Activity 2 Assessment
Measuring Length in Different Units

| Investigating Length |  |  |
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| Identifies which metric unit should be used to measure the length of an object. <br> "I would measure the length I walk everyday using kilometres and the length of a pencil using centimetres." | Uses benchmarks to estimate length using metric units, then measures to check. <br>  <br> 1 cm <br> "A finger width is about 1 cm . <br> I estimated that a new pencil is about 18 cm long. The pencil measured 19 cm ." | Chooses an appropriate metric unit to estimate and measure the length of objects and explains reasoning. <br> "I would use metres to measure the height of the door because I know the height of the door is longer than its width, which is about 1 metre." |
| Observations/Documentation |  |  |
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Activity 2 Assessment
Measuring Length in Different Units

| Investigating Length (cont'd) |  |  |
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| Explains the relationships among millimetres, centimetres, metres, and kilometres and converts between units. <br> "I know that $1 \mathrm{dm}=10 \mathrm{~cm}$. So, if my arm is 6 dm long, then I know that my arm is also 60 cm and 0.6 m long." | Compares and orders objects by length when measures are given in different units. <br> "I converted the height of each object to centimetres: $12 \div 10=1.2$ and $0.64 \times 100=64$. The order from tallest to shortest is: number cube (1.2 cm), domino (5 cm), table (64 cm)." | Flexibly solves problems in various contexts where measures of length are given in different units. <br> A person must be at least 137 cm tall to go on a ride. Jamal is 1.4 m tall. Would Jamal be allowed on the ride? <br> "I know there are 100 cm in 1 m , so $1.4 \mathrm{~m}=100$ $\mathrm{cm}+40 \mathrm{~cm}$, or 140 cm . Since $140 \mathrm{~cm}>137 \mathrm{~cm}$, Jamal can go on the ride." |
| Observations/Documentation |  |  |
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