

## MATH

**Estimation Experts**

A jar full of conversation hearts is just the thing to motivate a math lesson on estimation and counting skills.

- ③ Fill a clear jar with candy hearts. Give each child a record sheet. (See sample, right.) Ask children to estimate how many hearts are in the jar and to record their guess in the first space.
- ③ Take out about  $\frac{1}{4}$  of the candies (leaving the jar about  $\frac{3}{4}$  full) and count them with children. Put the candy back in the jar and let children revise their estimates if they wish.
- ③ Repeat this procedure two more times. The last time, you will be removing about  $\frac{3}{4}$  of the candy hearts, counting them, and putting them back in.
- ③ Conclude by counting all of the hearts in the jar. Let children compare each of their estimates with the actual number of hearts. *Which was their best? How close were they?* Encourage children to explain how they revised their estimates. Help them understand that estimates are not just random guesses. The more information they have about something, the better their estimates can be.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Estimation Experts**

Estimate 1: \_\_\_\_\_ hearts

Estimate 2: \_\_\_\_\_ hearts

Estimate 3: \_\_\_\_\_ hearts

Estimate 4: \_\_\_\_\_ hearts

 Estimate  
**1 2 3 4**  
 was my best!  
(circle one)   
 I guessed \_\_\_\_\_ hearts  
 too many/too few.

**Teacher Share**

SOCIAL STUDIES, LANGUAGE ARTS

**Compliment Hearts**

**E**xplore concepts of friendship by making collaborative cards that children will read again and again.

- ③ Let children each use a heart template to trace and cut out a large heart. Ask children to write their names in the center of the heart.
- ③ Have children place their hearts on their desks, along with a few markers or colored pencils. Let children rotate to each classmate's desk and write a compliment on that child's heart.

By the end of this activity, each child will have a heart full of compliments—and a big boost in self-esteem!

*Deirdre Parkhurst*

