Day 86 · The pop-up rain repair show

Tiny goal: Meet a whole little puppet play. Make a response of your own.

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

Select the complete original twelve-unit work in ORIGINAL-WORK.md and its plain text/puppet encounter route. Teacher can read all units, animate them faithfully or invite willing role contributions. Name reader, puppet operators and child makers. Use an imagined rain problem; no water or actual repair is needed.

Say: “Meet a whole little puppet play. Make a response of your own. You can choose, ask for help or pass.”

Model or preserve the fresh attempt · suggested 4 min

Present the complete work before interpreting it. Afterwards say “I noticed the mender asks before making a second pretend drop.” Do not give the child a required feeling or an answer about why art matters. Explain that your response is yours, then let the child form their own.

Choose a way in · suggested 5 min

1. Whole work, chosen reply. Hear or read all twelve units in a suitable sequence and make an own response about the work and its possible use or importance. Use the exact text with usual communication; an empty template cannot replace the source.

2. Faithful puppet encounter. A willing operator presents all units of the complete original play. Name who moves each puppet. Afterwards the child chooses an observation and their own how/why response. Watching is encounter evidence, not the child's performed animation.

3. Make a different repair. After the whole encounter, invent a new puppet repair situation and actually make or direct a short scene. Credit the child's own choices separately from the supplied source and the helper's actions; ask for an own purpose if FE01 is being sampled.

Make, try and respond · suggested 7 min

Children respond to the complete source through chosen communication, then invent one different dramatic choice for their own work. Keep the supplied event and their added version distinct. Try a chosen scene if wanted. FE01 evidence requires their actual own how/why contribution; copying the teacher's reason is supported response. No assumed audience feeling or blanket whole-code completion.

Ask: “What did you notice? How could this puppet play be useful or important to someone?”

If the child needs a next move: If a child names a puppet or event only, keep that as an encounter observation. Invite an own reason, such as sharing an idea, playing together, imagining a problem or another relevant purpose, without prescribing one. Looking at an empty work sheet is not an encounter with the whole work.

Notice what happened · suggested 4 min

“Which part is in the play? Which part is your new idea?” Ask whether there is a person or community purpose the child actually describes. Record source route, complete units encountered and support.

Keep and finish · suggested 2 min

Keep a response or own new puppet moment; do not require a public show.

Next teaching move: Use a factual local arts doorway tomorrow, with collection rights and real place claims kept in the teacher layer. For a child missing part of the work, offer the complete encounter before judging a how/why response.

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.

Ordinary choices (../../source/PARTICIPATION-ROUTES.md) · Optional home offer (../../source/FAMILY-OPTIONAL.md) · Sources and item rights (../../source/SOURCE-AND-RIGHTS.md).