Estimation exploration (2+ children)

Equipment needed

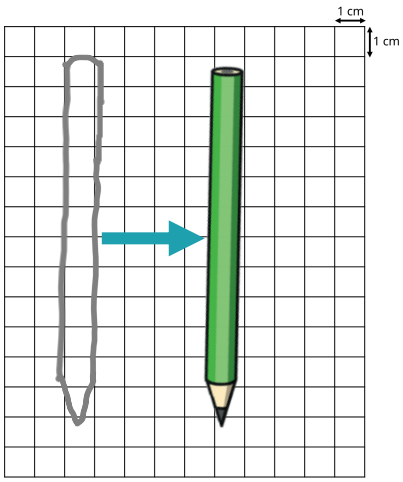
- Small everyday objects (classroom or outdoor)
- Squared centimetre paper
- Sentence stems

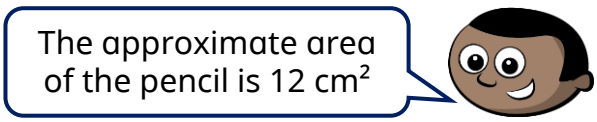
Instructions

1. All children investigating take a piece of squared centimetre paper.

2. Within the classroom or outside, look around and collect a range of different objects which fit on the squared centimetre paper. (For example, a rubber, a pencil, a leaf or a pair of scissors.)

3. Place an object on the squared paper and trace around its outline.
   Remove the object and write the approximate area of the object by counting the number of whole and half squares that are covered by the object.





   (Top tip – Cross out or mark the squares as you count them.)

4. Say the estimated area of the object using the sentence stem, *"The approximate area of the _____ is ____ cm²"* and discuss the area altogether as a group.

5. Continue to find and discuss the approximate areas of various objects altogether as a group. What strategies do you use to estimate the area of each object?

Which objects' area were the easiest to estimate? Why?

What happens when estimating the area of rectilinear shapes or non-rectilinear shapes?

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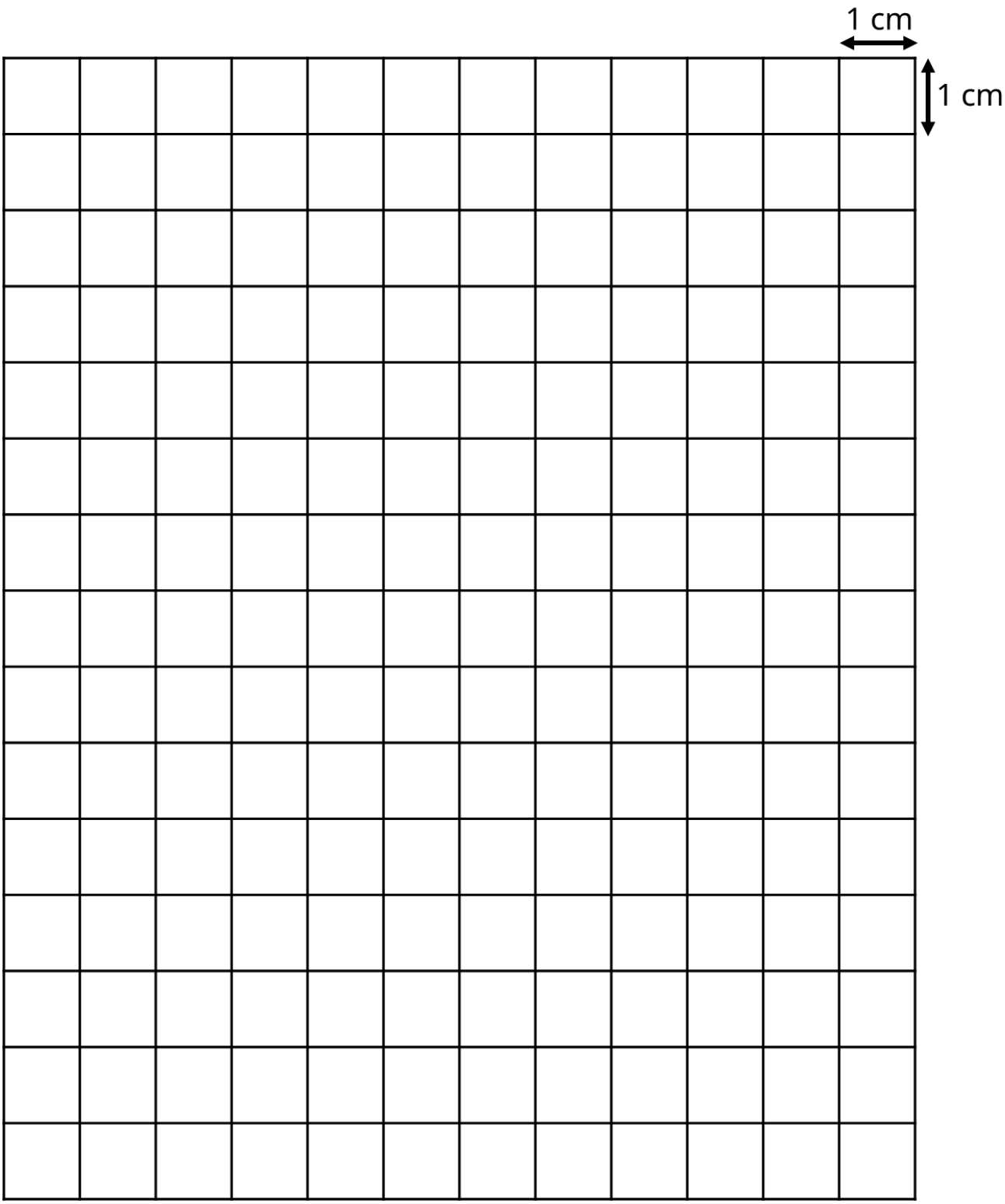
Printable squared centimetre paper (not to scale)



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Printable sentence stems

The approximate area of the _____ is ____ cm^2

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