



Facilitator note: Use fictional passages only. This is not a test of intelligence, a demand to teach siblings, or a rejection of memorization. Recitation, explanation, and applying a changed condition are different checks. Accuracy still matters.

Activity 1: The study sequence

Order:

- A. Netanel repeats the paragraph six times at home.
- B. He recites accurately with his classmate.
- C. He tests a new fictional passage with changed questions.
- D. A changed classroom situation exposes the missing explanation.
- E. He writes three headings with Tatty.
- F. He leaves a space for a changed example below the paragraph.

What did the first check establish, and what did it leave unchecked?

Activity 2: Supported, unsupported, or a question?

Label S, U, Q.

- 1. The market-day carts wait to pass each other.
- 2. Every wider path is quicker.
- 3. What changes on a quiet day?
- 4. Netanel recites the paragraph accurately.
- 5. The first copying group finishes faster.
- 6. Checking before continuing catches the described heading error before it spreads.





Activity 3: A different condition

Original fictional case: Six readers use one reference copy. Each must wait for a turn. A teacher supplies three approved copies, and waiting becomes shorter.

Changed case: Only one reader needs the reference.

Describe the original cause of waiting. Does supplying more copies have to reduce waiting in the changed case? State what is known, not what every library should do.

Activity 4: Three checks

Match each task to R: reproduce, E: explain, or C: consider a changed condition.

- Say the printed paragraph with the exact words.
- Describe why carts wait on market day.
- Ask what happens when carts do not meet on the narrow route.
- Name which action prevents repeating the heading error.
- Spell the lesson term.

Can success at R alone settle E and C? Can an explanation replace learning a required accurate term?





Activity 5: Count the wait

Invented paper schedule: Four readers take separate five-minute turns with one copy, one after another. The fourth reader starts after the first three finish. How many minutes pass before that fourth turn starts? If the only reader starts immediately, how many earlier turns are there to wait through? Use these supplied numbers only; no real booking or queue prediction.

Activity 6: Ask a useful check

Write the study partner's next three questions. Include what happens, why it matters, and one changed condition. Do not give away all answers inside the questions or ask whether Netanel is clever enough.

Activity 7: Revision page

Draw an object-only revision page with a box for the exact term, a box for a plain explanation, and a blank box for a changed example. Add a note identifying what each box tests. Do not label the blank box as failure.





Activity 8: Word grid

Find the words left to right; row and column numbering starts at 1.

R	E	C	I	T	E	Q	X	Z	Y
X	C	A	U	S	E	Q	R	Z	Y
C	H	E	C	K	Q	R	S	Z	Y
X	C	H	A	N	G	E	Q	Z	Y
W	A	I	T	Q	R	S	T	Z	Y
X	T	E	R	M	Q	R	S	Z	Y
P	A	T	H	Q	R	S	T	Z	Y
X	R	E	A	S	O	N	Q	Z	Y
Q	W	E	R	T	Y	U	I	O	P
Z	X	C	V	B	N	M	L	K	J

RECITE, CAUSE, CHECK, CHANGE, WAIT, TERM, PATH, REASON.

Which word describes repeating the sentence, and which names the link the changed question tests?





Teacher answer key

1. B, D, A, E, C, F. The first check establishes accurate recall, not explanation of the causal link or transfer to a changed condition. Repeating the same check does not fill that gap automatically.

2. S, U, Q, S, U, S. The copying passage supplies an avoided repeated error, not a timing measurement. Claims should stay within the passage's evidence.

3. Original: readers share one copy and wait for turns. Changed: one reader has nobody else's reference turn to wait through; more copies need not remove a wait that is absent. Do not infer universal policy, costs, or guaranteed outcomes from this tiny invented case.

4. R, E, C, E, R. R alone does not settle E/C. A plain explanation can reveal understanding but does not automatically replace accurate required vocabulary or wording. All checks can have uses.

5. Fifteen minutes: three times five. Zero earlier turns for the only reader. Assume the exact fictional schedule supplied, no transition time. Real queues need their own data.

6. Open. Example: "What makes the carts wait? Why might the extra distance cost less time in this case? What changes if no cart comes the other way?" Questions check a link, not a person's worth. Let students use another fictional example.

7. Open. Exact term checks recall/accuracy; plain explanation checks the link; changed example checks whether the link still applies. A blank awaiting work is not evidence of general inability.

8. RECITE row 1 columns 1-6; CAUSE row 2 columns 2-6; CHECK row 3 columns 1-5; CHANGE row 4 columns 2-7; WAIT row 5 columns 1-4; TERM row 6 columns 2-5; PATH row 7 columns 1-4; REASON row 8 columns 2-7. RECITE describes reproduction; CAUSE/REASON names the link tested by the changed situation.

