

Activity 2 Assessment

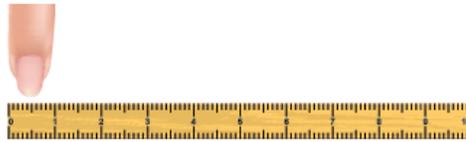
Measuring Length in Different Units

Investigating Length

Identifies which metric unit should be used to measure the length of an object.

"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.



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."

Chooses an appropriate metric unit to estimate and measure the length of objects and explains reasoning.

"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

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.

"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."

Compares and orders objects by length when measures are given in different units.



$h = 5 \text{ cm}$



$h = 12 \text{ mm}$



$h = 0.64 \text{ m}$

"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.

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 $1.4 \text{ m} = 100 \text{ cm} + 40 \text{ cm}$, or 140 cm. Since $140 \text{ cm} > 137 \text{ cm}$, Jamal can go on the ride."

Observations/Documentation