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| **Time and Temperature Measurement** **Behaviours/Strategies** | | | |
| 1. Student chooses a card, but   cannot read the days of the week  or months of the year on the  calendar. | 1. Student chooses a clue card, but   struggles to say the number name sequence starting with 1 and counting forward.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m03_a18_t01_blm.jp | 1. Student reads the days/months on the calendar, but struggles with the use of ordinal numbers in context.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m03_a18_t02_blm.jp | 1. Student understands the use of   ordinal numbers in context, but  relies on a calendar to match  cards. |
| **Observations/Documentation** | | | |
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| 1. Student explores measurement of non-visible attributes (time), but struggles to skip-count by 5s.   “5, 10, 20, 30” | 1. Student explores measurement   of non-visible attributes (time),  but mixes up the hour and minute  hands on the analogue clock.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m03_a18_t03_blm.jp | 1. Student explores measurement of non-visible attributes (temperature), but does not know how much of a thermometer should be coloured.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m03_a18_t04_blm.jp | 1. Student understands the relationship of units of time   (e.g., days and weeks, months and years), and successfully explores measurement of non-visible attributes (time, temperature). |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can read and identify the days of the week.  **(Activities 13, 18)** |  |  |  |  |  |  |  |  |  |
| Student can use ordinal numbers to identify a day in the month/month in the year.  **(Activity 13, 14, 18)** |  |  |  |  |  |  |  |  |  |
| Student understands the relationship of days and weeks.  **(Activities 13, 18)** |  |  |  |  |  |  |  |  |  |
| Student understands the relationship of months and years.  **(Activities 14, 18)** |  |  |  |  |  |  |  |  |  |
| Student can say the months of the year in order.  **(Activities 14, 18)** |  |  |  |  |  |  |  |  |  |
| Student can use a pendulum to measure time intervals.  **(Activity 15)** |  |  |  |  |  |  |  |  |  |
| Student can tell and write time to the quarter-hour on analogue and digital clocks.  **(Activity 16, 18)** |  |  |  |  |  |  |  |  |  |
| Student can relate a temperature to the level of liquid in a thermometer.  **(Activities 17, 18)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Reads and identifies the days of the week.  **(Activities 13, 18)** |  |  |  |
| Uses ordinal numbers to identify a day in the month/month in the year.  **(Activity 13, 14, 18)** |  |  |  |
| Understands the relationship of days and weeks.  **(Activities 13, 18)** |  |  |  |
| Understands the relationship of months and years.  **(Activities 14, 18)** |  |  |  |
| Says the months of the year in order.  **(Activities 14, 18)** |  |  |  |
| Uses a pendulum to measure time intervals.  **(Activity 15)** |  |  |  |
| Tells and writes time to the quarter-hour on analogue and digital clocks.  **(Activity 16, 18)** |  |  |  |
| Relates a temperature to the level of liquid in a thermometer.  **(Activities 17, 18)** |  |  |  |

Strengths:

Next Steps: