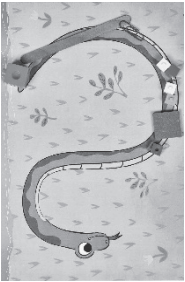





Measuring Length Behaviours/Strategies			
<p>Student uses a random assortment of items/units to measure the snake.</p> 	<p>Student places items along the length of the snake but leaves gaps or makes overlaps.</p> 	<p>Student chooses an item that doesn't accommodate the curves of the snake.</p> 	
Observations/Documentation			
<p>Student chooses an item that accommodates the curves of the snake and makes a good measure.</p> 			
<p>Student believes that the longer the unit, the higher the count and/or the shorter the unit, the lower the count.</p>		<p>Student realizes that when the unit of measure is longer, fewer items will be needed.</p>	
Observations/Documentation			