Day 42 · Keep every reply in view

Try: “Give each reply one place.”

Adult teaching purpose: Collect/sort a categorical list; distinguish a reply from no available reply. AC9M2ST01.

1 · Prepare and invite. Read the complete ordinary MODEL1 in MATERIALS: eight invited fictional replies, six recorded game choices and two no-response records. Broad named cards or spoken sequencing suffice. No names, photos, child accounts or public individual votes. For an actual willing survey, record only necessary aggregate information with adult permission; never infer an individual's reason for passing.

2 · Model a different small example. Model unrelated tool replies: pencil, crayon, pencil, no available reply. Put two pencils and one crayon in the chosen categories; keep the final record visibly separate as no response. Say that it tells us nothing about a tool choice. Demonstrate one-to-one recording without asking a child to perform touch/movement.

3 · Guide one attempt. Use MODEL1 together. Read each reply once and let the child choose/direct its place. After the first three, compare the list with the source before continuing. A category label is not an extra reply. If two records are identical, they still represent two separate fictional replies. Keep source order or record IDs for checking, without collecting real identities.

4 · Your own useful turn. Choose MODEL2 or an adult-reviewed own question. Make/direct/read a list, then sort each available reply exactly once. A child can use one subset initially, retaining the full source and saying which subset was used. Mark any unavailable record rather than guessing. Optional actual survey uses willing replies; a supplied model is not evidence that a survey occurred.

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. Observe matching meaning and exact-once accounting. If repeated labels are counted only once, use four unrelated shape cards with two triangles. If no response is treated as a dislike, contrast an answered “none” with an unknown reply using a different pretend invitation. If secure, ask how to check a reply was not duplicated. Preserve actual help and the original attempt.

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-42); parent offer (../family/home-42.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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