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| **Describing Duration of Time Behaviours/Strategies** |
| 1. Student has difficulty accurately predicting which activity will take the longest. | 2. Student starts the timer before or after partner starts the activity. | 3. Student flips the timer but loses track of the number of times it was flipped. |
| **Observations/Documentation** |
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| 4. Student thinks the time it takes to do an activity should be the same for everyone. | 5. Student measures the duration of time but has difficulty using measurement language when describing the results. | 6. Student measures and compares the duration of time and uses appropriate language to describe the results. |
| **Observations/Documentation** |
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