Staff guide · select one complete unseen component source

Four families serve different components: F whole/unit/multiple/second representation; W same-whole completion/different-whole size/label/check; T categorical records/frequencies/zero/unknown/scope; V discrete count values/frequencies/zero/unknown/scope. Each has first, later and an unused reserve. Counts or stage names do not make them equivalent tests, a secure bank, an A–E grade or a growth scale.

First responses precede worked models, keys or mathematical cues. Reading all words/facts neutrally, usual communication and exact scribing are access supports. Choosing the operation, partition, category or answer is mathematical help; record it. Ask for wanted support/pacing. Own response spaces stay genuinely empty before use; no filled demonstration is an own attempt.

Actual teaching between attempts

- F: after first evidence, teach an unrelated thirds grouped-set/strip or half/quarter unequal-part example from Days 31–34. Use a new whole/values; check explanation before selecting an unseen later source.
- W: teach an unrelated ten-part banner completion and differently sized halves from Days 33/35. Check why the whole stays named; do not rehearse the held numbers or draft claim.
- T: teach another ordinary music/craft category list with complete records, a real known zero and a separate unknown. Count each once and justify a scoped statement before the later source.
- V: teach another packet-per-item count list, naming one record/value before counting frequencies. Compare a known empty packet with an unavailable packet, then check an unrelated total before later selection.

Record what was actually taught, dates/interval, sources exposed, conditions and wanted support. An unopened reserve remains available; once seen or practised, it is not unseen. Different facts and support can explain later differences; do not infer causal improvement or equated score gains. If no suitable unrelated teaching has occurred, postpone the later stage rather than just relabel two consecutive worksheets first/later.

Supplied held records are fictional. Responses can show interpretation/representation/recording of supplied sources. They do not establish actual physical observation, a personal survey, real sharing/reader use or a full guided investigation. ST03 needs separate actual question/collection/representation/interpretation evidence; ST02 requires its

appropriate graphical/software teaching elsewhere. N02 across ordinary work includes all five specified unit fractions; a single held stage does not clear them all.

Choose only the needed complete source below; keep the other sources/keys closed.

- f-first · Named whole and fraction representation · own aid · full alternative
- f-later · Named whole and fraction representation · own aid · full alternative
- f-reserve · Named whole and fraction representation · own aid · full alternative
- w-first · Same-whole completion and useful repair · own aid · full alternative
- w-later · Same-whole completion and useful repair · own aid · full alternative
- w-reserve · Same-whole completion and useful repair · own aid · full alternative
- t-first · Categorical records and justified table · own aid · full alternative
- t-later · Categorical records and justified table · own aid · full alternative
- t-reserve · Categorical records and justified table · own aid · full alternative
- v-first · Discrete values and frequencies · own aid · full alternative
- v-later · Discrete values and frequencies · own aid · full alternative
- v-reserve · Discrete values and frequencies · own aid · full alternative

Full criteria/keys · Empty evidence record

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