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| **Telling Time to the Hour and Half-Hour Behaviours/Strategies** | | |
| 1. Student explores measurement of non-visible   attributes (time), but does not realize that each number on the analogue clock represents 5 minutes. | 1. Student explores measurement of non-visible   attributes (time), but struggles to skip-count by 5s.  “5, 10, 20, 30” | 1. Student explores measurement of non-visible   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a06_t01_blm.jpattributes (time), but mixes up the hour and  minute hands on the analogue clock. |
| **Observations/Documentation** | | |
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| 1. Student explores measurement of non-visible   attributes (time), but struggles to read time on  a digital clock.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a06_t02_blm.jp | 1. Student explores measurement of non-visible   attributes (time), but struggles to explain  thinking. | 1. Student successfully explores measurement of   non-visible attributes (time) and reads time to  the hour and half-hour on analogue and digital  clocks. |
| **Observations/Documentation** | | |
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