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| **Measuring Length Behaviours/Strategies** |
| Student uses a random assortment of items/units to measure the snake.  | Student places items along the length of the snake but leaves gaps or makes overlaps.  | Student chooses an item that doesn’t accommodate the curves of the snake.  |
| **Observations/Documentation** |
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| Student chooses an item that accommodates the curves of the snake and makes a good measure. | Student believes that the longer the unit, the higher the count and/or the shorter the unit, the lower the count.  | Student realizes that when the unit of measure is longer, fewer items will be needed. |
| **Observations/Documentation** |
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