RB-later — Bird-watch paper-hide records

One separately selected formative source · unused-reserve · later. The educator chooses this source and its own blank; this is not a daily class worksheet quota.

Before opening: HOLD. Release only after the matching first response is preserved AND actual unrelated targeted teaching is recorded with date/source/action/response/support, plus actual interval, exposure and later conditions. Planned/offered lessons do not satisfy this gate; do not backfill a first response or assume gain.

Complete supplied source

Complete invented Paper-hide records, not wildlife fieldwork. W1 dated 2017: built hide token with two square viewing marks and a round approach label. W2 dated 2022: same round label, four square viewing marks. Fictional Keeper says, 'I value tidy paper viewing marks.' Fictional Finder says, 'I value the round approach label so I can locate the hide token.' No actual birds, species, weather, route or cultural ownership are supplied.

Your four source questions

1. Put dates in order and distinguish the provided records from an actual outing.

2. Use both records to name a same and a changed feature with evidence.

3. Discuss each fictional person's stated perspective and a difference or connection.

4. Propose a source-supported model/guide care choice and identify what a real site decision still needs.

This source's own blank (blank.html) — use only RB-later, with these questions. Usual communication, exact neutral reading, drawing/large or tactile marks and wanted child-directed writing/operation are available. Record source/access/helper support separately. No personal family/history, outing, performance or actual-place alteration. Stop, private and not yet observed remain valid.

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