

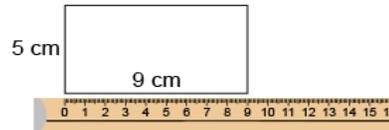
# Activity 10 Assessment Consolidation

## Measuring Length and Perimeter

Uses benchmarks to estimate in standard units (m, cm, mm)

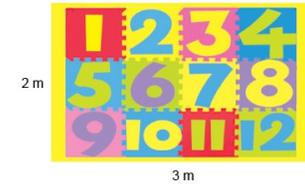
"I used a big step as a referent for one metre. The classroom is about 7 big steps, or 7 m wide. Its perimeter is about 30 big steps, or 30 m."

Measures using standard units (m, cm, mm)



"The perimeter is 28 cm."

Selects and uses appropriate standard units



"I would use m because cm and mm are too small. The perimeter is 10 m because  $3 + 2 + 3 + 2 = 10$ ."

## Observations/Documentation

# Activity 10 Assessment Consolidation

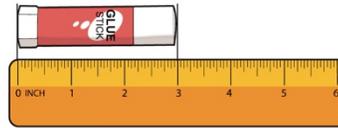
## Measuring Length and Perimeter (con't)

Relates standard units of length  
(1 m = 100 cm, 1 cm = 10 mm, 1 m = 1000 mm)



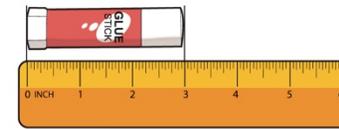
“The door has a perimeter of 8 m.  
Since 1 m = 100 cm, 8 m = 800 cm.  
Since 1 m = 1000 mm, 8 m = 8000 mm.”

Measures using imperial units (inch, foot, yard)



“The glue stick is 3 inches long.”

Flexibly approximates conversions among imperial units and between metric and imperial units



“There are about 2 cm in 1 inch.  
So, 3 inches is about  $3 \times 2$  cm, or 6 cm.  
The glue stick is about 6 cm long.”

## Observations/Documentation