1. If your student is multiplying 3472 times 259 and she gets 89,248 as an answer, how can you, by using estimation, know right away that there must be a mistake somewhere? What is the error?

2. As a group, without multiplying decide whether $19,876 \cdot 43$ or $419,875 \cdot 44$ is greater.

3. Give several examples from real-world situations where an estimate, rather than an exact answer, is close enough.

4. What is the difference between mental mathematics and computational estimation? Give an example of a situation where these two skills would complement each other.