Day 5 — Dates tell us when a source said something

Year 1 HASS · flexible 20-minute start: 3 choose + 4 model + 8 make/try + 3 compare + 2 notice next. Spread or shorten for actual access, interest and class context; the clock is not a learner criterion.

Useful job: Make a careful two-record time strip for a real park without inventing its completion date.

Prepare: D1/D2 factual cards, two large paper strips with dates, a third 'unknown' strip; adult reviews both original links first. No visit, photos or personal family story.

Source: D1 and D2 — complete council-record cards. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

Partial national opportunities: AC9HS1S01, AC9HS1S02, AC9HS1S03; whole national scope (national-scope.html). Actual evidence governs each component.

A runnable start

1. Read both complete records and their provider/period labels. D1 was published 24 June 2016 and reported construction starting; D2 is a council facility listing checked 7 October 2026, not published on that day.

2. Model the difference between a source's expectation and an observed completion on an unrelated imaginary tunnel notice: 'expected in May' cannot be written as 'opened in May'. D1's expected mid-August finish is not proof of the actual date.

3. The child puts D1 earlier and D2 later on an unscaled strip and adds a supported detail: earlier construction was reported; the checked listing includes a skate park. Keep provider/date and 'source reports' wording.

4. Add one unknown question, such as actual opening date or what happened in between. These records do not show every change or today's on-site condition. A missing feature in a short card does not prove it was absent.

5. If checked date is mistaken for event date, teach three separate cards event/publication/check with an unrelated school-made fictional record. If planned is treated as done, revisit explicit reported versus expected words.

Keep the complete notice packet. Original expression CC BY 4.0; code/font/renderer terms separate.

Choose or switch a response route

No fixed learner types. Usual speech, sign, gesture, AAC, tactile/large marks, exact description, wanted scribe and neutral child-directed operation remain available in every route. Rest, private, pass or finish are valid. Record who chose, made and operated; a supplied plan or adult's choice stays attributed.

- P — paper/object: Arrange two source/date strips and a separate unknown card. Record supported earlier/later statements by object placement and usual communication.

- D — draw, mark or direct: Draw an unscaled two-record strip or direct the exact two-record statement and missing date. Unequal spacing is fine; no arithmetic age calculation is required.

- T — optional local device: Use an approved offline text/drawing tool or Place Board labels to place the two date records. Call the result a time-record model, not a geographically accurate map. Enter no exact opening date not supplied by evidence.

Observe and choose next: Actual source ordering and interpretation can contribute to S02/S03. These are place records, not family-childhood K01/K02 evidence or a conducted site investigation.

Two worked contexts C09/C10 (worked-contexts.html) · H05 home invitation (home.html) · X05 extra choice (extras.html) · Actual work/try record (own-guide.html).

For a selected formative first stage, capture its own response before exposing keys/models/feedback. Later stages require actual unrelated targeted teaching and dated interval/exposure/support records; ordinary lessons offered are not teaching evidence. Educator stage chooser.

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