



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.

She reads with Mrs. Gross nearby and corrects one word.

Yocheved finds her comfort square missing.

Mama says she may keep using the square and also have another option.

Mrs. Gross offers choice and an alternative handkerchief.

Yocheved tries two sentences before deciding.



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
The square is in Yocheved's other skirt.	
Without the square every reading must fail.	
The handkerchief feels different from the square.	
Trying an alternative means she must throw away Bubby's gift.	
Yocheved corrects a word herself.	
Support only counts if it makes her completely comfortable.	

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 familiar aid is unavailable before a voluntary reading.

☐ **1.** Tell the teacher what is missing and what help is wanted.

☐ **2.** Force the reading to prove she no longer needs an aid.

☐ **3.** Try an optional alternative and a small rehearsal if she chooses.

☐ **4.** Declare the square useless because another option works once.

☐ **5.** Decide about reading with support still available.

Finish

More than one support can fit without removing choice.

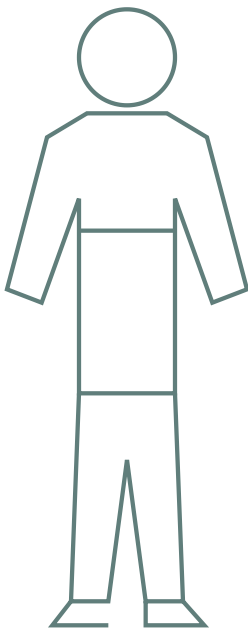


Notice without a verdict

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

Her shoulders stay high while she reads.



Possible feeling

What feeling could fit? More than one may fit.

Known / still unknown

What can the cloth help her hands do? What cannot it promise?

Supported next action

Tell the teacher what is missing and what help is wanted.



Keep the choice reachable

An invented child forgets a familiar harmless comfort item before an optional classroom task. Write a request for help, an alternative they may try, and words that leave the decision with the child. 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.

**I can ask for
support**

**Another option
can fit**

Try, then decide

**Familiar help
may stay**

**Nervous isn't
failure**

**Sit near me,
please**

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



Draw the turning point

Draw and color this scene: Mrs. Gross sits at the agreed place while Yocheved tries the first two sentences with a folded cloth in her hand. 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	M	Y	R	I	I	L	M	U	O	I	M
N	E	X	A	E	N	B	U	U	J	S	Q
S	C	S	F	G	H	U	Z	E	M	Q	K
I	G	J	G	L	E	L	O	E	C	U	O
K	C	Z	D	J	L	N	F	V	L	A	W
D	X	P	O	X	P	J	R	N	O	R	T
D	K	E	O	M	J	N	E	E	T	E	J
M	G	G	R	C	R	E	A	D	H	Z	J
A	Z	Y	A	T	K	Y	J	W	X	E	C
D	A	V	A	Z	I	E	N	A	Z	N	Y
K	T	O	Z	I	U	T	T	T	U	W	E
K	S	M	C	H	O	I	C	E	K	U	R

CLOTH
CHOICE

POCKET
HELP

READ
SQUARE

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



Parent notes and answers

Discussion questions: Why does the square help without controlling outcomes?; Where does Mrs. Gross preserve choice?; What does Yocheved learn without having to abandon her original aid?

Tool: Respect harmless sensory supports. Offer choices and a small trial, not a test of independence. Successful use of a backup is an added option, not a command to remove an existing aid.

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. Nervousness may remain; familiar supports are not automatically problems. Do not grade how calm a child feels or ask for private disclosures.
5. Open responses. No forced performance or withdrawal of an aid. The alternative need not feel the same.
6. Open choices. A reminder offers support, not a promise that another person or a feeling will change.
7. Open drawing. Do not portray the cloth as magical or the teacher as taking away choice.
8. POCKET: row 6, column 3, down_right; CHOICE: row 12, column 4, right; SQUARE: row 2, column 11, down; CLOTH: row 4, column 10, down; READ: row 8, column 6, right; HELP: row 3, column 6, down