



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.

Pinny asks Mr. Klein to repeat the next turn slowly.

Pinny's beginner knot comes apart.

He tells a cousin where adults helped and leaves an unsolved puzzle open.

He tries box jobs to avoid the knot.

Tatty helps him practice only the first crossing.



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
Pinny is quick with number puzzles.	
Slow knot practice cancels Pinny's puzzle ability.	
Tatty does not know the new knot either.	
Asking for a repeat proves a child is only pretending to be clever.	
Mr. Klein checks the holders before sending them home.	
All beginners must learn every skill at the same speed.	

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

A quick puzzle solver meets a hard skill he cannot master immediately.

☐ **1.** Show the exact crossing that goes wrong.

☐ **2.** Hide every unfinished attempt.

☐ **3.** Practice one safe supervised step instead of rushing to the finished shape.

☐ **4.** Treat another beginner's speed as a verdict on yourself.

☐ **5.** Ask for the next turn slowly and admit where help is needed.

Finish

Pinny can be a learner without losing his other strengths.

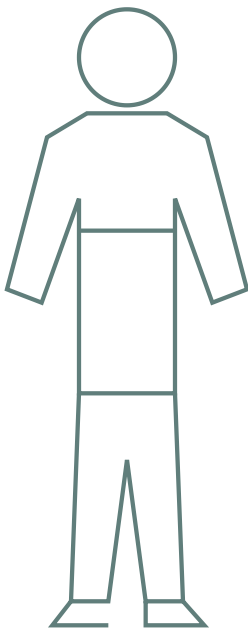


Notice without a verdict

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

Pinny nearly pushes the cord away when the crossing is wrong.



Possible feeling

What feeling could fit? More than one may fit.

Known / still unknown

Which part has he learned? Which part still needs demonstration?

Supported next action

Show the exact crossing that goes wrong.



A question small enough to answer

An invented child learns a safe new craft with a grown-up. Write a request that names one step to see again. Plan a short practice and a place for unfinished work. Do not tie cords on bodies or use hanging equipment. 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.

**Show me this
step**

Slowly, please

**Unfinished can
be visible**

**Help has a
place**

**One crossing at
a time**

**A new skill
takes practice**

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



Draw the turning point

Draw and color this scene: Pinny asks Mr. Klein to demonstrate the turn after the crossing while Meir watches too. 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.

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

KNOT
PUZZLE

CORD
PRACTICE

CROSSING
HELP

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



Parent notes and answers

Discussion questions: What does Pinny think slow learning would say about him?; How does Tatty model not knowing?; What makes Pinny's question useful?

Tool: Praise a specific learning action, not a fixed clever identity. Help isolate the difficult step. Keep craft safety with adults; never use this pack as instructions for functional knots, suspension or play with cords around the body.

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. Frustration may remain while he requests specific help. Do not grade how calm a child feels or ask for private disclosures.
5. Open responses. A specific question and adult supervision matter more than fast success. This page supplies no knot or hanging-holder instructions.
6. Open choices. A reminder offers support, not a promise that another person or a feeling will change.
7. Open drawing. Keep cords short and on a work surface with adult oversight; no ropes on people or high hanging objects.
8. CROSSING: row 9, column 5, right; PRACTICE: row 1, column 6, down; PUZZLE: row 4, column 3, down; KNOT: row 5, column 5, down; CORD: row 6, column 8, right; HELP: row 2, column 1, right