



## 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.

Mama and Tatty explain tone repair and the existing table rule separately.

Moishe keeps building past the table-clearing agreement.

The next day Moishe clears on time while still wishing to finish.

Tatty shouts and then apologizes for his sharp voice.

Moishe expects the apology to let the dominoes stay.



## Shown or assumed?

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

| Statement                                                    | Fact /<br>Guess |
|--------------------------------------------------------------|-----------------|
| The table rule exists before the shout.                      |                 |
| An apology for tone always cancels the original instruction. |                 |
| Tatty apologizes without taking the apology back.            |                 |
| Missing an agreed time makes a boy bad.                      |                 |
| Moishe has words to ask for an instruction without shouting. |                 |
| A quiet instruction must feel pleasant to count.             |                 |

Choose one guess. What is still unknown?

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## 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

An adult apologizes for shouting while an ordinary rule remains.

☐ **1.** Identify exactly what the adult apologizes for.

☐ **2.** Withdraw the apology because the child admits a mistake.

☐ **3.** Say that the voice hurt and own the missed stopping agreement.

☐ **4.** Treat accepting an apology as a trade for extra table time.

☐ **5.** Plan a smaller design or another approved surface next time.

### Finish

Both people can repair their own parts without canceling each other's part.

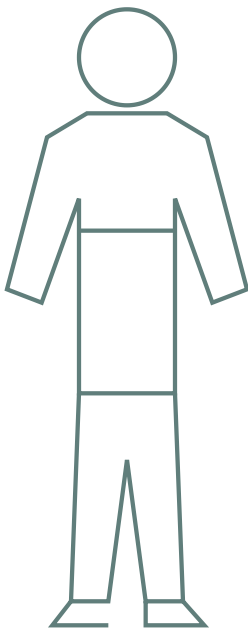


## Notice without a verdict

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

Moishe freezes with a tile in his hand when Tatty shouts.



### Possible feeling

What feeling could fit? More than one may fit.

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### Known / still unknown

What was the agreed table rule? Which new problem was the tone?

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### Supported next action

Identify exactly what the adult apologizes for.

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## Two repairs, no exchange

An invented child misses an agreed cleanup time and an adult speaks sharply. Fill separate rows for the adult's tone repair and the child's cleanup repair. Write a next-time request for calm words and an agreed stopping plan. 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**

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**A fair action**

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**Help or permission needed**

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**Not mine to control**

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## Words to keep

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

**Tone and task  
are separate**

**An apology can  
stay**

**Tell me without  
shouting**

**One mistake  
isn't badness**

**Keep the  
agreed time**

**Two repairs can  
fit**

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



## Draw the turning point

Draw and color this scene: Tatty and Moishe talk beside the bookshelf about the sharp voice and the unchanged supper-table agreement. Add a speech bubble or a sentence. Artistic skill is not scored.

The scene and the choice

My speech bubble or sentence

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## Find the story words

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

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

**TABLE**  
**VOICE**

**TILE**  
**SORRY**

**RULE**  
**REPAIR**

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

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## Parent notes and answers

Discussion questions: What exactly does Tatty apologize for?; What rule existed before the shout?; How do both people keep responsibility without trading one repair for the other?

Tool: Apologize for sharp speech without making the child's mistake an excuse for it. Distinguish an ordinary safe instruction from how it was delivered. This story is not permission for unsafe or frightening treatment; children may seek help about that.

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. The child's hurt matters even while the ordinary rule remains. Do not grade how calm a child feels or ask for private disclosures.
5. Open responses. This applies to an ordinary safe rule, not every adult demand. Frightening or unsafe treatment should be told to a trusted adult and receive help, not justified by a child's missed task.
6. Open choices. A reminder offers support, not a promise that another person or a feeling will change.
7. Open drawing. No threatening pose or portrayal of shouting as necessary authority.
8. REPAIR: row 8, column 6, right; TABLE: row 7, column 1, down\_right; VOICE: row 7, column 5, down; SORRY: row 6, column 3, right; TILE: row 4, column 9, right; RULE: row 2, column 1, right