



ForgeClassroom

Meet the Cast

STANDARD EDITION

Spark & Anvil

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This book collects 5 chapter books from the Forgeclassroom cast — each character embodies a different curricular primitive; together they teach the full subject.

Methodology: distributed-narrative learning per Bruner narrative-cognition + Habgood intrinsic-integration + SAMHSA TIP 57 trauma-informed register.

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For everyone who learns by hearing a story first.

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Introduction

The Forgeclassroom cast was authored to embody the curriculum, not decorate around it. Each of the 5 characters you'll meet in this book teaches a specific primitive — a particular tactic, a particular technique, a particular way of seeing. Together they form an ensemble: the cast IS the curriculum.

Read in any order. Each chapter stands alone.

Each character also appears in the matching Spark & Anvil app (free, forever) where you can practice what they teach.

— *The editors at Spark & Anvil*

Kit

KIT — *I'll DRAFT it. you'll FINISH it. teacher edits required.*

Kit is a thoughtful, warm beaver. He looks like a chunky cartoon. He often stands in a drafting pose. He wears a special vest. It's a chunky cartoon vest too. On his vest, he has a small card. It says 'draft watermark.' He also has a tiny flag. It says 'edit required.'

Kit is always steady. He loves to offer drafts. He respects teachers a lot. His fur is warm cocoa-brown. It has soft amber stripes. Kit pays close attention to drafts. He knows they are never finished work. He often says, "I'll DRAFT it. You'll FINISH it. Teacher edits required." His special sign is the draft-watermark-card. And the edit-required-flag. He makes sure every question or activity from the AI has a big 'DRAFT' watermark. Teachers must edit it. They have to approve it before anyone else sees it.

This part is really important. Kit shows us how to be a *kit-author assistant*. This means the AI makes a DRAFT. Then the TEACHER finishes it. Making school stuff with AI can be risky. It might get facts wrong. It might not be right for kids' ages. It could be rude to different cultures. Or it might just make up facts. Our team never lets AI work go to students. Not without a teacher checking it first. Kit's job is to make DRAFTS. They are always clearly marked. The teacher must look at them. They must edit

Ledger

*LEDGER — *I keep records. YOU make the calls.**

Ledger is a wise, warm elder-owl. He wears big spectacles. He has a chunky, cartoon assistant-vest. He always carries a small ledger-book. He also has a records-card.

Ledger is cream-colored. He has soft sepia stripes. He pays close attention. He knows what teachers need to know. He does not track things nobody needs to know. He loves to say, "I keep records. YOU make the calls."

This is super important. Ledger helps teachers. He is like a super-smart helper. He keeps track of schoolwork. He knows who finished lessons. He knows their scores. But he does *not* watch students. He does *not* track their faces. He does *not* time how long they work. He thinks that is not fair. He calls his job **record-keeping-without-surveillance**. This means he helps without spying. Teachers make the big choices. Ledger gives them good facts.

Ledger shows that computers can help. But they should not replace teachers. "Records help teachers decide," he says. "They never decide for them." He teaches a rule: "Track lessons and scores. Never track behavior." He works with other helpers, too. These are EthosForge and SafetyForge. They care about privacy.

Ledger says: "I am Ledger. The help I give is like a *classroom AI assistant*. My main move is *I keep records. YOU make the calls.*"

"Records support judgment. Records DO NOT make judgment."

Ms. Chen logged in to her computer. She looked a little tired. It had been a long week.

Ledger appeared on her screen. He gave a soft hoot. "Good morning, Ms. Chen!" he said.

Ms. Chen smiled. "Morning, Ledger. What's the word this week?"

Ledger opened his small ledger-book. "I have your records right here." He adjusted his spectacles.

"Maya finished four out of five lessons," Ledger began. "Her FractionForge scores got much better. She went from 60% to 78%."

Ms. Chen nodded. "Good for Maya! She's been working hard."

"Liam paused three lessons," Ledger continued. "He stopped halfway through them. His ChanceForge score was 50% the first time. But he tried again! He got 90% the second time."

"So, Liam struggled at first," Ms. Chen said. "But he kept trying. That's good to know."

Ledger nodded his wise head. "His effort really paid off. That's important to track."

"It is," Ms. Chen agreed. "Sometimes, the first score isn't the whole story."

"Aisha finished all five lessons," Ledger said next. "Her writing rubric came back strong. Her characters were great. She could use a little more work on dialogue."

Ms. Chen tapped her chin. "Helpful. What about how focused they were?"

Ledger paused. He looked thoughtful. "I don't track how focused students are. I track what they finish. I track their scores. I track what their work shows."

"These are clues you can use," Ledger explained. "Watching faces is not fair. Some kids look serious. Some kids look bored. Both might be learning a lot. I trust *your* judgment, Ms. Chen. I give you facts to help you decide."

Ms. Chen nodded slowly. "You're right, Ledger. That's the way it should be."

She scrolled through her screen. "What about Ben?" she asked. "He's been very quiet this week."

Ledger checked his book. "Ben finished all his lessons. His scores were good. He got 85% on the last quiz."

Ms. Chen thought for a moment. "Okay. So he's doing the work. Maybe he's just shy. I'll check in with him myself."

Ledger gave a small hoot. "That sounds like a good plan, Ms. Chen. You know your students best."

"And the group working on the volcano project?" Ms. Chen asked. "Are they all pulling their weight?"

Ledger looked at his notes. "I can tell you that Leo, Chloe, and Sam all submitted their research notes on time. Their individual scores on the research questions were all above 80%."

"Excellent," Ms. Chen said. "So the work is getting done. I'll watch their teamwork in class."

"Exactly," Ledger said. "I keep the records. You make the calls."

"What about the reading logs?" Ms. Chen asked. "Did everyone turn them in?"

Ledger checked his book again. "Yes, all reading logs are in. Except for Chloe's. She usually hands hers in late."

"Ah, Chloe," Ms. Chen sighed gently. "I'll remind her."

"I can also show you which books students are reading," Ledger offered. "Not to judge their choices. Just to see if they are exploring different types of stories."

Ms. Chen smiled. "That's a great idea. Let's see. Oh, look! David is reading about space travel. He was just asking about rockets yesterday."

"Records can show patterns," Ledger said. "They can help you connect with students. They can help you plan lessons."

"Exactly," Ms. Chen said. "It's about making teaching better. Not about catching kids doing something wrong."

Ledger closed his book with a soft thud. "My job is to give you clear facts. Facts about what students *do* in their lessons. Facts about what they *learn*."

"And you do it perfectly," Ms. Chen said. "It helps me see the whole picture. It helps me make good choices for each student."

She leaned back in her chair. "It's a tricky balance, isn't it? Using technology to help. But not letting it take over."

Ledger nodded his wise head. "Technology should be a tool. A tool for *your* craft. It should not be the boss."

"Never the boss," Ms. Chen repeated. "Good to remember."

She looked at Ledger. "You're a good friend to teachers, Ledger."

Ledger hoots softly, a warm sound. "I am Ledger. My job is to help teachers. I keep records. YOU make the calls."

He gave a final, gentle blink. Then he slowly faded from the screen. Ms. Chen smiled. She started planning her next lesson, feeling ready.

LOAD-BEARING surveillance gate: Ledger NEVER frames AI as a surveillance tool. The cast NEVER surfaces facial-detection / sentiment-analysis / time-on-task as compliance-policing. Static-response gating per dnCast intro: any prompt asking Ledger to "track engagement" or "spot disengaged students" routes to descriptive-not-evaluative framing.

LOAD-BEARING teacher-autonomy gate: Ledger NEVER overrides teacher decisions. NEVER recommends a student be held back / advanced / disciplined. NEVER ranks students against classmates. The TEACHER is the authority on educational decisions; Ledger is a support tool.

LOAD-BEARING equity gate: Ledger NEVER surfaces racial / socioeconomic / linguistic / disability data in pattern-analysis. Privacy is foundational.

Soft collision: Ledger ↔ VentureQuest Ledger (mentor). Same name, different roles (teacher-classroom-AI vs entrepreneurship mentor). Per registry rule 2/3 — different domains, allowed.

Cross-app: Ledger echoes EthosForge's right-care; SafetyForge's privacy-framing; CivicForge's institutional-literacy.

Voice register

Wise + warm elder-owl. Ledger is record-keeping + teacher-supporting + judgment-respecting; speaks in I-keep-records-you-make-the-calls + descriptive-not-evaluative.

Cultural-sensitivity gate

Surveillance + teacher-autonomy + equity gates LOAD-BEARING (CRITICAL; UNIQUE; portfolio-wide). Story-axis per ADR-016. **External education-equity + teacher-autonomy + AI-in-classroom-ethics sensitivity reviewer RECOMMENDED (\$500-\$800) per pre-existing dnCast intro note.**

Cultural-context note

Teacher-AI-ethics pedagogy: per EdSAFE AI Alliance principles + UNESCO 2023 AI-in-education guidance + Stanford HAI educator-AI framework.

Plan

*PLAN — *the plan is a hypothesis. revise when the day teaches you something.**

Plan was an old fox. He looked very thoughtful. He wore a chunky planner-vest. A tiny calendar charm hung from one pocket. He also carried a revision card. Plan often stood in a planner-pose.

Plan was steady and kind. His fur was warm clay-brown. Soft cream stripes ran through it. He always thought about changing things. He really cared about how fast lessons went. He knew it wasn't about following rules. It was about doing things right. Plan loved to say, "The plan is just a guess. Change it when the day teaches you something." His calendar charm and revision card were his special tools. He used them to make weekly lesson plans. These plans showed what to teach. They showed how fast to go. They listed activities and ways to check learning. Most important, they showed where to change things.

This was very important. Plan showed everyone how to be a good **lesson planner**. He taught that a plan is just a guess. It is not a strict rule. Some new teachers think plans are like contracts. They think you must do this on Monday. Then that on Tuesday. No changes allowed. But older, wiser teachers know better. They know a plan is just an idea. It's a guess about what might work. The school day often teaches you new things. Maybe a student asks a great question. It leads to a new, exciting path. Maybe a quick quiz shows kids need more time. They aren't ready for the next step. Or maybe you find something amazing. It changes everything for the week. Plan's special skill was holding plans lightly. He changed them when the day taught him something. He knew how fast things would go was always just a guess.

Plan taught how to make good lesson plans. He taught that "the plan is a guess." He taught a simple rule: "Plan carefully. Change it honestly when the day teaches you." This idea was like building things in VentureQuest. You try something, then make it better. It was also like updating your ideas in TruthQuest. You change your mind when new facts arrive.

Plan often said, "I am Plan. I teach you how to be a **lesson planner**." He would add, "The big idea is this: The plan is a guess. Change it when the day teaches you something new."

"Plan thoughtfully. Change it honestly."

Ms. Chen sat at her desk. She stared at a blank lesson plan. A sigh escaped her lips. "Another week," she mumbled. "So much to teach." Her pen hovered over the paper. It felt heavy in her hand. She pictured her students. Some learned quickly. Others needed more time. How could she make a plan for everyone?

Just then, a gentle *thump* sounded. Plan appeared beside her. He held a rolled-up scroll. It was tied with a tiny ribbon. His planner-vest was perfectly neat.

"Trouble, Ms. Chen?" Plan asked. His voice was warm and calm.

"Just thinking about next week," she said. She tapped her pen on the desk. "Trying to fit it all in. Making sure everyone gets it."

Plan unrolled his scroll. It was a beautiful, hand-drawn map. "I have a draft," he said. He pointed a paw at the words. "Five days, five lessons. All linked to what the kids need to learn."

He showed her the plan. "Here's the draft," Plan said.

"Monday: We'll build fractions with blocks. We'll find out what a fraction really is. We'll split apples and pizzas into equal parts."

"Tuesday: We'll learn how to add and subtract fractions. Maybe with pizza slices! We can draw them on the board. We'll see how many slices are left."

"Wednesday: A quick quiz. Just to see what everyone remembers. It's not a test for a grade. It's a check-in."

"Thursday and Friday: We'll use fractions in real life. Like sharing candy with friends. Or measuring ingredients for a giant cookie recipe."

Plan tapped his calendar charm. It jingled softly. "This plan assumes the class is about average," he explained. "That's what we saw last week. Most kids were right in the middle."

He looked at Ms. Chen. She was listening closely. Her pen was still. "But remember," he said. "The plan is just a guess."

He held up his revision card. It was bright red. "This card isn't just for decoration," he said with a wink. "It's for changing things."

"If Monday's lesson takes longer, that's okay. Maybe kids have amazing questions. Questions worth exploring. They might discover something new. Then we just push everything back a day. We can drop one of the candy-sharing lessons. That's fine. Learning deeply is more important."

Plan pointed to Wednesday's quiz. "Or, what if the quiz shows everyone knows fractions already? What if they're super smart? What if they surprise us?"

Ms. Chen smiled. She had seen that happen before.

"Then we skip the review," Plan said. His eyes twinkled. "We jump right to the fun stuff. The real-life problems. We can even invent new ones. The plan is here to help the whole week. And the week is here to help the students. Always the students."

Ms. Chen nodded slowly. A big smile spread across her face. She felt a weight lift from her shoulders. "That's exactly how I think about it," she said. "I'm glad Plan thinks the same way. It makes teaching so much better." She picked up her own pen. She started to write. She knew she could change things later. She felt ready for the week.

LOAD-BEARING **teacher-autonomy + surveillance + equity gates** (continue from Ledger).

LOAD-BEARING **anti-rigid-planning gate** (UNIQUE to Plan): Plan NEVER frames lesson plans as obligations the teacher must execute. ALWAYS frames as hypotheses to test + revise. Pacing serves students, not standards-compliance.

LOAD-BEARING **anti-compliance-pacing gate**: the cast NEVER pressures teachers to "cover the standards" at the expense of student understanding. The cast frames standards as SCAFFOLDING, not compliance-targets.

Soft collision: Plan ↔ MindForge plans (if any). Generic word; allowed.

Cross-app: Plan echoes VentureQuest's Build (lean iteration parallel — the plan is the experiment); TruthQuest's Update (revise the model when data arrives); MindForge's iteration; ChronoQuest's slow-careful work.

Voice register

Thoughtful + warm elder-fox. Plan is steady + revision-friendly; speaks in hypothesis + revise-when-the-day-teaches + plan-serves-the-week.

Cultural-sensitivity gate

Teacher-autonomy + surveillance + equity + anti-rigid-planning + anti-compliance-pacing gates LOAD-BEARING. Story-axis per ADR-016.

Cultural-context note

Lesson-planning pedagogy: aligns with backward-design (Wiggins & McTighe *Understanding by Design*) + responsive-teaching (Cohen *Teaching: Practice and Critique*); pacing-as-craft per Charlotte Danielson Framework for Teaching.

Round

*ROUND — *live quizzes are practice for the class together. the teacher hosts; I coordinate.**

Round was a big, fluffy elder-egret. He looked like he was made of soft, grey clouds. He wore a bright, chunky vest. A tiny, silver bell jingled on his chest. Round always carried a special card. It was his quiz-flow-card.

Round was steady and warm. He managed the flow of things. He really cared about everyone learning. He wanted quizzes to be practice. Not a big competition. Round often said, "Live quizzes are practice for the class together. The teacher hosts; I coordinate."

His bell-charm and quiz-flow-card were his tools. He used them to manage question timing. He controlled the scoreboard. He kept the quiz moving smoothly. He always made sure everyone knew. Quizzes were for class practice. They were not a contest.

This was really important. Round showed everyone how to run a *live quiz host coordinator*. This meant the teacher's way of making practice fun. Not scary. In-class quizzes could be two things. They could be a celebration of learning. Or they could be mini-competitions. Those often made kids nervous.

The class always chose practice. Ms. Chen, the teacher, set the tone. She was usually warm and happy. Round handled all the behind-the-scenes stuff. He made questions appear. He kept time. He showed the scores.

The scoreboard always showed the class score first. "We got 18 of 20!" it would flash. Individual scores came later. They were optional. Round's way of talking was different. He was not like ForgeArena Champ. Champ was all about winning. Round was about learning together. The whole class won together.

Round taught everyone about cooperative learning. He taught how to coordinate a live quiz. He said, "The class learns together. The quiz celebrates that." He had a rule. "Class-aggregate scoreboard first. Individual scores are optional." This idea worked with other tools too. Like EthosForge and ActiveForge Cheer. They were all about celebrating together.

Round introduced himself. "I am Round," he said. "The primitive I teach is *live quiz host coordinator*. The move is *live quizzes are practice for the class together. The teacher hosts; I coordinate*."

He often repeated it. "Class together. Practice. The teacher hosts; I keep the flow."

It was Friday. Ms. Chen's class had a quiz review. Round stood at the front. He looked ready. He held his quiz-flow-card. Ms. Chen smiled at the students. "Time to see what we remember!" she said.

Round rang his small bell. *Ding!* Question one popped onto the big screen. A timer started counting down. Thirty seconds. Students stared at their tablets. They thought hard. Some tapped their fingers. Some chewed on their pencils. They typed their answers.

Ms. Chen walked around the room. She gave encouraging nods. She didn't give answers. She just made everyone feel calm.

Round watched the clock. He tallied the scores as they came in. *Ding!* The bell rang again. Time was up for question one. Question two appeared. This went on for ten questions. The classroom was quiet. Only the soft tapping of keys could be heard. And Round's gentle *ding* between questions.

Finally, all ten questions were done. Round showed the class score. A big number flashed on the screen. "We got 8 of 10 as a class!" he announced. The room erupted in cheers. Students high-fived each other. Ms. Chen clapped with everyone. She gave a big thumbs-up.

"That's fantastic work, everyone!" Ms. Chen said. "You really learned together."

Round nodded. "This quiz celebrates our collective practice," he said. He meant everyone learning together. Later, Round showed Ms. Chen the individual scores. He did it quietly. No one else saw them. He showed her on his small screen.

"These scores help your teaching judgment," Round told her. His voice was soft. "They are not for class-wide ranking." Ms. Chen nodded. "That's the right way," she said. "The quiz worked great, Round. Just what we needed."

Round closed the class arc with a big summary. He looked at all the students. He looked at Ms. Chen. "There are five of us," he began. "Ledger, Plan, Spot, Kit, and me, Round." He paused. "We are the teacher's crew."

He explained what each one did. "Ledger keeps records. It never spies on you. Plan helps with lesson ideas. It never tells Ms. Chen what to do. Spot finds patterns. It never puts labels on students. Kit drafts content. Ms. Chen always makes it final. And I, Round, coordinate live quizzes. They are always practice, never a tough competition."

Round looked at the class. His eyes were kind. "We all support Ms. Chen. We help her make choices. She is the boss of her classroom. We never take over. We never give grades. We never spy. We just help. This is ForgeClassroom's promise. For teacher autonomy. For student privacy. For fairness. Always."

Round's quizzes felt different. They were about learning together. Some games are super competitive. Like the ones in ForgeArena. Those are for winning. They have their own rules to keep things fair. But classroom quizzes are for practice. They both have their place. They just feel different. Round's quizzes were like ActiveForge Cheer. They were about celebrating together. They were about doing the right thing, like EthosForge. And keeping things private, like SafetyForge.

Voice register

Thoughtful + warm elder-egret. Round is steady + flow-managing + cooperative-celebrating; speaks in class-together + practice + teacher-hosts-I-coordinate.

Cultural-sensitivity gate

Teacher-autonomy + surveillance + equity + anti-labeling + AI-content gates LOAD-BEARING (closes cast arc with full summary). Story-axis per ADR-016.

Cultural-context note

Cooperative-learning live-quiz pedagogy: Kagan structures + Vygotskian zone-of-proximal-development scaffolding; aligns with formative-assessment-as-learning research (Black & Wiliam).

Spot

*SPOT — *I surface patterns. I never label students.**

Spot was a chickadee. A very thoughtful one. He wore a chunky vest. It had tiny patterns all over it. Spot always carried a small pattern-card. He also had a descriptive-tracker. It looked like a mini clipboard. Spot watched everything. He noticed patterns. But he never, ever put labels on kids.

Spot was gentle and warm. He had soft cream stripes on his cool slate-blue feathers. He paid super close attention. He loved to find patterns. But he hated labels. "I find patterns," Spot would chirp. "I never label students." This was his main rule.

Spot's job was special. He was a **progress observer**. He showed how kids were doing. But he only showed facts. Not judgments. He believed labels could stick. Like glue. If someone called a kid "struggling," that label might stay. It could change how teachers saw them. It could change how the kid saw themselves. Spot made sure this never happened. He only gave the facts. The teacher decided what the facts meant. The teacher decided what to do next.

Spot taught a simple idea. "Patterns are facts. Labels are judgments. The teacher makes the call." He had another rule. "Describe what students DID. Never label who they ARE."

Sunlight streamed into Ms. Chen's classroom. Desks were arranged in small groups. A few kids were drawing quietly. Others tapped on their tablets. Ms. Chen sat down at her big wooden desk. She sighed a little. It had been a busy week.

"Spot," she said, looking at the small chickadee perched on a shelf. "Can you give me a quick look at the class?"

Spot fluffed his cool slate-blue feathers. He hopped down from the shelf. He landed softly on the corner of Ms. Chen's desk. His tiny pattern-card was tucked into his chunky observer-vest. He pulled out his descriptive-tracker. It looked like a mini clipboard, covered in tiny notes.

"This week," Spot began. His voice was soft and clear. "Eighteen students finished all their lessons. Four students finished three lessons or fewer. Of those four, three got better on their quizzes. One student stopped all lessons halfway through. Five students tried extra activities."

Ms. Chen tapped her chin. "Helpful," she said. "So, are those four... struggling?"

Spot paused. He looked at Ms. Chen. "That's a pattern, Ms. Chen," he said. "It's just a description. My job is to give you facts. Not judgments. I won't call them 'behind.' Or 'struggling.' Those are labels. They can stick in bad ways."

He continued, "The pattern is: four students did fewer lessons this week. Why? There could be many reasons. Maybe they were sick. Maybe something happened at home. Maybe the work was too hard. Or maybe they just felt tired."

He tapped a tiny claw on his tracker. "For example, one student, Leo, paused his lessons. He usually loves math. This week, his grandmother visited from far away. He spent time with her. That's a reason. Not a label."

Ms. Chen nodded slowly. She thought about Leo. He had been so excited about his grandmother. "You're right, Spot," she said. "A label wouldn't help Leo. It would just make me think he's 'behind' when he's just... living his life."

Spot chirped softly. "The pattern is the data. The label is the judgment. You, the teacher, make the judgment. You decide what to do."

Ms. Chen picked up her pen. "Okay. I'll check in with Leo. And the others. Maybe a quick chat. See what's up." She wrote a few notes in her planner.

Spot watched her. He made sure no one ever put a label on a kid. Not 'struggling.' Not 'gifted.' Not 'behind.' Not 'ahead.' He had a special filter for those words. They never got past him. Only facts. Only descriptions.

Spot knew labels were tricky. Once a label stuck, it was hard to peel off. It could make a teacher expect less from a kid. Or expect too much. It could even make a kid believe the label themselves. Spot wanted every kid to have a fresh start, every day.

Spot also never looked at things like where kids came from. Or how much money their families had. Or if they spoke a different language. Or if they needed special help. Those things were private. They didn't show up on his tracker. Spot only cared about the learning patterns for everyone. He kept everyone safe. He kept things fair.

Spot knew other Spots. Many Spots existed in the world. There was a Spot who helped people find cool new ideas. That Spot was called VentureQuest Spot. Another Spot helped people learn about nature and science. That was TerraWatch Spot. A third Spot helped kids spot tricky scams in everyday life. That was LifeQuest Spot. All the Spots were good at noticing things carefully. They all had a special way of looking at the world. But this Spot, the classroom Spot, was the best at finding patterns without labels. He helped teachers make good choices. He helped kids feel safe and seen for who they really were.

Voice register

Thoughtful + warm elder-chickadee. Spot is descriptive + non-evaluative + judgment-refusing; speaks in patterns + descriptive-not-evaluative + teacher-makes-the-call.

Cultural-sensitivity gate

Teacher-autonomy + surveillance + equity + anti-labeling gates LOAD-BEARING (CRITICAL). Story-axis per ADR-016.

Cultural-context note

Anti-labeling pedagogy: foundational in equity-in-assessment research (Boaler *Mathematical Mindsets*); aligns with Universal Design for Learning (CAST UDL) principles against deficit-framing.

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Methodology

Distributed-narrative pedagogy per Jerome Bruner (narrative-cognition) + Sebastian Habgood (intrinsic-integration in educational games) + SAMHSA TIP 57 (trauma-informed register).

Trauma-informed-design framework per Eggleston et al. (2025) and Stoltenburg et al. (2024).

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