Complete ordinary sources — not unseen assessments

These original supplied sources are invented and labelled. They can be read exactly, enlarged, represented with large paper objects or described through usual communication. Their marks/dates/quotes are not real local evidence, interviews, histories or cultural accounts. No child's personal family/place story is needed.

O1 — Sprout Yard, an invented tabletop source

This invented unscaled plan has a marked front corner at the lower left. A naturally formed hill is at the upper left. A deliberately planted and tended bean patch is in the centre. A built sign is at the lower right. The description states these origins for this imaginary place only. It does not say how far apart features are, who cares for it, which compass direction the front faces or whether any real person uses it.

Whole original source SVG (../../source/aids/sprout-yard-source.svg) · complete picture alternative (alternatives.html). The filled picture is a stimulus, not an empty answer mat. Build your own actual guide on blank paper or with the genuinely blank guide mat (../../source/aids/my-place-guide.svg). A sourced feature may be represented differently if the child names its meaning and keeps the relationship.

O2 — A different viewpoint clue, invented

An invented breakfast-tray description fixes the front at the lower edge. A bowl is beside a jug. A napkin is between the bowl and a cup. It does not say measured distances or compass orientation. Make an actual paper arrangement only if wanted. Turning a viewer may change their left/right; the bowl/jug relationship can stay the same. This source is ordinary teaching, not a kept learner version or real kitchen observation.

V1 — Two invented shade-shelf purposes

In an imaginary craft-yard model, a built shelf is beside deliberately tended pots. Two imaginary speakers give these supplied statements:

Sorter: “I want the shelf clear so I can sort the paper pieces.”

Pauser: “I want a place near the pots where I can pause.”

The source does not say one person is right, identify a diagnosis, certify real access or tell what everyone needs. Compare the stated purposes; no child needs to act out a disability or reveal private needs. A genuine willing person's account, permission and context would be a separate source.

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

O3 — A separate ordinary proposal lesson, invented

An invented art-supply model has loose paper across its model passage. A source observation is 'paper covers this model passage'. A proposal is 'move the paper features to the side'. Responsible adults decide any real alteration. Keep the actual original arrangement, make a permitted model move and try the stated task if wanted. Neither the described problem nor a written plan is an actual observed school defect or maintenance action.

Teach outside the selected check family

Use the ordinary sources, C20 contexts or a newly prepared unrelated source after preserving the first-stage response. Avoid the selected first/later/reserve objects, dates, wording, positions and question order. Record the actual target, source, action, response and support. An offered lesson, marked calendar slot or completed teacher script cannot establish that teaching happened for that child.

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