Day 35 · A fraction guide someone can use

Make one clear guide. Try it, or keep it as your plan.

Useful purpose: Create, test if wanted, and revise a useful representation while distinguishing original choices, adult implementation and actual recipient evidence.

1 · Find the starting point

Ask which fraction representation felt useful and why. Check one unrelated unit fraction before starting. Do not use held-stage sources as the model or rehearse their values.

2 · Prepare

Offer a paper display, collection label, equal-gap game guide or spoken guide. Set an age-suitable safe surface; no compulsory performance, cutting, recording or public sharing. Ask a willing adult or peer only with consent; a pretend recipient is a fictional model.

3 · Brief worked model

MODEL a fictional game designer chooses one whole path of ten equal gaps. Six gaps lead to the rest station, labelled 6/10; four more complete 1 whole. A draft says "six pieces" but omits the whole. The designer revises it to "six of this path’s ten equal gaps". No actual player trial is claimed by that supplied story.

4 · A different guided try

Guide a new four-section notice: choose the whole, label 3/4, explain 1/4 needed. Give a reader a neutral task such as "find the part that is ready"; do not point to the answer while recording it as their independent interpretation.

5 · Your own attempt

Choose a meaningful guide; show a unit fraction, a multiple and a same-whole completion. Add a second representation if suitable. Keep a before version. If a willing person actually uses it, record what they did/said and one change; otherwise label the feedback as your own check or planned trial.

6 · Observe what was actually shown

Look for sound maths, clear whole and useful wording across representations. Evidence of independent learner choice, helper drawing, self-check and real willing-recipient use are different. A polished adult-made guide does not establish child implementation.

Specific next teaching

If the guide is useful but equality is unsupported, teach a new equal-part comparison. If maths is correct but whole unclear to a reader, revise title/labels. If secure, move to a purposeful data question with a clearly defined unit.

Three choices you can switch between

1 · Make a game guide

Give one helpful fraction clue.

Design a quiet tabletop fraction clue with safe paper or full words. Name the whole and equal gaps; choose a multiple and what completes it. A trial is optional and needs a willing suitable recipient.

Evidence/observation: Actual learner choices/directing/making and real trial separately recorded.

Specific next teaching: Try a different whole if the guide relies only on colour or remembered layout.

2 · Display helper

Make a ready-and-needed sign.

Choose five equal fictional display slots: two ready, three needed. Draft a sign 2/5 +3/5=1 whole, then create a different own sign. Keep the source as a model, not an observed community display.

Evidence/observation: Supplied model then original work; plan vs actual display explicit.

Specific next teaching: Ask what changes if the slots represent unequal areas rather than equally counted places.

3 · No-picture guide

Can your words carry the whole idea?

Describe a twelve-item collection in three equal groups, one group 1/3 and two groups 2/3. Create a different own grouped-set description, and invite wanted neutral reading/signing/typing help. No image is necessary.

Evidence/observation: Own verbal/text representation; no compulsory visual production.

Specific next teaching: Check whether the description names every item in the whole and every equal group.

Short child start · Ordinary cues/full alternatives · Adult preparation

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