



Story order

Number these story moments in order. Look back at the story if you need to. Underline the moment when enjoyment becomes suspect to Malky.

Malky corrects a missed date after the test

she closes a completed review

she enjoys the six-legged horse, then restarts review

Mama asks what caring requires her to do

she helps choose photographs despite returning worry

she takes the test without knowing one detail



Care or a test of distress?

Sort each item using CARE ACTION / DISTRESS TEST / SUPPORT.
Leave the answer in the empty cell. Discuss anything that needs more context.

Statement	Your label
practicing a genuinely confusing date	
staying upset to prove the test matters	
bringing the book	
inventing a new review requirement after laughing	
checking the teacher's actual topics	
asking a caregiver for help when worry keeps taking over evenings	

Question or explanation



An evening with room

Choose useful steps and draw arrows between their boxes. More than one route may fit; do not choose every box automatically.

Start

Preparation is complete and a worry returns.

☐ check whether new information changes the task

☐ reopen everything whenever the feeling returns

☐ name the belief that worry proves care

☐ choose a real next activity

☐ tell a caregiver if evenings keep being taken over

☐ demand a perfect result before allowing a laugh

Finish

Preparation and ordinary life can coexist.



Signal, meaning, choice

Complete all three columns for each clue. Do not recreate sensations. You may use only the fictional character.

What Malky notices	Meaning she gives it	Another question
Story clue: Stomach tightness at a heading		
Story clue: A laugh at the horse		
Story clue: Worry returning beside photographs		



What the task actually asks

Use Malky or invent a student. No personal worries need to be shared. Do not promise a perfect grade.

The assignment

Preparation it asks for

One genuine gap

How to check the gap

A reasonable stopping point

Whom to tell if worry keeps interfering

An enjoyable ordinary activity



Reminders without a new test

**Care has
actions**

**A laugh is not
lost learning**

**Check the real
task**

**Leave room for
the evening**

Ask for support

**A mistake has a
next step**

Choose a reminder, then write one situation where it might not apply without more information.



An evening still life

Create an object-only line drawing: a closed history book, a corrected page, two family photographs and a six-legged horse drawing. Color or shade it. Add a brief caption that does not claim every problem is solved. Mark which object represents preparation and which represents ordinary enjoyment.

Your scene, labels and captions



Find the evening words

Find the listed words. All read left to right. Choose two words and use them in a sentence about the story, not as a rule diagnosing yourself or someone else.

C	A	R	E	X	Y	Z	A	B	C
Q	T	A	S	K	L	M	N	O	P
R	E	V	I	E	W	Q	R	S	T
X	L	A	U	G	H	B	C	D	E
S	U	P	P	O	R	T	X	Y	Z
Q	E	V	E	N	I	N	G	A	B
P	R	E	P	A	R	E	X	Y	Z
X	P	A	G	E	K	L	M	N	O
F	A	M	I	L	Y	B	O	O	K
H	O	R	S	E	P	R	I	N	T

CARE**LAUGH****PREPARE****TASK****SUPPORT****PAGE****REVIEW****EVENING**



Parent notes and answers

Discussion questions: What preparation does Malky actually complete?; Why does enjoying the horse drawing send her back to the book?; What can she do about an actual missed detail without blaming leisure?

Tool: Ask what caring requires as an action and what preparation remains. Leave support for distress separate from additional work. Persistent worry that disrupts school, sleep or daily life needs caregiver attention. Do not use this story to order a child to stop studying or stop worrying.

1. Listed order: 6, 1, 2, 3, 4, 5. Underline the third listed moment.

2. CARE ACTION: date practice, book, actual topics. DISTRESS TEST: staying upset, invented requirement. SUPPORT: caregiver help. Motive can be discussed; not every extra review is unhelpful.

3. Useful: new information check, identify belief, choose activity, caregiver support. Repeated reopening without new information and requiring perfect marks are not helpful gates. No promise that a small activity treats a lasting problem.

4. Possible: tightness means serious to her, but what useful preparation remains? Laugh seems careless to her, but did the review disappear? Returning worry seems like an order, but is there new information? Open alternatives accepted.

5. Open responses. A stopping point should fit the actual teacher's task, not be a universal time limit. A caregiver/teacher can help choose it. Persistent interference merits adult support.

6. Open responses. Avoid using reminders to dismiss genuine preparation needs or persistent distress.

7. Open visual work appropriate for older readers. Example caption: The page can be prepared while the evening has other parts.

8. CARE: row 1, column 1, right; TASK: row 2, column 2, right; REVIEW: row 3, column 1, right; LAUGH: row 4, column 2, right; SUPPORT: row 5, column 1, right; EVENING: row 6, column 2, right; PREPARE: row 7, column 1, right; PAGE: row 8, column 2, right