Day 29 · A plan worth checking

Choose a small job. What would help it work?

Useful purpose: Combine metric interpretation, estimate, calculation and a useful decision without pretending a plan is a performed project.

1 · Find the starting point

Ask the child to identify their strongest measurement attribute and one check they want to use. Reteach a specific gap before increasing the task load.

2 · Prepare a suitable invitation

Offer a safe paper/display job, labelled container decision or light object packing model. Adult reviews any real activity separately. Keep worked models separate from genuinely empty own cards; no spending/travel obligation.

3 · Brief worked model

MODEL display border has two supplied lengths 145 cm and 168 cm. Total 313 cm; estimate 150 + 170 about 320 cm. A 300 cm roll is 13 cm short, so I need another choice. My paper decision is useful, but I have not measured a real display or installed a border.

4 · Guided new try

Together identify question, evidence source, units, estimate, operation and meaning of the answer. Ask what would need real checking before making the project.

5 · Own attempt

Choose one route. Explain what is known, what you propose and what still needs checking. Use a blank card and your usual communication; a tiny complete decision is better than a page copied from the model.

6 · Observe and respond

Collect connected choices and a reasoned check, with source/support/action boundaries. Do not give full modelling achievement because a child follows a supplied equation.

Specific next teaching

If purpose and operation drift apart, use one new decision with two clearly named parts. If connected, give a different attribute or partially missing local source and ask what information is needed.

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Pick a route

1 · Paper job you care about

Make a little plan that would help.

Choose a safe familiar fit/storage job. Obtain or request a real labelled reading if appropriate; otherwise label model values. Estimate, calculate or compare and make one useful decision.

Observe: Question/evidence/unit/check/decision connected; actual action separate.

Next teaching: Ask for one missing piece of evidence before attempting any real making.

Evidence boundary: Own plan or observed action with explicit labels.

2 · Packing-room proposal

Will this limit work?

MODEL two paper bundles 185 g and 236 g; empty box 70 g; limit 500 g including box. Total 491 g,9 g below limit. Explain why omitting the box gives the wrong decision and why a real packing job needs a real reading.

Observe: All parts,491 g and 9 g margin; source limit supplied.

Next teaching: Change the box and limit for an unrelated problem.

Evidence boundary: Fictional logistics decision, not postal compliance.

3 · Water station plan

Which choice meets the target?

MODEL two needs 250 mL and 375 mL; total 625 mL. Choose a labelled 750 mL capacity container instead of 600 mL; explain estimate around 600–700 and what remains untested.

Observe: 625 mL/adequate capacity/qualified plan.

Next teaching: Try new labels without the former worked values.

Evidence boundary: Fictional practical modelling; no drinks/medical prescription.

Ordinary aids and full words · Choose another ordinary day

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