Day 90 · Your next little show

Tiny goal: Try a new scene. Choose what you would make next.

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 checks the saved first, actual targeted teaching and later-source exposure. If G later is eligible, open only G later and its own blank. Otherwise select unused H first or unused reserve first with its own blank, or ordinary supported play if none is fresh. Keep all other stages and keys out.

Say: “Try a new scene. Choose what you would make next. You can choose, ask for help or pass.”

Model or preserve the fresh attempt · suggested 4 min

For an eligible later or fresh first, provide no answer model now. Read the selected complete source and four questions neutrally, or show the empty response spaces. The child will try in the make/try step below. Save that response before using a different ordinary shop puppet to teach a next need. Do not fill earlier evidence retrospectively.

Choose a way in · suggested 5 min

1. Eligible later sample. Only after saved first plus actual relevant teaching and unseen later source, use that pair's complete later source and own blank. Preserve exact response, actual action and support; make no whole-year gain claim.

2. Unused first sample. If later is not eligible, select a genuinely unused first source and its own blank. Save an independent fresh baseline if conditions permit. A new first is not a paired improvement score.

3. Own next-show studio. When freshness or a check is unsuitable, make or direct an ordinary new scene of your own. Record supported creation/practice honestly. No first/later label or assessment gain is supplied.

Make, try and respond · suggested 7 min

Complete the selected check as much as wanted; save exact response and actual performance if any, with named operator. For main G later compare criterion evidence cautiously against G first and actual teaching. H first is a new baseline, not a G recheck. Use one next-step teaching moment after saving, then let the child start, plan or defer their own new show.

Ask: Use only the selected source-own four questions. Afterwards: “What little show would you like to make next?”

If the child needs a next move: Record own/source-supported/adult-supplied/no response accurately. Compare a later sample with its own first only if actual relevant teaching occurred between and later stayed unseen. Changed source or another sitting alone is not evidence of learning. Do not score communication mode, eye contact, speed or a willingness to show publicly.

Notice what happened · suggested 4 min

“What did you actually make or try? Which bit is next?” A paper plan is a useful outcome but is not performed puppetry. A willing audience is optional; no audience evidence is manufactured.

Keep and finish · suggested 2 min

Keep the child's chosen next idea and teacher evidence separately. Offer one ordinary home invitation, never the held check key.

Next teaching move: Repeat a suitable small target with new ordinary material where evidence is still unavailable. Leave the wider Foundation Arts and state/year coverage open; this is one optional fortnight.

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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