

1

Estimate, then measure

Pairs guess how many blocks long the bookshelf will be and write the guess down, then measure it end to end with no gaps, count and compare the two numbers.

"How many blocks long do you think the bookshelf is? Write it down first."

"How close was your guess? Say the answer with the unit, not just the number."

2

Check a partner's row

One student measures the windowsill while the other watches, then they swap and check the row for gaps, for overlaps and for whether the first unit started at the end, before either of them writes a number down.

"Check your partner's units. Are there any gaps or overlaps?"

"Where did the first unit start? Does the count need fixing?"

3

Measure the room

Groups measure the reading table, the bookshelf and the windowsill, using one kind of unit for the whole list, and record each result with the unit named. Nobody writes a number down until someone else in the group has checked the row.

"Use the same unit for every object on your list. Why does that matter?"

"Has someone checked your row before you write the number down?"

4

Overlapping on purpose

Measure an object in front of the class with each unit sitting partly on top of the one before it, and announce the count. The row looks neat and the number is wrong.

"My units are all touching. Is my count right, or is it too small?"

"Which part of the object has been counted twice?"