Day 10 — Keep a guide, a trial and a next question

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: Finish one useful guide or portfolio record and choose the next inquiry you want to pursue.

Prepare: Actual guide, actual kept trace if available, own try/source records, optional real willing recipient; selected later assessment only when its actual gate is met.

Source: Actual child product and its named selected source. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

Partial national opportunities: AC9HS1S02, AC9HS1S03, AC9HS1S05, AC9HS1S06; whole national scope (national-scope.html). Actual evidence governs each component.

A runnable start

1. Choose what to keep: a labelled place guide, exact description, paper arrangement, date strip or revised source-aware proposal. A plan can be kept as a plan; it is not upgraded to a produced map.

2. Teacher shows a separate original tabletop delivery guide and names its real demonstration limits: 'I tried it myself; I did not ask another person yet.' Model honest rather than perfected evidence.

3. The child actually presents/describes the chosen work to a willing recipient if wanted, or keeps it private/self-checks. Record actual source use, words/marks, support and recipient or NONE. A scheduled sharing event has not occurred.

4. Compare only genuinely retained earlier/current work and actual conditions; a missing first record stays missing. If using a held later stage, require preserved first response, dated actual unrelated teaching, interval, exposure and support record first. There is no automatic gain score.

5. Choose a specific next move from observed evidence: clearer source line, a new local feature source, a different viewpoint, a fresh perspective or a genuine family-history source later. Celebrate the actual making/question without announcing a completed HASS year.

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: Offer the actual paper/tactile guide or exact described arrangement privately. Run a chosen final find/match task only if wanted; retain genuine traces and unknowns.

- D — draw, mark or direct: Draw/dictate a short source-based account of what was made, what was actually tried and one next question. A wanted adult gives the child's exact account, with prompts separately recorded.

- T — optional local device: Show actual current/kept Place Board lists and the child's own trial note. Work exists only in this tab; record a wanted paper trace before closing. No publication, network or storage is required.

Observe and choose next: Record actual communication, interpretation/proposal and source use component by component. Private/untried/unknown is valid; no compulsory audience or invented progress.

Two worked contexts C19/C20 (worked-contexts.html) · H10 home invitation (home.html) · X10 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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