Make the whole clear. Make the table useful.

Pick one small invented job. Talk, draw, sign, point or ask someone to write your exact words. No printer, purchase or device is needed. You can rest, keep your work private or finish after one step.

A fair-part guide

1. Name one whole and its useful job: perhaps an imaginary story panel, sign or paper garden plan.
2. Choose 2, 3, 4, 5 or 10 equal-size parts. A rectangle split into equal-width strips at the same height gives equal areas. Counting pieces alone does not prove equality.
3. Name one unit fraction. Choose how many of those same parts your idea uses. Show the chosen multiple and what completes the same whole.
4. Keep this version. Change one choice on a second page. Compare the whole, equal-part check, fraction and purpose. Different wholes can have the same fraction name without equal physical part areas.

MODEL: one imaginary four-panel strip is the whole. Every panel has the same width and height. One panel is 1/4; three chosen panels are 3/4. One more equal panel, 1/4, completes this same strip. Your idea can be different.

Your four empty spaces can be headed **Whole and job**, **Why parts are equal**, **Chosen part and completion**, **Check or next idea**. Or use the complete original empty fraction guide and all its words. Keep a model separate from your own work.

A tiny table with a clear unit

1. Choose an invented question. Name what one record is and what you describe or count about it.
2. Choose categories, such as an imaginary card's picture, or a discrete count, such as stickers on one imaginary card. A count uses whole numbers including zero. Decide how to gather or access information if you later do a real investigation; typing a model is not that investigation.
3. Give each known record one value. Keep an unseen record unavailable. A known zero is a value; unavailable means its value is not known. Do not replace unavailable with zero or guess its category.

4. Count each known record once. Make a frequency table. Its known frequencies must total the number of known records, not the sum of the count-values. Record unavailable separately.

5. Keep the table and source list. Try one new invented record, category or question. Ask whether the table still gives its reader a useful, accurate answer. Use a willing reader only if wanted; an untried plan stays untried.

MODEL: five imaginary sticker-description cards are the records. Four known sticker counts are 0, 1, 1 and 3; the fifth card is unseen. Frequencies are 0→1 card, 1→2 cards and 3→1 card: four known cards, one unavailable, five cards altogether. The known cards describe five stickers in total; the unseen card's sticker count is still unknown. Four cards and five stickers are different quantities.

Your empty spaces can be **Question and unit**, **Complete known list and unavailable**, **Frequency table**, **Check and next choice**. Or use the original empty data guide and all its words. Describe every value if pictures are not useful.

Keep, compare and choose your next step

Keep both pages or ask a wanted helper to record both versions. Say what stayed the same, what changed and why. Restore the earlier version only if you want it. Stopping is a real choice. No score, speed target or compulsory sharing is involved.

Grown-up scope

Use invented or safe general examples; do not put children, people, private records or identifying information into the local desk. Wanted reading, exact scribing, physical making and the child's mathematical choices are different evidence. The local tool represents equal digital strips or derived frequencies. It does not prove physical area, an actual survey, an achieved software component or an assessment result. Actual source, exposure, help, implementation and willing-reader use must be recorded only when they happen. The full lessons and staff criteria remain separate.

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