



## Episode 2

The first episode of the podcast has given us a few clues that lead us to believe Alfred is acting out because of his new little sister. The second episode is filled with emotions. Alfred and Hank are experiencing the ups and down of the human condition, and it is getting dramatic. As we listen, we feel things too – about the characters and ourselves. For these reasons, we are going to incorporate social-emotional learning (SEL) into the lessons for episode two.

Our goal is that as students analyze the emotions of the characters they are listening to, they will not only gain a greater understanding of the text but also a greater understanding of their own feelings. The following activities are designed to help students do both of these things.

### COMMON CORE STANDARDS IN EPISODE 2 ACTIVITIES:

- CCSS.ELA-LITERACY.RI.4.1  
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RI.4.2  
Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCSS.ELA-LITERACY.RI.4.3  
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.RI.4.5  
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- CCSS.ELA-LITERACY.RI.4.6  
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- CCSS.ELA-LITERACY.RI.4.7  
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- CCSS.ELA-LITERACY.RI.4.8  
Explain how an author uses reasons and evidence to support particular points in a text.



# Motives

CONTENT AREA: English & Literature

TOPIC: Making Inferences

OBJECTIVE: The student will determine explicit ideas and information in podcast episode 2, including main idea, supporting details, implied message and inferences, and chronological order of events.

MATERIALS:

- Podcast, Episode 2
- Security Folder
- MOTIVE REPORT FORM

BACKGROUND INFORMATION:

It is important to review inferences with students before completing this activity. Making inferences involves using personal experience or background knowledge, along with the information from the text, to make assumptions about what is not written. Inferential thinking is often referred to as “reading between and beyond the lines.” Inferring is required when part of the knowledge to understand a passage is found in the story, but some is not. Writers often tell you more than they directly say. They give you hints or clues that help you “read between and beyond the lines.” Using these clues to get a deeper meaning of the text is called inferring. If you infer that something has happened, you do not see, hear, feel, smell or taste the actual event. However, from what you know, it makes sense that it has happened. You make inferences every day. Most of the time you do so without thinking about it.

INSTRUCTIONS:

Detectives make inferences based on clues. When investigating any case, a detective (and deputies) often look for motives. A motive is a reason for doing something. Students will be completing the MOTIVE Worksheet before they listen, while they listen, and after they have listened to episode 2 of the podcast.

LET'S GET STARTED!

1. Before listening to Episode 2, ask students to think about, not answer, the following questions:
  - a. Based on what you have heard so far, what emotion do you think the characters will feel most strongly during the next episode? Happiness? Sadness? Fear? Hurt? Love? Anger?
  - b. What did you learn about the emotional state of the characters from the first episode?
2. Have students complete the “Before” section of the MOTIVE REPORT FORM – Alfred’s Feelings.
3. As they listen to the podcast, have students fill out the “During” section of the MOTIVE REPORT FORM.
4. When students are finished listening to the episode, have them fill out the “After” section of the MOTIVE REPORT FORM.
5. Host a class discussion. Here are a few questions to get the discussion going:
  - a. How are you feeling about what is happening to the story?
    - i. Why do you think you are feeling that emotion?
  - b. How would you feel if you were in the same situation as Alfred? Why?
  - c. How have your emotions changed during the course of the story?

REPORT FILED BY: \_\_\_\_\_



# RANCH SECURITY Motive Report Form

For use by official Ranch Security Deputies for  
*Podcast Episode 2*

## Drawing Conclusions and Inferring

In the circle draw a picture of an event that took place with Alfred in the story.  
Predict what you think will happen and infer how you think Alfred is feeling.

BEFORE LISTENING

WHILE LISTENING

AFTER LISTENING

How do you think Alfred is feeling?

How do you think Alfred is feeling?

How do you think Alfred is feeling?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why?

Why?

Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Cause and Effect

CONTENT AREA: English & Literature

TOPIC: Cause and Effect

### MATERIALS:

- Podcast, Episode 2
- Security Folder
- Script for Episode 2 (available as a separate download)
- CAUSE AND EFFECT WORKSHEET

### INSTRUCTIONS

Throughout episode 2, several characters have had interactions. Any good detective trying to “read between the lines” would examine these interactions and look for clues.

### LET'S GET STARTED!

1. Using the script for reference, have students complete the CAUSE AND EFFECT WORKSHEET.



# RANCH SECURITY

## Cause & Effect Form

For use by official Ranch Security Deputies for  
Episode 2 of the Hank the Cowdog Podcast

Match each effect on the left with a cause on the right.

### CAUSES

A. Alfred throws Pete the Barncat into the pond.

B. Hank and Drover make fun of Pete after he is thrown in the pond.

C. There is a new baby in the house.

E. A mean bobcat was spotted on the ranch.

D. Because he believes his mommy doesn't care about him

E. Hank heard a cat in distress.

F. Alfred is lost in the Dark Uncharnted Forest!

G. Even when he is mean and nasty, Hank still cares about him.

### EFFECTS

1. Hank's stomach was upset.

2. Hank and Drover ran to the pond.

3. Alfred is scolded by his mother, Sally May.

4. Sally May can't watch Alfred every minute.

5. Pete's claws sliced the tenderest part of Hank's nose.

6. Little Alfred was crying by the creek.

7. Hank sits beside Little Alfred and starting licking the tears off of his cheeks.

8. Hank and Drover must prepare for a very dangerous journey



# Advice for Alfred

CONTENT AREA: English & Literature

TOPIC: Making Choices

MATERIALS:

- Podcast, Episode 2
- Security Folder
- ADVICE FORM

INSTRUCTIONS:

The Collaborative for Academic, Social, and Emotional Learning (CASEL), defines responsible decision-making as: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

LET'S GET STARTED!

1. Teach students a simple formula for making good decisions anytime they face a choice.
  - Example 1 : Stop, calm down, identify the choice to be made, consider the options, make a choice and do it, how did it go?
  - Example 2: Identify the problem, Analyze the Situation (how and why did the problem arise) , Solve the Problem (explore potential consequences for solutions), Evaluate and Reflect (what went well, what could be improved?).
2. Students will apply decision making formula to help Alfred as he faces a problem in episode two. Walk through the steps of problem-solving in response to Alfred's situation. Have students complete the ADVICE FORM.





# Mystery Plots

CONTENT AREA: English & Literature

TOPIC: Mystery Plot Diagram

MATERIALS:

- Podcast, Episode 2
- Security Folder
- MYSTERY PLOT DIAGRAM

INSTRUCTIONS:

In the activities for the first episode of the podcast, students should have begun filling out the MYSTERY PLOT DIAGRAM as a class. This activity is one that will continue to be added to for episodes one through four. Students may want to keep the Mystery Plot diagram at the front of their folders for easy access.

LET'S GET STARTED!

1. Listen to PODCAST EPISODE 2.
2. Review Mystery Plot Diagram (see Episode 1 Activities).
3. Add to the diagram. Here are a few questions that may help students get started:
  - What new characters have been introduced?
  - Any new clues?
  - New setting?
  - New problem?
  - Any red herrings?





# RANCH SECURITY

## Mystery Plot Diagram

For Official Use by Ranch Security Deputies

Use this mystery diagram to map out Lost in the Dark Uncharted Forest. After each podcast episode, you can work to add to the diagram.

### Characters

Detective: \_\_\_\_\_

Sidekick: \_\_\_\_\_

Suspects: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Clues

These are the events that are part of the rising action.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Setting

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Problem

The problem is the crime or mystery to be solved.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Red Herrings

Misleading clues (they are meant to throw the reader off)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Solution

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# ANSWER KEY

## RANCH SECURITY

### Cause & Effect Form

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