Day 49 · Solve something useful

Try: “What would help this pretend project?”

Adult teaching purpose: Formulate an additive model; represent, solve, interpret and communicate. AC9M2N06 additive component/N04, not whole multiplicative/money scope.

1 · Prepare and invite. Use C19/C20 or the ordinary model: paper-theatre needs46 invitation slips;18 are ready. Ask how many more. No actual slips, event, recipient or printing are required. Choose a useful pretend project or an adult-approved actual task without budget/private data. Prepare a blank purpose/method/answer aid; do not supply the number sentence before first attempt.

2 · Model a different small example. Model unrelated puzzle-tray task: need25 pieces, have17, need8 more. Form17+?=25 or25−17=?, show17→20(+3)→25(+5),3+5=8. Interpret8 as pieces still needed and check17+8=25. A numeric result without what it counts is incomplete.

3 · Guide one attempt. Together read46 needed/18 ready, choose missing-part or subtraction model and a representation. Counting up18→20(+2)→40(+20)→46(+6)=28 is one possible method. Another46−10−8=28. Check18+28=46. Discuss whether those numbers describe actual supplies or a pretend source.

4 · Your own useful turn. Child chooses a different useful C19/C20 project, tells the question, selects relevant numbers and an own strategy, then makes/directs an answer someone could use. They can change the fictional quantities within one/two-digit teaching range with adult checking. Ask what would still need measuring/permission if the task became real. No successful delivery is invented.

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 selection of needed/have, operation/missing part, strategy and contextual check separately. If joining needed+have, use unrelated10 needed/4 ready physically or in a drawing to name the missing portion. If answer lacks units, ask what would be added. If secure, change one ordinary input and explain which part of the plan changes. Multiplicative and actualmoney modelling remain open work, not a title-based coverage claim.

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-49); parent offer (../family/home-49.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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