Day 40 · Your tiny maths help desk

Make one useful thing. Choose what to try next.

Useful purpose: Use fraction or data components in a small purposeful original output; reflect on evidence and choose specific further teaching without invented growth scores.

1 · Find the starting point

Revisit only the child’s own ordinary work with permission. Ask which strategy helped and which question remains. Keep any educator-selected held source unseen and separate from ordinary revisiting.

2 · Prepare

Offer one fraction guide or one data table; combining both is an optional project, not a compulsory test. Educator selects only the needed complete held stage after suitable teaching, with support/exposure/interval recorded. No key/model before first own response.

3 · Brief worked model

MODEL fictional organiser makes a four-equal-part display guide 3/4 ready+1/4 needed. A separate six-record label table: leaf 3,star 2,moon 1 helps plan sign labels. The organiser checks the fractions by four equal parts and the table by all six records. These are different wholes/units;3/4 is not automatically 3/4 of the six labels. Supplied planning is not an actual event.

4 · A different guided try

Use a new three-equal-part paper path and an unrelated short category list as separate checks. Let the learner choose one to extend. Teach the remaining component with unrelated facts before any eligible later held stage.

5 · Your own attempt

Choose a tiny help-desk output: useful fraction guide, safe collection table or dated source classification. Name your question/whole or unit, show your own reasoning, check onepart and decide what to revise or learn next. Keep work private or share only if suitable and wanted.

6 · Observe what was actually shown

Record original decisions, source/data acquired, representation, checking, communication/help and actual action/recipient evidence separately. Use stage component criteria, not numerical score improvement or whole-year attainment. First/later/reserve are new facts, not psychometrically equated tests.

Specific next teaching

Choose one concrete next turn: equal parts, named whole, unit fraction vs multiple, same-denominator completion, data unit/variable, one-to-one recording, zero-vs-unavailable or scoped interpretation. Prepare new facts, not a held source rehearsal.

Three choices you can switch between

1 · Your fraction help card

Help with one whole.

Create a new useful half/third/quarter/fifth/tenth representation and a multiple/completion. Label whole and equal parts; ask wanted neutral access help. Actual making and mathematical directing are separately recorded.

Evidence/observation: Ordinary original component work; no held source or fullN 02 score.

Specific next teaching: Choose a different representation if current reasoning depends only on copied labels.

2 · Your table help card

Answer one small question.

Choose safe own observed records or clearly labelled fiction. Define unit/variable, record all available values, table frequencies/check total and make one justified statement. Keep unavailable separate.

Evidence/observation: Own/accessed/observed data distinctions; conditional ST01/ST03 components.

Specific next teaching: Choose the single weakest component for a new data list.

3 · Ask for your next useful turn

What would help you now?

Choose one specific need and the support you want. Explain using one ordinary example; educator may later select an unseen complete stage after unrelated teaching, not because a file count says the year is complete.

Evidence/observation: Reflection and next-teaching choice, not attainment or a diagnosis.

Specific next teaching: Educator prepares the chosen different example and records what is actually shown.

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

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