Day 41 · Ask a question worth answering

Try: “Which paper game would we try?”

Adult teaching purpose: Categorical question and clear response categories; AC9M2ST01. A question must have a useful purpose without asking for private information.

1 · Prepare and invite. Bring paper or a screen/read-aloud list. Use three original pretend game names: maze, matching, story. No purchased game or actual class vote is required. Check that each name means something to the child; demonstrate each briefly or accept a different familiar harmless question. Keep any actual survey voluntary; an adult checks local permission and how a small group may be identifiable. Start with invented replies if unsure.

2 · Model a different small example. Say: “We want to choose a paper game. My question is: which ONE would you try: maze, matching or story? You can also say none, unsure or pass.” These extra replies need separate labels; they are not secretly votes for a game. Model an unrelated drawing-tool question (pencil or crayon), name its purpose, and explain that one recorded reply belongs to one named category. Do not model the held source.

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3 · Guide one attempt. Build a shared question about an invented snack-picture display, not children's food or diet. Ask whether “Do you like things?” tells us what to choose. Improve it to “Which picture shall this pretend display show: boat or kite?” Try a pretend reply; point to its category. Keep categories mutually clear; let the child ask what an unfamiliar option means.

4 · Your own useful turn. Child chooses a useful safe question, its options and how someone can decline. They can direct an adult to write it, make a small invitation or simply tell it. Test the wording with a willing adult, or self-test two invented replies. Actual testing is recorded only when it happens. Keep this question for Day42; a new supplied model is equally welcome.

5 · Observe and record. Keep the actual choice, representation, method and meaning before a correction. Distinguish a source fact, child decision, adult reading/scribing/handling and mathematical hint. Notice whether the purpose, one-choice rule and options are understandable, rather than judging handwriting. If the question mixes colour and game type, teach one variable using a different pen-colour example. If a possible reply has no place, add a clearly defined category or an explicit unrecorded/unknown status. If secure, ask what a reader still needs to know before answering. Record any wording supplied by an adult.

6 · Teach next and revisit. Choose just the applicable next teaching in step5, on a different ordinary source; then offer a new question after an actual interval. Record what happened rather than completing all branches. Read the three participation choices (../ROUTES.md#day-41); parent offer (../family/home-41.md) is optional. A short useful attempt can replace a long sheet. Full source/rights and curriculum evidence stay in the adult mapping (../curriculum/MAPPING.md) and notice (../legal/NOTICE.md).

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