Day 26 · An estimate with a useful clue

Try a quick estimate. What helped you guess?

Useful purpose: Estimate a collection using a known group rather than treating a guess as an exact count.

1 · Find the starting point

Revisit tens/hundreds and reasonable group sizes. Ask what 'about' means and whether an estimate can be checked without shaming a first try.

2 · Prepare a suitable invitation

Offer a safe age-suitable collection of large paper pieces or a supplied description. Adult prevents choking/throwing issues; no public head count, identifiable class survey or collection purchase. Show one known group before revealing the exact total.

3 · Brief worked model

MODEL collection has four visible groups about the size of a known 20-piece group and a smaller loose group. I estimate 80–100 pieces. On checking there are 86. 'About 90' would help prepare enough space; it is not the exact 86-piece count. I keep both records.

4 · Guided new try

Use an unrelated known 10-piece group and a partially shown collection. Ask whether 10,50 or 500 could be sensible and why. Explain what hidden parts keep the result uncertain.

5 · Own attempt

Make a benchmark estimate and a reason before counting/reading the count. Then check and describe whether the estimate was useful for the purpose. No required closeness score.

6 · Observe and respond

Record benchmark, reasonable scale and purpose, not only distance from exact total. If the child sees the answer first, record exposure and choose another collection later.

Specific next teaching

If the child makes an unanchored guess, compare one known group with two groups using new objects. If the estimate is purposeful, hide a small portion and ask what range is still justified.

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Pick a route

1 · Paper-piece estimate

About how many could this be?

Use a safe approved collection; choose a known group size and compare before counting. Count or direct grouping to check, then say which estimate would be useful for preparing storage.

Observe: Benchmark and order of estimate-before-count; true count separately.

Next teaching: Try a new collection with another benchmark.

Evidence boundary: Own estimation/counting/directing; exact outcome not predetermined.

2 · Hidden corner

What could be in the part we cannot see?

MODEL: three known groups of 15 pieces are visible; one similar-size group is partly hidden. Estimate around 60, but state the unseen count is unknown. Do not write 60 as an observed total.

Observe: Visible 45 and justified uncertain estimate.

Next teaching: Use an unrelated partly described collection with an explicitly empty unknown field.

Evidence boundary: Supplied partial-information reasoning.

3 · Storage proposal

Which count sounds possible?

MODEL: a known 25-piece pile fits one small square; another collection fills about four such squares. Compare estimates 10,100 and 1000 and choose 100 with a reason, not an exact count claim.

Observe: Scale/benchmark connection and uncertainty.

Next teaching: Ask what would be needed to establish the exact count.

Evidence boundary: Model estimate only.

Ordinary aids and full words · Choose another ordinary day

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