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| **Measuring Length and Perimeter** |
| Uses non-standard units to measure“The rectangle is 5 paper clips long. Its perimeter is 16 paper clips.” | Uses standard-sized items to measure“The rectangle is 17 centicubes long. Its perimeter is 54 centicubes.” | Uses benchmarks to estimate in standard units (m, cm) “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)“The perimeter is 28 cm.” |
| **Observations/Documentation** |
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| **Measuring Length and Perimeter (con’t)** |
| Selects and uses appropriate standard units“I would use m because mm and cm are too small. The length of string I wound around the edge is 10 m. So, the perimeter is 10 m. | Relates standard units of length (1 m = 100 cm) “The door has a perimeter of 8 m. Since 1 m = 100 cm, 8 m = 800 cm.” | Uses smaller units to give more accurate measures“The pen is between 13 cm and 14 cm long. If I use mm, I can be more accurate: 137 mm.” | Compares using standard units“Rectangle: 5 + 16 + 5 + 16 = 42 cmThree-quarter circle: 6 + 6 + 30 = 42 cmThe perimeters are the same.” |
| **Observations/Documentation** |
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| **Time and Measurement Relationships** |
| Uses standard units to measure passage of time“I used a stopwatch.Recess lasts 20 minutes.I used a watch.Kayla ran 50 m in 7 seconds.” | Selects and uses appropriate unit to measure time“I would measure a school day in hours, the time to walk to the library in minutes, and the blink of an eye in seconds.” | Reads time on an analogue and digital clock“It is 10 minutes after 9.” | Understands relationships among time units “1 hour is 60 minutes.So, 2 hours is 120 minutes.1 minute is 60 seconds.So, 2 minutes is 120 seconds.” |
| **Observations/Documentation** |
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