Source-led community learning and observation

NAME	DATE

1 **Activity · Work with your teacher**

Estimate first, then measure: how many of your paces long is the fence?

Source-led community learning and observation

1. Did it: estimates in paces, measures and counts, and says that a person with longer paces counts fewer of them. Recorded as taught; not scored.

Practice / supporting evidence: A teacher-led, community-source activity is recorded descriptively, never as an automatic cultural or mathematical pass/fail score.

Teacher procedure · Question 1

1. Before: share how First Nations, Métis or Inuit people estimated length and distance on the land, from a local community or from the APLC Grade 2 Measurement planning resource (aplc.ca), which tells how the Ojibwe of Fort William First Nation spoke of distance.
2. Go outside. Choose a fence or a wall about 10 metres long.
3. Say: "Estimate how many of your paces long it is. Then measure it and count."
4. Ask two children of different sizes to compare their counts. Say: "Why are your counts different?"

Record: Estimate and count, in paces

Did it: estimates in paces, measures and counts, and says that a person with longer paces counts fewer of them. Recorded as taught; not scored.