Investigating Length			
Identifies which metric unit should be used to measure the length of an object.	Uses benchmarks to estimate length using metric units, then measures to check.	Chooses an appropriate metric unit to estimate and measure the length of objects and explains reasoning.	
"I would measure the length I walk everyday using kilometres and the length of a pencil using centimetres."		"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."	
	1 cm		
	"A finger width is about 1 cm. I estimated that a new pencil is about 18 cm long. The pencil measured 19 cm."		
Observations/Documentation			

## Measurement

## Activity 2 Assessment Measuring Length in Different Units

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