

ESTIMATE THEN MEASURE A CLASSROOM DESK

- 1 Look at the desk and think of something you know like your waist height.
- 2 Say your estimate out loud using centimetres.
- 3 Choose the metre stick and measure the length.
- 4 See how close your estimate was to the measured length.

 WARM-UP

Write each value on its ruled line.

1. Write the desk estimate 60 cm on the first line
2. Write the desk measure 65 cm on the second line
3. Write how many cm out 5 cm on the third line

Desk estimate: _____

Desk measured:

How many cm out:

PRACTICE

- 1** In the classroom you look at the desk and guess it might be about **60 cm** long before using the metre stick.

Estimate the desk length then measure it.

- 2 You pick up the lunchbox and guess it feels about **400 g** before putting it on the scales.

Estimate the lunchbox weight then measure it.

- 3 You look at the mug and guess it holds about **250 ml** before pouring water to the top.

Estimate the mug capacity then measure it.

- 4 Standing at the door you guess the room is about **5 m** wide before using the long tape.

Estimate the classroom width then measure it.

ALWAYS, SOMETIMES, NEVER

Always, sometimes or never true? Write A, S or N.

- a. You must make a sensible guess before measuring any classroom item. ☐
- b. Your estimate will always be exactly the same as the measured value. ☐
- c. You choose a metre stick for long items and a small ruler for tiny ones. ☐
- d. You can estimate length, weight or capacity in the classroom. ☐

REFLECT When you estimated before measuring, were you usually close? What helped?