Day 38 · Counts of counts

Make a table for how many each one has.

Useful purpose: Record discrete numerical values separately from their frequencies; zero can be a valid value and an absent frequency is not an unavailable observation.

1 · Find the starting point

Ask what one record is using a new described shape card. Distinguish "four corners on one card" from "four cards". Corner counting does not require touch or a physical image; complete described forms work.

2 · Prepare

Prepare original fictional shape cards or full words: simple circle 0 corners, triangle 3, square 4, rectangle 4, pentagon 5. Clarify the definition here: corners of these simple two-dimensional outlines, not sides of a 3 Dobject. No tricky rounded/lopsided pictures.

3 · Brief worked model

MODEL five cards have corner-count values 0,3,4,4,5. Table value 0→1 card;3→1;4→2;5→1; total 5 cards. The frequency 2 at value 4 means two cards have four corners, not two corners on a card. Value 0 is observed on the circle, not "missing". Adding corner values gives 16 corners across these outlines; adding frequencies gives 5 cards, a different quantity.

4 · A different guided try

Use a new seven-record fictional sticker-set list with counts 0,1,1,2,2,2,3 stickers per sheet. Make its frequency table 0→1,1→2,2→3,3→1; explain both axes in words. No sticker purchase or actual sheet data is asserted.

5 · Your own attempt

Choose safe described corner cards, large paper groups or a fictional list of whole-number counts per item. Record unit and variable, create a frequency table and explain one row. Keep unavailable observations separate from a real 0 value.

6 · Observe what was actually shown

Observe value/frequency distinction, appropriate whole-number count variable, one record per item and total reconciliation. Supplied data alone does not establish actual object observation or an independent survey.

Specific next teaching

If value 4 is treated as 4 cards, point to each new item with that value and count items separately. If 0 is treated as missing, compare one explicit empty group with one unseen group. If secure, compare two records with the same count but different appearance.

Three choices you can switch between

1 · Shape-card archive

How many cards have that many corners?

Use the five full MODEL descriptions. Record 0,3,4,4,5 and table frequencies 1,1,2,1. Keep total cards 5 separate from total corners 16.

Evidence/observation: Accessed fictional discrete data; no real shape manufacture/calibrated geometry.

Specific next teaching: Try a new repeated value and ask why it gets its own frequency.

2 · Bundle checker

Count pieces per bundle, then bundles.

MODEL six safe paper-bundle descriptions contain 0,2,2,3,3,3 pieces. Table 0→1 bundle,2→2,3→3; frequencies total 6 bundles. Show what 3→3 means in a full sentence.

Evidence/observation: Supplied bundle counts; actual bundling optional with suitable kit.

Specific next teaching: Use a new zero-value bundle and an unavailable bundle.

3 · Your small count question

Choose a count for each item.

Choose a harmless non-personal count variable, such as safe paper marks per own card. Define one item, obtain suitable actual counts or label fictional records, record frequencies and check all items. Avoid body/private home data.

Evidence/observation: Own question/data route; actual recording distinguished from model use.

Specific next teaching: If the variable is a category name, choose a count question or intentionally return to a categorical table.

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

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