

# Activity 2 Assessment

## Relating Millimetres, Centimetres, Metres, and Kilometres

### 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

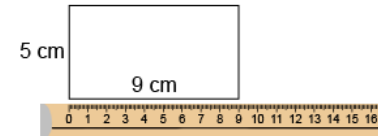


"The rectangle is 17 centicubes long.  
Its perimeter is 54 centicubes."

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."

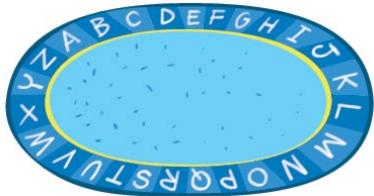
### Observations/Documentation

# Activity 2 Assessment

## Relating Millimetres, Centimetres, Metres, and Kilometres

### 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)

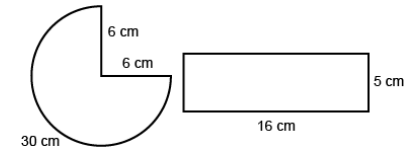


"The door has a perimeter of 8 m. Since 1 m = 100 cm, 8 m = 800 cm."

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:  
 $5 + 16 + 5 + 16 = 42$  cm  
 Three-quarter circle:  
 $6 + 6 + 30 = 42$  cm  
 The perimeters are the same."

### Observations/Documentation