

Activity 8 Assessment Consolidation

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

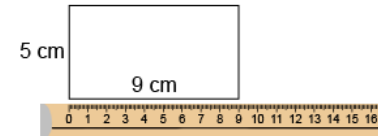


“The rectangle is 17 centicubes long.
Its perimeter is 54 centicubes.”

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)



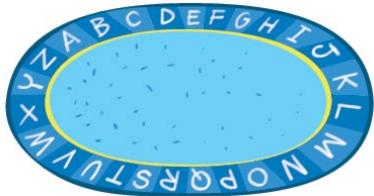
“The perimeter is 28 cm.”

Observations/Documentation

Activity 8 Assessment Consolidation

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)

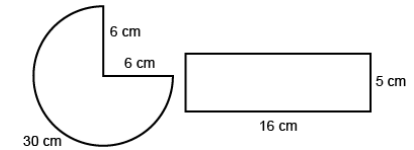


"The door has a perimeter of 8 m. Since 1 m = 100 cm, 8 m = 800 cm."

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

Activity 8 Assessment Consolidation

| Time and Measurement Relationships | | | |
|--|--|---|--|
| <p>Uses standard units to measure passage of time</p> <p>“I used a stopwatch. Recess lasts 20 minutes. I used a watch. Kayla ran 50 m in 7 seconds.”</p> | <p>Selects and uses appropriate unit to measure time</p> <p>“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.”</p> | <p>Reads time on an analogue and digital clock</p>  <p>“It is 10 minutes after 9.”</p> | <p>Understands relationships among time units</p> <p>“1 hour is 60 minutes. So, 2 hours is 120 minutes. 1 minute is 60 seconds. So, 2 minutes is 120 seconds.”</p> |
| Observations/Documentation | | | |
| | | | |