Twenty fully worked ordinary life contexts

Choose one useful context, not a quota. Every quantity/reply below is an original fictional model; adult real factual cards are separate. A model is not a child result or completed event. Each includes a method, interpretation/check and next teaching.

C01 · Paper-game choices

Try: Make a quiet game-choice sign.

Complete source: Available reply list, in order: maze, matching, maze, story, maze, matching. Categories: maze, matching, story. No available reply for 2 invitations; do not infer their preferences.

Fully worked model: The largest recorded group is maze3; matching2; story1. There are6 choices and2 unavailable replies among8 invited. Maze has one more recorded choice than matching, but we cannot say everyone chose maze.

Different next teaching: A no-response record is not a game choice. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C02 · Library-picture shelf

Try: Choose a pretend picture label, not an actual library purchase.

Complete source: Available reply list, in order: boat, bird, boat, tree, bird, boat, tree. Categories: boat, bird, tree. No available reply for 1 invitations; do not infer their preferences.

Fully worked model: Boat3/bird2/tree2;7 recorded choices and1 no response. Bird/tree tie. Boat is most among available choices; the missing preference stays unknown.

Different next teaching: A tie means neither group has more, not no replies. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C03 · Garden-sign shape

Try: Make a sign-key for fictional garden pictures; no outdoor work.

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Complete source: Available reply list, in order: triangle, circle, triangle, square, circle, triangle. Categories: triangle, circle, square. No available reply for 0 invitations; do not infer their preferences.

Fully worked model: Triangle3/circle2/square1; all6 model replies available. Triangle exceeds square by2. Shape preference says nothing about a plant's needs.

Different next teaching: Do not mix shape categories with colour categories. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C04 · Coastal-story ending

Try: Choose a fictional story ending.

Complete source: Available reply list, in order: rescue, rescue, explore, rescue, explore. Categories: rescue, explore, return. No available reply for 2 invitations; do not infer their preferences.

Fully worked model: Rescue3/explore2/return0;5 available choices and2 no responses. Zero return is known for these recorded replies; the two unknowns cannot be reassigned.

Different next teaching: A zero row must be present; a missing row is not automatically zero. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C05 · Town-display material labels

Try: Sort supplied material words for a pretend art display.

Complete source: Available reply list, in order: paper, cloth, paper, card, card, paper. Categories: paper, cloth, card. No available reply for 1 invitations; do not infer their preferences.

Fully worked model: Paper3/cloth1/card2;6 named records and1 unknown. Paper has2 more than cloth. These names are model records, not a performed materials investigation.

Different next teaching: A material word is a categorical label, not its weight. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

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Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C06 · Kitchen-picture cards

Try: Organise original utensil words; no food disclosure or handling.

Complete source: Available reply list, in order: bowl, cup, plate, cup, bowl, cup. Categories: bowl, cup, plate. No available reply for 0 invitations; do not infer their preferences.

Fully worked model: Bowl2/cup3/plate1;6 records. Cup is most frequent here. This does not establish what a household owns.

Different next teaching: A question about a picture must not be interpreted as ownership. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C07 · Transport in a drawn town

Try: Make a key for a fictional town drawing.

Complete source: Available reply list, in order: bus, bike, walk, bus, walk, bus, bike, walk. Categories: bus, bike, walk. No available reply for 1 invitations; do not infer their preferences.

Fully worked model: Bus3/bike2/walk3;8 records and1 unavailable. Bus/walk tie for most; bike is1 below each. No real journey or travel advice.

Different next teaching: Two categories can share the most. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C08 · Festival-poster patterns

Try: Choose an original pretend poster pattern without cultural repertoire.

Complete source: Available reply list, in order: stripe, spot, stripe, spot, stripe, spot. Categories: stripe, spot, plain. No available reply for 0 invitations; do not infer their preferences.

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Fully worked model: Stripe3/spot3/plain0;6 choices, tie3/3. Plain has no recorded choices. The counts do not select a unique winner.

Different next teaching: A recommendation needs a stated choice rule, not invented data. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C09 · Pet-toy picture labels

Try: Sort invented toy words; no pet handling/safety advice.

Complete source: Available reply list, in order: ball, rope, ball, ball, rope. Categories: ball, rope, ring. No available reply for 3 invitations; do not infer their preferences.

Fully worked model: Ball3/rope2/ring0;5 available and3 unknown of8 invited. Ball has most recorded choices; all unknowns remain unknown.

Different next teaching: Do not infer animal preference from fictional human picture replies. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C10 · Community-bookmark icons

Try: Make an original bookmark icon-count guide.

Complete source: Available reply list, in order: moon, leaf, star, moon, star, moon, leaf. Categories: moon, leaf, star. No available reply for 0 invitations; do not infer their preferences.

Fully worked model: Moon3/leaf2/star2;7 replies. Moon is1 more than each other icon. A useful sign names the question and available reply scope.

Different next teaching: Explain the variable before presenting a count. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C11 · Library label order

Try: Put pretend shelf numbers in numerical order.

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Complete source: Supplied mathematical values: [408, 480, 804]. All quantities and settings are fictional.

Fully worked model: 408<480<804. Hundreds decide804 comes last; for408/480 compare tens0 and8. Line400→500 places408 before480. Labels do not imply actual shelving practice.

Different next teaching: Compare hundreds then tens then ones, not digit size alone. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C12 · Garden token bundles

Try: Show a pretend seed-picture token amount without planting/handling.

Complete source: Supplied mathematical values: 405. All quantities and settings are fictional.

Fully worked model: 405=4 hundreds0 tens5 ones=3 hundreds10 tens5 ones;400+0+5=300+100+5. Zero is no tens in standard form, not no amount.

Different next teaching: Exchange a hundred for ten tens without changing value. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C13 · Museum-ticket numeral model

Try: Explain a fictional printed number, not a ticket price or attendance.

Complete source: Supplied mathematical values: 236. All quantities and settings are fictional.

Fully worked model: 236=2 hundreds3 tens6 ones=1 hundred13 tens6 ones=2 hundreds2 tens16 ones. Check100+130+6 and200+20+16 both236.

Different next teaching: Nonstandard token counts may exceed9; numeral digits still have named places. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

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C14 · Paper theatre badges

Try: How many badges after joining two pretend groups?

Complete source: Supplied mathematical values: [19, 6]. All quantities and settings are fictional.

Fully worked model: 19+6=25. Bridge19+1=20 then+5=25;6=1+5. Check25−6=19. Answer25 badges, not6 extra counted twice.

Different next teaching: Conserve the addend during a tens bridge. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C15 · Park-map arrows

Try: How many paper arrows remain after eight are removed?

Complete source: Supplied mathematical values: [32, 8]. All quantities and settings are fictional.

Fully worked model: 32−8=24:32−2=30 then−6=24;8=2+6. Check24+8=32. No actual sign installation or route safety claim.

Different next teaching: Keep removal total8; choose counted marks or inverse addition if useful. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C16 · Home-story pages

Try: How many pages are in two fictional paper-story sections?

Complete source: Supplied mathematical values: [27, 15]. All quantities and settings are fictional.

Fully worked model: 27+15=42:27+10=37 then+5=42; or20+10+7+5=30+12=42. Check42−15=27. No required reading/writing quota.

Different next teaching: Partition by value and recombine, not concatenated digits. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

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Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C17 · Coast-cleanup picture cards

Try: How many original picture cards remain, without handling real litter?

Complete source: Supplied mathematical values: [54, 19]. All quantities and settings are fictional.

Fully worked model: 54−19=35:54−20=34 then+1=35; or54−10−9=35. Check35+19=54. Picture arithmetic is not actual cleanup.

Different next teaching: Subtracting20 instead of19 needs one returned, not another removed. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C18 · Toy-repair instruction slips

Try: How many pretend instruction slips are in two groups?

Complete source: Supplied mathematical values: [36, 28]. All quantities and settings are fictional.

Fully worked model: 36+28=64:30+20=50 and6+8=14;50+14=64. Check64−28=36. No actual repair/tool use.

Different next teaching: Regroup14 ones as1 ten4 ones after recognising its value. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C19 · Paper-theatre invitations

Try: Need46 slips,18 ready. How many more?

Complete source: Supplied mathematical values: [46, 18]. All quantities and settings are fictional.

Fully worked model: 18+?=46 or46−18=28. Count up18→20(+2)→40(+20)→46(+6);2+20+6=28. Check18+28=46.28 more slips, not64 total.

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Different next teaching: A missing part is not needed+already ready. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

C20 · Town-library drawing display

Try: Need63 picture labels,27 ready. How many more?

Complete source: Supplied mathematical values: [63, 27]. All quantities and settings are fictional.

Fully worked model: 27+?=63 or63−27=36.27→30(+3)→60(+30)→63(+3);3+30+3=36. Check27+36=63. An actual display still needs permission and confirmed dimensions.

Different next teaching: Interpret the solution in the chosen project; do not assume real supplies. Use a new ordinary example after the child's attempt, keeping exact access/hints separate.

Another choice: Read or direct the source instead of printing/handling it; make a short sign, a table, a diagram or an explanation that answers its actual question. A willing recipient is optional; a proposed trial is not actual feedback.

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