



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.

Boruch asks directly whether they need to discuss something he did.

Boruch notices Tatty's tired entrance and sighs.

The next day Boruch clears spilled pencils as a specific repair.

Boruch lists old offenses to confess.

Mama asks what tells him the reason for Tatty's mood.



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
Tatty has a difficult afternoon at work.	
Every sigh is caused by Boruch.	
Some work details stay private with adults.	
Boruch must become perfect before Tatty can have a difficult day.	
The scattered pencils need clearing so the floor is safe.	
One scattered pencil tin proves every old mistake matters again.	

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

Boruch hears a sigh and searches for something to confess.

☐ **1.** Separate noticing a mood from knowing its cause.

☐ **2.** Confess everything until Tatty looks cheerful.

☐ **3.** Ask whether there is something he needs to discuss.

☐ **4.** Insist on private work details so Boruch can fix them.

☐ **5.** Repair a real specific mistake without taking over adult problems.

Finish

A child's responsibility stays the size of the actual action.

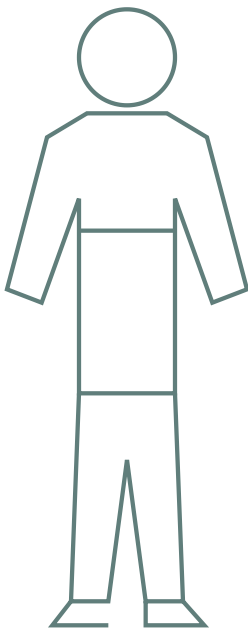


Notice without a verdict

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

Boruch feels a stab beneath his ribs when the sigh returns.



Possible feeling

What feeling could fit? More than one may fit.

Known / still unknown

What does he observe? Which cause has he not yet learned?

Supported next action

Separate noticing a mood from knowing its cause.



Keep the problem its size

An invented child spills pencils while a tired parent comes home. The parent asks for the floor to be cleared. Write the actual repair, a fair question if the child is unsure, and one adult responsibility the child need not carry. 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.

**A mood isn't a
verdict**

**Ask about the
actual thing**

**Repair what
happened**

**Adults keep
adult work**

**I needn't
confess
everything**

**One mistake
has a size**

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



Draw the turning point

Draw and color this scene: Boruch collects the scattered pencils and puts the tin on a steady shelf while Tatty explains that the pencils are the whole issue. 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.

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

SIGH**BREAD****PENCIL****WORK****REPAIR****ASK**

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



Parent notes and answers

Discussion questions: What does Boruch notice, and what does he assume?; Which question has less blame hidden inside it?; How is the pencil problem different from the imagined work problem?

Tool: State clearly when a mood concerns adult matters and keep those details with adults. If the child's behavior needs repair, name the specific action and its repair. Do not make a child responsible for managing a parent's expression.

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. A strong fear of blame is not proof he caused the adult's mood. Do not grade how calm a child feels or ask for private disclosures.
5. Open responses. Clear the floor and secure the tin. Asking is allowed; making an adult cheerful or solving private work issues is not the child's job.
6. Open choices. A reminder offers support, not a promise that another person or a feeling will change.
7. Open drawing. Show a practical repair, not a child earning affection by clearing the floor.
8. PENCIL: row 7, column 5, right; REPAIR: row 1, column 2, right; BREAD: row 4, column 4, right; SIGH: row 3, column 8, down_right; WORK: row 2, column 3, right; ASK: row 7, column 2, down_right