|  |
| --- |
| **Using Standard Units to Estimate, Measure, and Compare Area** |
| Uses non-standard units to measure“Its area is 8 Colour Tiles.” | Uses standard-sized items to measure “Its area is 50 square centimetres.”  | Uses partial units to get more precise measure “6 whole squares and 4 half squares. Area is 8 square centimetres.” | Measures using multiple copies of a unit “I skip-counted by 10 five times: 10, 20, 30, 40, 50.Area is 50 square centimetres.” |
| **Observations/Documentation** |
|  |  |  |  |

|  |
| --- |
| **Using Standard Units to Estimate, Measure, and Compare Area (con’t)** |
| Measures using intermediary shape (e.g., shape whose area is known)“Each rectangle has area 50 square centimetres, so the area of the square is 100 square centimetres.” | Uses benchmarks to estimate in standard units “Area of hand: about 100 square centimetres. The card is a bit bigger, so I estimate 125 square centimetres.” | Selects and uses appropriate standard units “I would use square metres to measure the area of the floor because it is much bigger than a square made from metre sticks.” | Compares using standard units“The rectangle: 10 square centimetres is bigger than 6 square centimetres.” |
|  |
|  |  |  |  |

|  |
| --- |
| **Relationships in Area, Mass, and Capacity** |
| Measures using different non-standard units for area, mass, and capacity“I covered the shape with big squares, then with small squares.” | Uses the relationship between non-standard units to explain measures“The bigger the cube, the fewer I needed to fill the milk carton.The smaller the square, the more I needed to cover the shape.” | Uses conservation of area and mass to predict measures“I reshaped the modelling clay and its mass didn’t change. It was 375 g both times.” | Flexibly uses the relationships among measurement units“375 g is less than 1 kg because 1 kg is 1000 g.” |
| **Observations/Documentation** |
|  |  |  |  |