons

thinkLaw lessons are designed to allow for deep discussion and

thinking. Depending on your thinkers, so parts of certain lessons may take more time than others. As a general rule, plan to spend about 30 minutes per lesson. This teacher's edition lays out three 30 minute lessons per week but the program is designed to be flexible. But because thinkLaw is not about teaching content, thinkers do not lose value if it takes more time than expected to complete a thinkLaw lesson.

Aligning thinkLaw with Common Core Standards

Every thinkLaw lesson (excluding assessments) start with a table showing the lesson's alignment with Common Core English and Language Arts Standards for grade levels k-2.

Flexibility

thinkLaw is designed for use with all students. Thinkers in grades k-2 have varying levels of writing skill. All thinkLaw student response sheets are designed so that thinkers can respond by drawing, writing, or a combination of both. This flexibility allows all young thinkers to approach critical thinking without barriers.



Peter Peter Pumpkin Eater: Introduction

Objective: Thinkers will deduce the species of Peter the Pumpkin eater, determine his wife's feelings about being kept in a pumpkin, and justify their choices with reasoned evidence.

Lesson Outline

1. During the thinkStarter thinkers will be introduced to the idea that thinking hard is exercise for their brains.
2. After reading the nursery rhyme, "Peter Peter Pumpkin Eater," thinkers will deduce the species of Peter.
3. Thinkers will consider the ending line of the poem, "He put her in a pumpkin shell and there he kept her very well." They will determine how Peter's wife must be feeling and justify their response with supporting evidence.

Materials

Peter Pumpkin Eater
PowerPoint
Presentation



Peter Pumpkin Eater
Student Response
Sheet


 A student response sheet for the nursery rhyme. It includes a "Name" field, the text of the rhyme: "Peter, Peter pumpkin eater / Had a wife who didn't like her / He put her in a pumpkin shell / And there he kept her very well.", a question: "What do you think Peter's wife is feeling?", a drawing area with a pumpkin icon, and a final question: "What does it mean that Peter 'had a wife who didn't like her'?"

Thinker Materials:
Writing Utensils

Texas Essential Knowledge and Skills Standards

KINDERGARTEN	FIRST GRADE	SECOND GRADE
TX 5B- Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.	TX 6B- Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.	TX 6B- Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.
TX 5C- Make and confirm predictions using text features and structures with adult assistance.	TX 6C- Make, correct, and confirm predictions using text features, characteristics of genres, and structures with adult assistance.	TX 6C- Make, correct, and confirm predictions using text features, characteristics of genres, and structures.
TX 6C- Use text evidence to support an appropriate response.	TX 7C- Use text evidence to support an appropriate response.	TX 7C- Use text evidence to support an appropriate response.
TX 10B- Develop drafts in oral, pictorial, or written form by organizing ideas.	TX 11BII- Develop drafts into focused pieces of writing by developing an idea with specific and relevant details.	TX 11BII- Develop drafts into focused pieces of writing by developing an idea with specific and relevant details.
TX 12A- Generate questions for formal and informal inquiry with adult assistance.	TX 13A- Generate questions for formal and informal inquiry with adult assistance.	TX 13A- Generate questions for formal and informal inquiry with adult assistance.

Peter Peter Pumpkin Eater: Introduction

thinkStarter



What do all of these pictures have in common?

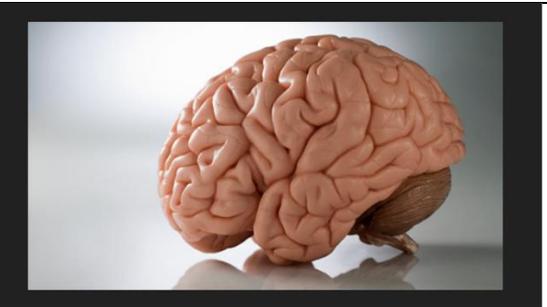
They're all pictures of people exercising.



What happens to your muscles when you exercise?

Pictures will appear as you click through the slide

Your muscles get bigger and stronger the more you exercise.



But did you know that your brain needs exercise too?

It needs exercise to make it bigger and stronger. What kind of exercise do you think you can do for your brain?

Allow thinkers to share their responses.

In class, we do a lot of things to exercise your brain. But we're going to start doing some new brain exercises by thinking really hard about stories and poems and asking lots of questions! Are you ready to get started?

Peter Peter Pumpkin Eater: Introduction

thinkStarter



What do all of these pictures have in common?

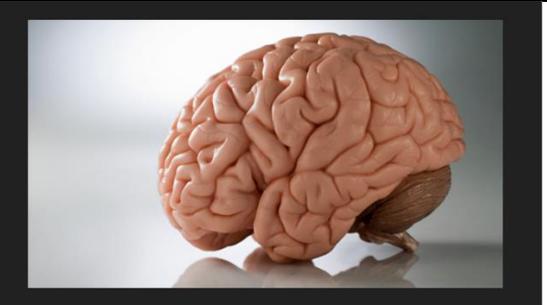
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What happens to your muscles when you exercise?

Pictures will appear as you click through the slide

Your muscles get bigger and stronger the more you exercise.



But did you know that your brain needs exercise too?

It needs exercise to make it bigger and stronger. What kind of exercise do you think you can do for your brain?

Allow thinkers to share their responses.

In class, we do a lot of things to exercise your brain. But we're going to start doing some new brain exercises by thinking really hard about stories and poems and asking lots of questions! Are you ready to get started?

thinkAnalysis

Peter Peter Pumpkin Eater

Peter, Peter pumpkin eater
had a wife and couldn't keep her.
He put her in a pumpkin shell
and there he kept her very well.
Put her in a pumpkin shell
there he kept her very well.



This nursery rhyme is called "Peter, Peter Pumpkin Eater."

You may have heard this poem before.

Read the poem aloud.

Raise your hand if you have heard this poem before.

Some of you may have heard this poem before and, for some of you, today might be the first time.

This nursery rhyme makes me have a LOT of questions. Does it make you have questions? What questions do you have about this poem? Give thinkers the opportunity to share their questions.

Who is Peter?



My first question is who is Peter?

What do we know about Peter?
The poem doesn't give a lot of information but we know that Peter eats pumpkins, had a wife, and he put his wife in a pumpkin

shell.

When you click on the slide, the images will appear.

Who is Peter?



A boy? A man?

Could Peter be a boy or do you think he's a man? Why did you pick boy/man?

Thinker responses will vary. Many thinkers might choose man since it says that Peter is married

Is Peter human?

Do you think Peter is human? Why or why not?

Thinker responses will vary. The most important part of any response is the justification. A thinker's reasoning that Peter could be an animal might be that people don't fit in most pumpkins.

What kind of animal could Peter be? What would eat a pumpkin?

When you click on the slide, the images will appear. Go through each animal individually.

Is Peter human?



A tiger?



A giraffe?



A mouse?

Do you think Peter could be a tiger? Why or why not?

Most thinkers will probably argue no because tigers eat meat and a pumpkin is a fruit.

Do you think Peter could be a giraffe? Why or why not?

Most thinkers will probably argue no because giraffes are very big and couldn't fit in a pumpkin. However giraffes do eat plants.

Do you think Peter could be a mouse? Why or why not? It is reasonable to think that Peter might be a mouse. A mouse would eat a pumpkin and would be small enough to fit inside a pumpkin.

What other animals could Peter be? You could keep a list of possible animals on the board. Sample responses might be a squirrel, chipmunk, rat, rabbit, etc.

Your turn:

Name _____
Peter Pumpkin Eater
Peter, Peter pumpkin eater
had a wife and couldn't keep her.
He put her in a pumpkin shell
and there he kept her very well.
Put her in a pumpkin shell
there he kept her very well.
Who or what is Peter? How do you know?


Your turn to tell me.

Who or what do you think Peter is?

Thinker responses will vary.
Depending on the age your learners, responses may be pictures, writing, or a combination of both.

Give thinkers time to respond and share.

What does it mean that Peter has a wife and couldn't keep her?



What does it mean that Peter had a wife and couldn't keep her?

There are a lot of possible answers to this question. Maybe Peter's wife was tired of him eating pumpkins all of the time and so she'd run away. Maybe, if Peter

and his wife are mice, she's in danger and birds and cats are trying to eat her. Allow thinkers to share their thoughts and follow up with the question "Why?" to make sure that they explain their reasoning.

Your turn:

What does it mean that Peter "Had a wife and couldn't keep her"?

Your turn to tell me.

What does it mean that Peter had a wife and couldn't keep her?

Thinker responses will vary.
Depending on the age your learners, responses may be pictures, writing, or a combination

of both. When thinkers are finished allow them to share their responses.

He put her in a pumpkin shell and there he kept her very well.



The last part of the rhyme tells us that “He put her in a pumpkin shell. There he kept her very well.”

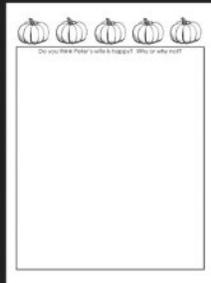
What do you think that means?

Do you think his wife is happy?
Why or why not?

It says that he kept her very well. How might that mean she's unhappy? How might that mean she's happy?

Thinker's responses will depend largely on their previous responses. If Peter and his wife are mice she might be happy about the situation. She has a safe place to hide. They could have decorated the pumpkin really nicely and it could be really cozy. If she's been trying to escape and it's more of a prisoner situation she might be more upset about being put in a pumpkin shell.

Your turn:



Your turn to tell me.

What does it mean that Peter put her in a pumpkin shell and there he kept her very well?

Thinker responses will vary.

When thinkers are finished allow them to share their responses.

I want to thank you for your hard work and big thoughts for today. We're going to keep looking at fairy tales and nursery rhymes to exercise our brains!

Name _____

Peter, Peter Pumpkin Eater

Peter, Peter pumpkin eater
had a wife and couldn't keep her.
He put her in a pumpkin shell
and there he kept her very well.
Put her in a pumpkin shell
there he kept her very well.

Who or what is Peter? How do you know?



What does it mean that Peter "Had a wife and couldn't keep her"?



Do you think Peter's wife is happy? Why or why not?

What are Girls and Boys Made of?

Part 1:

Analysis from Multiple Perspectives

Objective: Thinkers will analyze the nursery rhymes “What Are Little Girls Made Of?” and “What are Little Boys Made of?” to determine their fairness and impact.

Lesson Outline

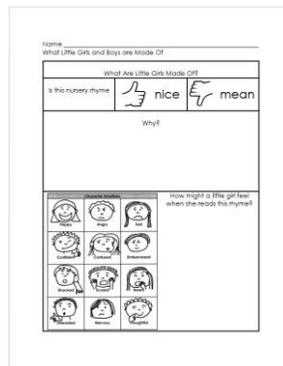
1. In the thinkStarter, thinkers will brainstorm what they would need to make chocolate chip cookies and consider what information is needed for a recipe.
2. Thinkers will read and analyze “What are Little Girls Made Of?”
3. Thinkers will read and analyze “What are Little Boys Made of?” and compare it to the girls poem.

Materials

What are Girls and Boys Made Of?
Part 1 PowerPoint
Presentation



What are Girls and Boys Made Of? 1
Student Response
Sheet



Thinker Materials:
Writing Utensils

Teacher Materials:
A space to record
cookie ingredients

Texas Essential Knowledge and Skills Standards

KINDERGARTEN	FIRST GRADE	SECOND GRADE
TX 5B- Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.	TX 6B- Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.	TX 6B- Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.
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TX 6C- Use text evidence to support an appropriate response.	TX 7C- Use text evidence to support an appropriate response.	TX 7C- Use text evidence to support an appropriate response.
TX 10B- Develop drafts in oral, pictorial, or written form by organizing ideas.	TX 11BII- Develop drafts into focused pieces of writing by developing an idea with specific and relevant details.	TX 11BII- Develop drafts into focused pieces of writing by developing an idea with specific and relevant details.
TX 12A- Generate questions for formal and informal inquiry with adult assistance.	TX 13A- Generate questions for formal and informal inquiry with adult assistance.	TX 13A- Generate questions for formal and informal inquiry with adult assistance.

What are Girls and Boys Made Of?: Analysis from Multiple Perspectives (Part 1)

thinkStarter

What do you need to make a chocolate chip cookie?



If you want to cook something, you follow a recipe. The recipe tells you all of the things to need to make something.

What do you need to make a chocolate chip cookie?

As students share their responses, write them down. Here is a list of ingredients that we would need to make cookies. Read back your class list.

Today we're going to read two nursery rhymes. They are like a recipe of things you need to make a boy and a girl. We're going to think hard about if these recipes seem right.

thinkPerspective

What Are Little Girls Made Of?

What are little girls made of?
Sugar and spice
And everything nice,
That's what little girls are made of



The first rhyme we're going to think about is called, "What Little Girls Are Made Of?"

Read poem



This slide is animated, each item will appear with a click.

So if we took what this nursery rhyme said and make a list of things you need to make a girl. That list would be

- sugar
- spice
- everything nice

What do you think about this poem? Allow a few thinkers to share.



I want you to tell me. Is this rhyme nice or mean? Why?

Give thinkers some time to respond and share.

I also want you to think about how a little girls might feel as she reads this rhyme.



Now we're going to read another rhyme called "What are Little Boys made Of?"

Read Poem



This slide is animated, each item will appear with a click.

So if we took what this nursery rhyme said and make a list of things you need to make a boy. That list would be

-snips. Snips can mean two things.

It can mean little tiny cuts like if you snipped a paper. Or snip can mean a person that's not important

-snails

-puppy dog tails

What do you think about this poem? **Allow a few thinkers to share.**

What Are Little Boys Made Of?

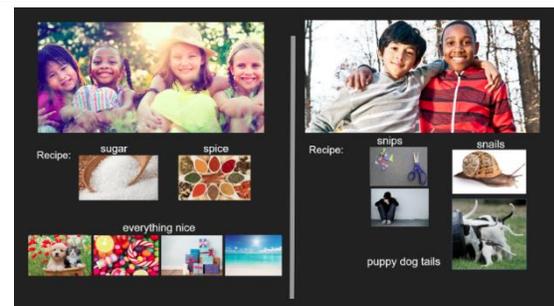
What are little boys made of?
Snips and snails
and puppy dog tails,
That's what little boys are made of



I want you to tell me.
Is this rhyme nice or mean? Why?

Give thinkers some time to respond and share.

I also want you to think about how a little boy might feel as he reads this rhyme.



When we think about the two rhymes together. What do you notice that is the same?

What do you notice that is different?

Are the poems fair? Why or why not?

Sample responses from thinkers might include that the poems are fair because they're not really what girls and boys are made of, they're just silly poems. Other responses might be that they are not fair because the girls list are all nice things and the boys list are not nice things.

Do you think that the person who wrote these rhymes were thinking about how the little girls or little boys who read them would feel? Why or why not?

Next time we're going to think a little bit more about what kids are made of!

Name _____

What are Girls and Boys are Made Of 1

What Are Little Girls Made Of?

Is this nursery rhyme



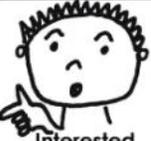
nice



mean

Why?

How might a little girl feel when she reads this rhyme?

Character Emotions		
 Happy	 Angry	 Sad
 Confident	 Confused	 Embarrassed
 Shocked	 Scared	 Bored
 Interested	 Nervous	 Thoughtful

What Are Little Boy Made Of?

Is this nursery rhyme



nice



mean

Why?

How might a little boy feel when he reads this rhyme?

Character Emotions		
 Happy	 Angry	 Sad
 Confident	 Confused	 Embarrassed
 Shocked	 Scared	 Bored
 Interested	 Nervous	 Thoughtful

The Spider and the Honey Tree

Part 1:

Investigation and Discovery

Objective: Thinkers will observe and interpret pictures to determine what will happen next in "The Spider and the Honey Tree."

Lesson Outline

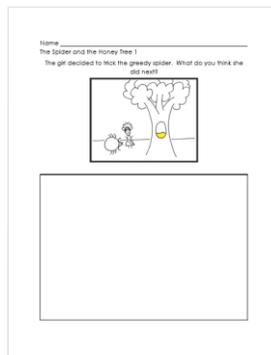
1. In the thinkStarter, students will analyze close up pictures of items from the story and try to guess what item is in the picture.
2. Thinkers will go through the story "The Spider and the Honey Tree" and use the pictures to guess what will happen next.
3. Thinkers will end the lesson by predicting the ending to the story.

Materials

The Spider and the Honey Tree PowerPoint Presentation



The Spider and the Honey Tree 1 Student Response Sheet



Thinker Materials:
Writing Utensils

Texas Essential Knowledge and Skills Standards

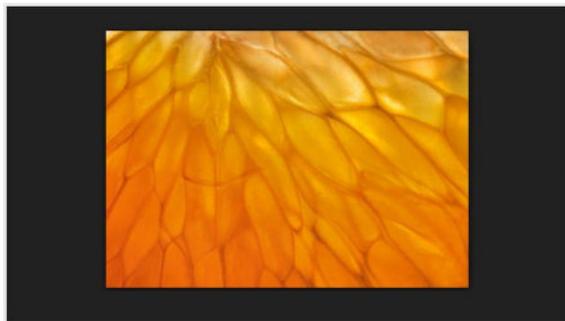
KINDERGARTEN	FIRST GRADE	SECOND GRADE
TX 1A- Listen actively and ask questions to understand information and answer questions using multi-word responses.	TX 1A- Listen actively and ask questions to understand information and answer questions using multi-word responses.	TX 1A- Listen actively and ask questions to understand information and answer questions using multi-word responses.
TX 5H- Synthesize information to create new understanding with adult assistance.	TX 6H- Synthesize information to create new understanding with adult assistance.	TX 5H- Synthesize information to create new understanding with adult assistance.
TX 10B- Develop drafts in oral, pictorial, or written form by organizing ideas.	TX 11BII- Develop drafts into focused pieces of writing by developing an idea with specific and relevant details.	TX 11BII- Develop drafts into focused pieces of writing by developing an idea with specific and relevant details.
TX 12A- Generate questions for formal and informal inquiry with adult assistance.	TX 13A- Generate questions for formal and informal inquiry with adult assistance.	TX 13A- Generate questions for formal and informal inquiry with adult assistance.
TX 12C- Gather information from a variety of sources with adult assistance.	TX 13C- Gather information from a variety of sources with adult assistance.	TX 13C- Gather information from a variety of sources with adult assistance.
TX 12C- Gather information from a variety of sources with adult assistance.	TX 13C- Gather information from a variety of sources with adult assistance.	TX 13C- Gather information from a variety of sources with adult assistance.

The Spider and the Honey Tree: Introduction to Investigation and Discovery (Part 1)

thinkStarter

I'm going to show you some pictures. I don't know what items are shown in these pictures! I need your help to solve the mystery. I'm going to show you a picture and I need you to tell me what you think it is.

Each of these pictures are a close-up shot of an item from the story. Allow Thinkers to examine the pictures. Have Thinkers suggest possible answers but they have to justify their responses. There is no right or wrong answer when they are guessing the object but the key is the justification. Why are they making that guess?



Picture One: Orange

Take a minute to look at this picture. What do you notice?

Allow students to make observations (ex. It's orange. The shapes are connected, the shapes are the same sizes, etc.)

What do you think this is a picture of? Why? Before you raise your hand to guess, think of a reason why you think it's that object.

Allow Thinkers to make a guess. If they do not provide a justification, follow up by asking, "Why do you think that?"

Now I will show you another picture of the same object.



Now what do you think it is?

Orange

What clues could we have used to figure out that this was a picture of an orange? It's the color orange. The pulp.



Picture Two: banana

Take a minute to look at this picture. What do you notice?

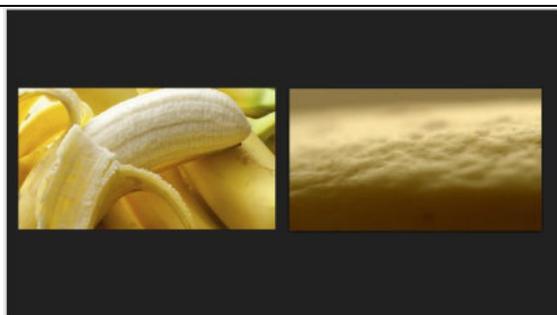
Allow students to make observations (ex. It's yellow/brown/tan, it's bumpy)

They may be more prone to think of fruits since the first picture was revealed to be a piece of fruit.

What do you think this is a picture of? Why? Before you raise your hand to guess, think of a reason why you think it's that object.

Allow Thinkers to make a guess. If they do not provide a justification, follow up by asking, "Why do you think that?"

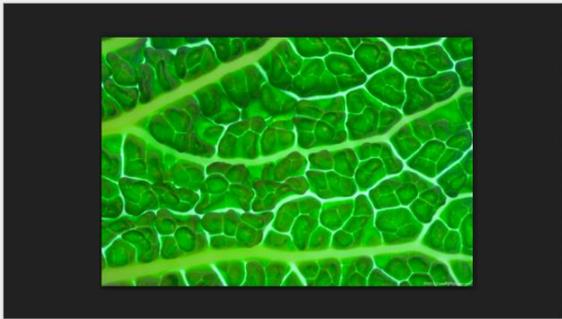
Now I will show you another picture of the same object.



Now what do you think it is?

Banana

What clues could we have used to figure out that this was a picture of an orange? It's yellow. It's bumpy.



Picture Three: Leaf/Tree

Take a minute to look at this picture. What do you notice?

Allow students to make observations (ex. It's green, there are lighter green lines, and

irregular shapes)

What do you think this is a picture of? Why? Before you raise your hand to guess, think of a reason why you think it's that object.

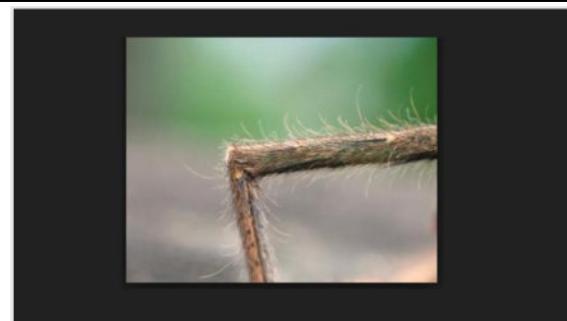
Allow Thinkers to make a guess. If they do not provide a justification, follow up by asking, "Why do you think that?"

Now I will show you another picture of the same object.



Now what do you think it is? A tree

What clues could we have used to figure out that this was a picture of an orange? It's the color green. You can see the different parts of the leaf



Picture Four: Spider

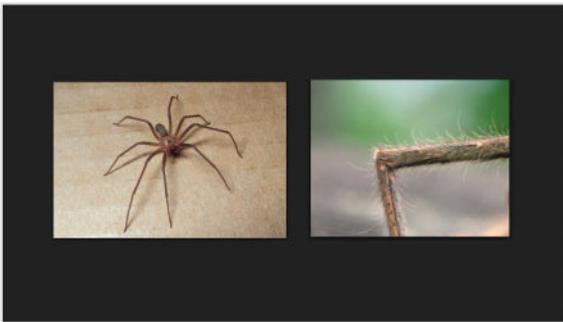
Take a minute to look at this picture. What do you notice?

Allow students to make observations (ex. It's thin, brown, fuzzy)

What do you think this is a picture of? Why? Before you raise your hand to guess, think of a reason why you think it's that object.

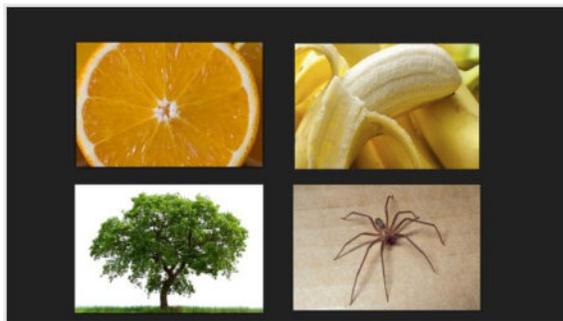
Allow Thinkers to make a guess. If they do not provide a justification, follow up by asking, "Why do you think that?"

Now I will show you another picture of the same object.



Now what do you think it is? A spider

What clues could we have used to figure out that this was a picture of an orange? It's brown. You can tell it's a leg because it's bent like there is a knee.



Here are all of the images we looked at. An orange, a banana, a tree, and a spider. All of these things appear in our story today.

We've been working hard to exercise our brains. A great exercise for your brain is to solve mysteries.

People solve mysteries by paying close attention to what they see and what they hear. It's important to ask questions when you try to solve a mystery. We're going to solve a mystery together. And you're going to be the detectives! We're going to solve a new mystery together. Today's mystery is called "The Spider and the Honey Tree.

thinkMystery



Show first picture.

What do you see?

Give thinkers time to respond and then elicit more information with these probing questions. You do not need to ask every question.:

-Who is in this picture?

-Where is this picture? How can you tell?

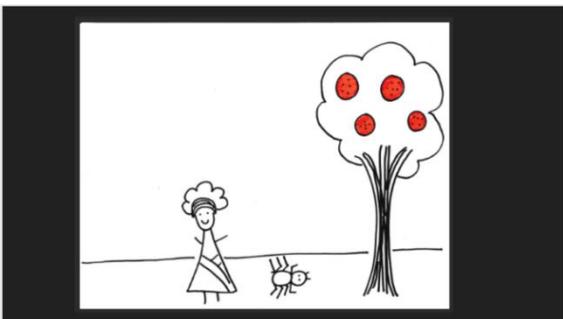
- How does the girl feel about the spider? How can you tell?

- Do you think the spider is friendly? How do you know?

- What kind of tree is this? (**palm tree**) Where do palm trees grow? Where it is warm or where it is cold? What does that tell you about the location?

- Do you see food? What kind of food? Where do you think the food came from?

Some sample responses might include that the spider must be friendly because the little girl does not seem to be afraid of him. The most important part of thinker sharing is that they explain the why of their thinking.



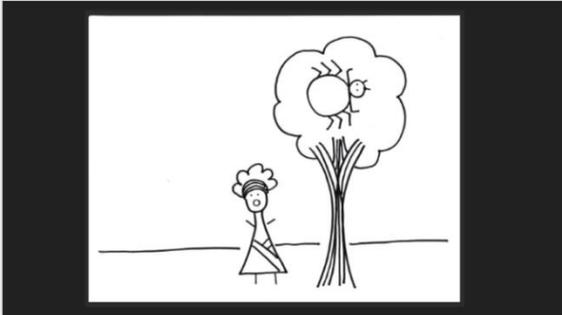
What do you think is happening here? Why?

Probing Questions:

-Where are the girl and the spider going?

- What kind of tree is that? How can you tell?

- What do you think will happen when the girl and the spider reach the orange tree? Why?



What do you think is happening here? Why do you think that?

Probing Questions

- What happened to the oranges? Why do you think that?

- Did the spider eat all of the oranges? Why do you think he did that?

- How does the girl feel about the spider eating all of the oranges? How can you tell?



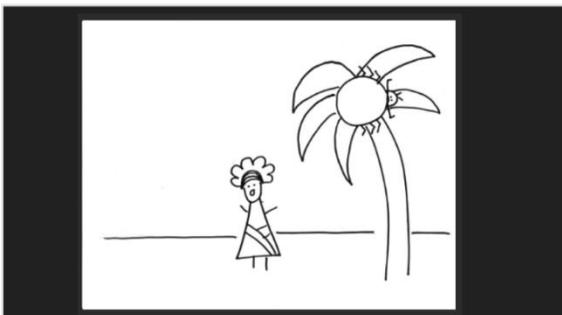
What do you think is happening here? Why?

Probing Questions:

- Where are the girl and the spider going?

- What kind of tree is that? How can you tell?

- What do you think will happen when the girl and the spider reach the banana tree? Why?



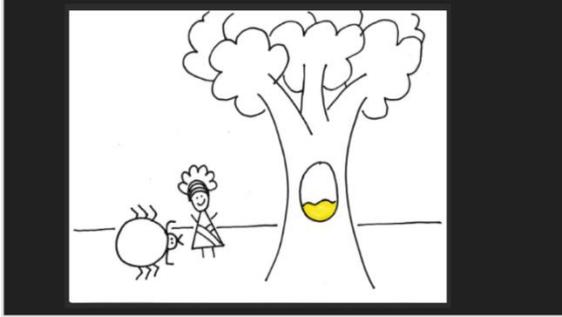
What do you think is happening here? Why do you think that?

Probing Questions

- What happened to the bananas? Why do you think that?

-Did the spider eat all of the bananas? Why do you think he did that?

- How does the girl feel about the spider eating all of the bananas? How can you tell?



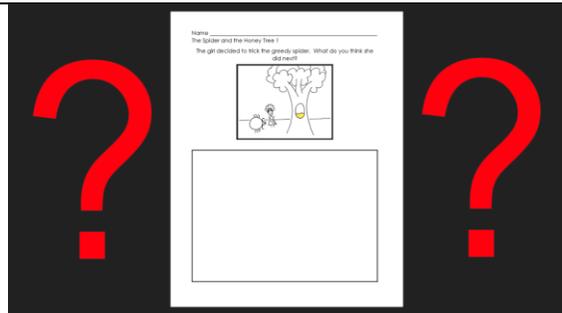
What do you think is happening here? Why?

Probing Questions:
Thinkers may have trouble identifying the liquid in the tree as honey.

-Where are the girl and the spider going?

- What kind of tree is that? How can you tell?

- What do you think will happen when the girl and the spider reach the honey in the tree? Why?



Now this little girl is very clever and she is tired of the spider being so selfish! She is going to play a trick on the spider to teach him a lesson.

What do you think that trick might be?

Give thinkers time to respond and share.

Those were excellent predictions! You'll have to wait until next time to see if you were correct.

Name _____

The Spider and the Honey Tree 1

The girl decided to trick the greedy spider. What do you think she did next?

