

## Activity 2 Assessment

### Measuring Length in Different Units

Investigating Length		
<p>Identifies which metric unit (mm, cm, or m) should be used to measure the length of an object.</p> <p>A cm is the width of my finger. The thickness of a nickel is much less than 1 cm, so I would use millimetres to measure it.”</p>	<p>Uses benchmarks to estimate and measure length using metric units.</p> <p>“The paper clip is a little more than two fingertips long, so I estimate its length to be about 2 cm. I measured to check. It was about 2.5 cm long.”</p>	<p>Chooses an appropriate metric unit to estimate and measure lengths of objects and explains reasoning.</p> <p>A kangaroo can jump 750 cm in one leap.</p> <p>“To measure the length of the kangaroo’s jump, I would use metres because I can picture the length being between 7 and 8 metre sticks long.”</p>
Observations/Documentation		

## Activity 2 Assessment

### Measuring Length in Different Units

Investigating Length (cont'd)		
<p>Explains the relationships among mm, cm, m, and km and converts length measures.</p> <p>A kangaroo can jump 750 cm in one leap.</p> <p>“100 cm = 1 m; <math>750 \div 100 = 7.5</math>, so 750 cm = 7.5 m; 1 cm = 10 mm; <math>750 \times 10 = 7500</math>, so 750 cm = 7500 mm. I would give the length of the jump in metres as it is more reasonable.”</p>	<p>Compares and orders lengths when measures are given in different units.</p> <p>Lengths of jumps of different animals: Rabbit: 3000 mm Red Kangaroo: 12.2 m Chipmunk: 690 cm</p> <p>“I would convert the lengths to metres: <math>3000 \text{ mm} = 3 \text{ m}</math> and <math>690 \text{ cm} = 6.9 \text{ m}</math>. The animals ordered from longest to shortest jump: rabbit, 3 m; chipmunk, 6.9 m; red kangaroo, 12.2 m.”</p>	<p>Flexibly uses the relationships among metric units to estimate, measure, and solve problems involving length.</p> <p>Dakota buys a spool of 200 m of fishing line. Dakota uses 950 cm of the line. How much line is left on the spool?</p> <p>“I convert 950 cm to metres. <math>1 \text{ m} = 100 \text{ cm}</math> and <math>950 \div 100 = 9.5</math>. Dakota used 9.5 m of fishing line. So, there is <math>200 \text{ m} - 9.5 \text{ m} = 190.5 \text{ m}</math> of line left on the spool.”</p>
Observations/Documentation		