Day 85 · A new scene, your ideas first

Tiny goal: Have a go at a fresh puppet scene before the examples.

Flexible suggested 25-minute start: split, shorten, extend or stop for this group. No measured lesson duration or child outcome is supplied.

Welcome and set up · suggested 3 min

Teacher selects only G first source plus its own blank, or one unused reserve-first pair from the staff selection desk. Remove worked examples, later source, keys and completed sheets. Record actual exposure before starting. Read source and four questions exactly, neutrally, one part at a time; offer rest, exact scribe or usual communication.

Say: “Have a go at a fresh puppet scene before the examples. You can choose, ask for help or pass.”

Model or preserve the fresh attempt · suggested 4 min

Provide no answer model or interpretive hint now. Show only where an empty response can go on unrelated blank paper. The child will try the selected source in the make/try step below; save that first response before any targeted teaching. Keep this format demonstration neutral.

Choose a way in · suggested 5 min

1. Words or marks. Encounter only the selected complete first source and its blank. Respond through the child's own words, marks, sign, gesture, AAC or exact dictation. Preserve the response before later teaching.

2. Puppet attempt. With a teacher-approved plain puppet, the child may actually try their own proposed moment after source reading. Record the action and operator as well as the source response; do not silently replace it with a staff model.

3. Direction attempt. A child may direct a willing helper in a proposed moment. Record exact child directions and actual helper actions separately. An untried direction remains a direction proposal; no child animation is inferred.

Make, try and respond · suggested 7 min

Complete as much of the first source as the child chooses. Save each response exactly. Identify one criterion to teach using a different character/place: source given versus invention, a character action, an open handover or actual actor/use. Offer a short practice moment and record whether the targeted teaching actually happened. An offered lesson alone does not establish exposure.

Ask: Use the four exact questions on the selected source-own blank. Then ask “Which bit would you like to practise?” after saving.

If the child needs a next move: An unknown, pass or no response stays so. If the source was previously seen with an answer, first freshness is unavailable: choose an unused reserve or retain only a supported practice record. Help that adds ideas changes attribution; exact reading or exact dictation is recorded but need not supply the idea.

Notice what happened · suggested 4 min

“What did you make? What would you like to try next?” Keep first evidence, practice and feedback in different records. A paper suggestion can show source reasoning or direction; an actual performance is recorded only if it happens.

Keep and finish · suggested 2 min

Keep the first response with teacher access and give the child their own new practice idea if they want it.

Next teaching move: Across Days86–89 teach the selected need using new ordinary scenes; later checks require recorded actual teaching and the later source still unseen. This is a low-pressure sample, not a whole-Arts grade.

Teacher evidence note: Record actual actor/action/support, the child's own idea, any source units encountered and any actual willing maker/audience. Label plan, helper action, source reasoning, rehearsal and unavailable evidence. A paper plan is not performed puppetry. Direction is a child contribution; name the actual operator separately. Do not infer emotion or understanding from gaze, pose, silence or an intended effect.

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