



Put the story in order

Write 1-5 in the empty boxes to show the story order. Look back at the story if you need to.

Chaim chooses another try with a one-fan limit.

Binyomin demonstrates fast and completes Chaim's paper fan himself.

Binyomin asks before helping and Chaim keeps his uneven but working fan.

Chaim says his brother does every bit.

Tatty helps Binyomin notice the unspoken turning step.



Shown or assumed?

Write Fact or Guess beside each statement. Fact is shown in the story.
Guess is an assumption or prediction.

Statement	Fact / Guess
Chaim's first paper stays mostly untouched.	
Being skilled at folding automatically means explaining every step well.	
Binyomin forgets to name the turn his hands make quickly.	
An uneven practice fan must be fixed by the older child.	
Chaim does not want to make a second fan that day.	
Agreeing to one fan requires doing all the decorations.	

Choose one guess. What is still unknown?



Choose a next-step path

Choose the useful steps. Draw arrows between the boxes in an order you can explain. You do not need to choose every box or make every feeling disappear.

Start

The teacher's fast hands replace the learner's chance to try.

☐ **1.** Find the hidden step and use a partial sample.

☐ **2.** Finish the learner's object to prove the lesson worked.

☐ **3.** Ask whether Chaim wants one optional retry.

☐ **4.** Call the learner careless when the instruction misses a step.

☐ **5.** Wait, clarify words and ask before touching his work.

Finish

Chaim owns the practice fan, including harmless uneven folds.

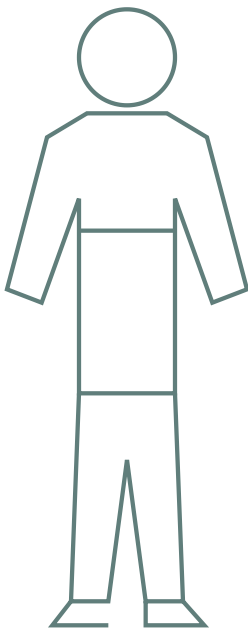


Notice without a verdict

Use the character, an invented child, or a mild example. You may draw, skip private details, or ask a grown-up to help. A body clue is not proof of a feared event.

Story clue

Chaim puts his hands under the table after Binyomin takes the paper.



Possible feeling

What feeling could fit? More than one may fit.

Known / still unknown

Which step was not spoken? Which imperfection is safe to leave?

Supported next action

Find the hidden step and use a partial sample.



Teach with your hands on your own page

An invented child shows a younger sibling a safe paper fold. Write a request to try, a single clear step, a pause for the learner, and a question before helping. The learner may stop at the agreed limit. Use an invented person. Write what the person can say, what they can do, and where adult help belongs. Then write one part they cannot control.

Notice / meaning	Action / words	Help / limits

Words I could try

A fair action

Help or permission needed

Not mine to control



Words to keep

Six reminders. Each square is 2 1/4 inches.

**Ask before
taking over**

**One step, then
wait**

**Name the
hidden turn**

**Their paper is
theirs**

**Practice may
be uneven**

**One can mean
one**

Circle a reminder for one scene. Tell why it fits.



Draw the turning point

Draw and color this scene: Binyomin keeps his hands on his sample while Chaim chooses to continue folding his own uneven practice fan. Add a speech bubble or a sentence. Artistic skill is not scored.

The scene and the choice

My speech bubble or sentence



Find the story words

Find the words across, down, or diagonally down-right. No words read backward.

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

PAPER**FOLD****TURN****SAMPLE****WAIT****ASK**

Choose two words. How do they connect to the story?



Parent notes and answers

Discussion questions: What step do Binyomin's hands know before his words do?; How is completing a fan different from teaching a fan?; What does he do when Chaim prefers to keep the wide strip?

Tool: Separate skill at a task from skill at teaching it. Model a slow step, wait, and ask before taking over. Leave harmless practice differences alone and respect the learner's stopping agreement.

1. Listed order: 4, 1, 5, 2, 3. Turning-point explanation may vary but should name a change shown in the story.
2. Listed order: Fact, Guess, Fact, Guess, Fact, Guess. A feeling can be real without proving a prediction.
3. Useful route: Start to 1 to 3 to 5 to Finish. Other orders may be reasonable if explained; the story is not a rule that every child must copy.
4. Open response. Withdrawal may signal lack of a turn rather than unwillingness to listen. Do not grade how calm a child feels or ask for private disclosures.
5. Open responses. Use plain paper and no sharp tools. Correct unclear instructions rather than take over the practice object.
6. Open choices. A reminder offers support, not a promise that another person or a feeling will change.
7. Open drawing. Chaim's fan remains visibly his work; no perfect replacement or exaggerated prize.
8. SAMPLE: row 3, column 3, right; PAPER: row 12, column 1, right; FOLD: row 11, column 7, right; TURN: row 9, column 3, down_right; WAIT: row 4, column 3, down; ASK: row 4, column 8, down

Word search: ASK can also be found starting at row 9, column 9, going right. The listed row 4, column 8, going down is also valid.