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| **Measuring Passage of Time Behaviours/Strategies** |
| Student has difficulty accurately predicting which activity will take the longest. | Student starts the timer before or after partner starts the activity. | Student flips the timer but loses track of the number of times it was flipped. |
| **Observations/Documentation** |
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| Student thinks the time it takes to do an activity should be the same for everyone. | Student measures the passage of time but has difficulty using measurement language when describing the results. | Student measures and compares the passage of time and uses appropriate language to describe the results. |
| **Observations/Documentation** |
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