Day 45 · Build your little data help desk

Try: “Make one thing that helps a reader.”

Adult teaching purpose: Complete a chosen categorical question→list/table→bounded interpretation; optional comparative representation componentST02.

1 · Prepare and invite. Offer the ordinary blank table aid or plain paper/spoken directing. Use a safe own fictional dataset or adult-approved willing class question. Keep actual learner-made/directing and adult operation distinct. First held Data A/B stage may be offered separately BEFORE its worked solution; do not show staff keys or reserve sources as practice.

2 · Model a different small example. Model a different paper-badge display: question “star or circle?”, replies star, circle, star, no reply. Build a list, category table star2/circle1, separate no reply1, and a small sign “star had more of the three recorded choices; one reply unavailable”. Say why this can help a decision without proving a whole group's preference.

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3 · Guide one attempt. Review the child's question or use ordinary MODEL3. Check purpose/options, one record per reply, full table and scope. Ask the child to choose one helpful feature: title, category explanation, zero row, source list, count key or no-response note. Adult feedback asks a question first; it need not dictate a layout.

4 · Your own useful turn. Create/direct a small usable sign/table or a read-aloud explanation. Try it on a new question yourself or invite a willing reader to use it. Keep an actual misunderstanding or useful comment if one occurs; otherwise call the next step a test plan. Child chooses one revision. The output may stay private and unfinished; one meaningful decision matters more than a poster quota.

5 · Observe and record. Keep the actual choice, representation, method and meaning before a correction. Distinguish a source fact, child decision, adult reading/scribing/handling and mathematical hint. Observe exact data accounting and a bounded helpful statement. Choose the specific missing component for later ordinary teaching: one variable, category boundary, exact-once list, frequency check or inference limit. A supported revision remains separate from first evidence. If secure, compare two representations for the same data, then identify what neither records. Day50's later capture requires an actual teaching interval, not just the label later.

6 · Teach next and revisit. Choose just the applicable next teaching in step5, on a different ordinary source; then offer a new question after an actual interval. Record what happened rather than completing all branches. Read the three participation choices (../ROUTES.md#day-45); parent offer (../family/home-45.md) is optional. A short useful attempt can replace a long sheet. Full source/rights and curriculum evidence stay in the adult mapping (../curriculum/MAPPING.md) and notice (../legal/NOTICE.md).

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