

## Reasoning

This story invites the reader to build a connection between a noisy chain of events during an evening in an apartment building. It also gives many examples of cause and effect.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### THINK



#### Children will:

- ◆ Draw conclusions with increasing independence
- ◆ Make predictions about the story

#### Teachers will:

- ◆ Narrate Reasoning

### TEACHING TIP

In supporting the process of reasoning, children need space to think through *why* things happen, *how* things work, and *what* will happen next. We can provide opportunities for this by allowing children to notice and experience cause and effect and determine why something has happened. Within a story, it can be helpful to point out how events are connected and allow predictions about how the chain of events will unfold.

### 1. INTRODUCE

- ◆ “Raise your hand if you’ve been woken up during the night before! Sometimes, one thing happens that can make a lot of other things happen, too. It’s called a chain of events! We’re going to read *Everybody in the Red Brick Building*, and in this story, the people who live in this apartment building make lots of noises that all make even more noises happen, too.”

### 2. READ THE BOOK

- ◆ Pause occasionally to narrate the reasoning behind the cause-and-effect events.
- ◆ Prompt children to make their own connections and predictions based on your reasoning.

### Narrate Reasoning

**Read:** “Rraak! Wake Up!”

**Narrate:** “Uh oh, first the baby made a loud crying noise, then Rayhan woke up. Next, Rayhan woke up the parrot. The parrot then made a loud noise.”

**Ask:** “What do you think will happen now that the parrot woke up?”

**Read:** “Leapt onto a car”

**Narrate:** “First, Pepper the cat was woken up by each of the sounds from the apartment. Then, the sounds made her get up and jump down onto a car.”

**Ask:** “What do you think will happen in the red brick building when Pepper jumps on the car? Why do you think that?”

**Read:** “and the chhhp chhhp of his parrot”

**Narrate:** “The noises in the building are quieter now, and that made the parrot go back to sleep. Rayhan also can go back to sleep now that it’s quiet.”

**Ask:** “Now that it’s quiet, what do you think the characters will do?”

### 3. REVIEW

- ◆ “We saw that the loud noises in this story made people and animals wake up, and that made even more things happen. We can guess what will happen next when we notice how things are connected to each other.”

### 4. KEEP IT GOING

- ◆ Point out cause and effect throughout the day, and prompt children to apply their own reasoning to situations. For example, “Your shoes got wet in the rain today, so I wonder what will happen if you step in that puddle with them.”