Day 25 · A tiny measuring help desk

Pick a job. Estimate, check, then help it fit.

Useful purpose: Choose a meaningful length, mass or capacity job; use a benchmark and a labelled instrument, with limits of estimates visible.

1 · Find the starting point

Invite the child to choose one attribute learned this week. Hear why the tool fits. Offer additional modelling if zero, increment or net mass remains unclear before a held check.

2 · Prepare a suitable invitation

Choose from safe paper/book fit, familiar light object comparison or small unbreakable jug amount. Adult approves kit/context; no real purchase, waste, travel or bodily information. Retain a genuinely empty own-measurement card and separate staff stage information.

3 · Brief worked model

MODEL paper divider needs a 24 cm edge. My known benchmark is a checked 10 cm strip: about two-and-a-half of those suggests 25 cm. The model reading is 24 cm; the estimate helped choose a tool but was not an exact cut instruction. I will use the measured reading for the fit.

4 · Guided new try

Together say 'question, attribute, benchmark, estimate, tool, reading, decision'. Let the child select the useful parts rather than recite a checklist. Discuss what remains unknown without a real reading.

5 · Own attempt

Carry out or direct one approved job, or interpret a new supplied scenario. Use an empty card; no worked model belongs in its own response fields. Educator may separately select a first held stage after teaching, recording exposure and support.

6 · Observe and respond

Keep independent choices, helper action, estimate, unit and actual reading distinct. A first held result is component evidence under its stated conditions, not whole M02 or Year 3 attainment.

Specific next teaching

Choose the specific unresolved component: another zero alignment, a new marked increment, or a new capacity comparison. If secure, ask when an estimate is enough and when actual measuring is needed.

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Pick a route

1 · Make it fit

Help something fit where you want it.

Choose a familiar safe paper item and space. Estimate with a known strip, measure or direct, then test fit; describe any change needed without hiding a mismatch.

Observe: Real unit/alignment/decision; helper action logged.

Next teaching: Choose an unrelated item and begin without the former model.

Evidence boundary: Observed practical length route.

2 · Readings help a decision

What do these readings let us decide?

MODEL display shelf gap 24 cm; proposed card 26 cm. Explain the 2 cm mismatch and suggest a 22 cm card, leaving 2 cm. State that supplied readings do not prove actual shelf dimensions.

Observe: Comparable units and 2 cm difference; proposal not actual alteration.

Next teaching: Ask for the real local reading/source before making a real item.

Evidence boundary: Supplied practical reasoning only.

3 · Capacity helper

Will the whole amount fit?

Choose safe adult-reviewed containers by known labelled capacity, or MODEL 400 mL and 700 mL containers for a 550 mL target. Explain why 700 mL fits and 400 mL does not.

Observe: Attribute/units/target comparison and stated evidence source.

Next teaching: Change the context and capacity labels, not just repeat the answer.

Evidence boundary: Label interpretation; real pouring only if separately observed.

Ordinary aids and full words · Choose another ordinary day

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