

Count the Shelf

Facilitator note: The skill is catching the jump and counting evidence - not positive thinking, not pretending the flop was fine. The flop was real; it had a cause; likely causes can be found and tested. Keep the story's plain words (the jump, count the shelf, a verdict needs more than one witness) and avoid clinical labels. Watch the reverse error: Masha does not let the good second batch prove she is a genius forever - "a preview is not a verdict either." Evidence goes both ways. Students are not asked to confess their own flops; Activity 7 uses a made-up case. If a student's "I can't" voice is constant, heavy, or about more than a skill, that is a conversation for her parents, not a notebook page.

Teacher answer key

1. The flop is at nine in the morning; the verdict - "I can't bake. I never could" - is complete by lunch, with a resignation message composed by supper. The jump speaks in never, always, can't - the biggest words in the language. The speed matters because it shows the verdict was not reasoned from evidence; the mind "did all the work for it" in an hour.
2. 1 J. 2 E. 3 J. 4 E. 5 J - sounds like fairness ("you'll know") but it is the jump holding a second trial in advance. 6 E - her own written note. The disguised ones: 3 (a theory of the past, not a fact) and 5 (a prediction dressed as a test).
3. The jump's words are enormous - never, always, can't - but it has exactly one witness, one morning, and that witness "had a reason." A verdict needs more than one witness: a claim that big needs a record, not a mood. The notebook is the record: nine good, one fine, one flop with a likely cause.
4. $2/12 = 1/6$ of the bakes flop, about 17%. Dropping out ignores the other 10 bakes - 8 good and 2 fine. Steps shown.
5. Because the skill is matching the verdict to the evidence, whichever direction the verdict runs. The jump version of batch twelve would be "I'm a natural genius, nothing can flop" - one batch, giant words, same jump. Masha writes "Good. Likely cause of last week's flop: the doubling" - one batch, small words, data, hedged.
6. Open. The page should show the bake note, the two columns, and the margin line "A verdict needs more than one witness." Strong captions quote "One cake is one cake" or "Count the shelf." Any honest rendering counts.
7. Sample: Jump - "Yenty hears: you are hopeless at this, you always were, the good serves were luck." Evidence questions - "What does this term actually show - how many practices, how many landed last week, and what changed today (new toss? tired arm?)" Next practice - "She asks the coach to watch five serves and tell her what changed, and counts those five serves as data, not a trial." Any evidence-counting plan counts.



8. JUMP row 1 columns 3-6; FLOP row 2 columns 6-9; COUNT row 3 columns 1-5; SHELF row 4 columns 3-7; BATCH row 5 columns 5-9; CAKE row 6 columns 2-5; NINE row 7 columns 4-7; REAL row 8 columns 6-9 The mind's move on one morning is the JUMP; what Masha counts instead is the SHELF (the term's record, NINE good out of ten).