Day 39 · A table that helps its reader

Give your table a title and a useful check.

Useful purpose: Interpret/revise a table in context, retain unit/period/source and qualify what its records support; table layout comparison is not full graphical/software achievement.

1 · Find the starting point

Show two equal-count rows with different labels. Ask whether row order changes the records, and what a reader needs beyond the numbers.

2 · Prepare

Offer a complete fictional table, an ordinary original record list or adult-reviewed F03. No compulsory local trip or current cataloguing claim. If using a real source, retain provider/check date/period/defined unit and permissions; do not copy outside photographs or logos.

3 · Brief worked model

MODEL question: "Which five safe game cards need which storage slot?" Records: round,round,square,triangle,square. Table: triangle 1,square 2,round 2; total 5 cards. A second layout: round 2,square 2,triangle 1 has the same frequencies in another order. A title and "number of cards" heading help a reader. The table cannot say which shape all children prefer; it describes those five cards only.

4 · A different guided try

Use an unrelated six-record craft-kit table with a total deliberately wrong by one. Let the child check full records, identify the specific omission and revise it. Don’t correct silently or claim a revision happened if only discussed.

5 · Your own attempt

Choose your own table or an accessed model. Ask one useful question, check against complete records, add unit/period/source and an honest interpretation. Invite a willing reader to answer a neutral question if wanted; keep self-check and actual reader evidence separate.

6 · Observe what was actually shown

Look for accurate interpretation scoped to records, complete labels, consistency and a reasoned revision. A neat colour display is not evidence of real data acquisition. Record actual reader response without supplying it first.

Specific next teaching

If a statement extends beyond the records, compare "these six cards" with "all kits everywhere" using a new list. If labels confuse a reader, revise just the unit/title before adding complexity. If secure, choose an appropriate new representation later under ST02 teaching.

Three choices you can switch between

1 · Storage table editor

Could someone find the right count?

MODEL five game cards: round,round,square,triangle,square. Make either row order with exact frequencies 2,2,1 and total 5. Write one statement restricted to those five cards.

Evidence/observation: Supplied interpretation/layout revision; no all-children preference claim.

Specific next teaching: Ask for the underlying list when another table omits its total/unit.

2 · Local list, honest limit

What does the source actually list?

Use F03’s dated service-entry list and classify Library 4/History Centre 1. Explain that 5 means listed entries, not distinct buildings or five libraries. Add check date and keep current availability unknown.

Evidence/observation: Narrow primary-derived classification, not a local visit or schedule guarantee.

Specific next teaching: Adult refreshes the page and records any change rather than replacing unknown with 0.

3 · Invite a willing reader

Which part made it easier?

Choose one own table. If a suitable person wants to try it, ask a neutral question, retain their actual answer and revise one confusing label. Without a recipient, do a self-check or plan a trial honestly.

Evidence/observation: Actual sharing/reader use only when it occurs; private plan equally welcome.

Specific next teaching: If a clue gives away the answer, try a different neutral question later.

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

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