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| **Estimating, Measuring, and Comparing Length Behaviours/Strategies** |
| 1. Student estimates objects by

length with non-standard units,but estimates are very large or very small.“About 100 cubes!” | 1. Student measures objects by

length by iterating a single non-standard unit, but there are manygaps or overlaps. | 1. Student measures objects by

length by iterating a single non-standard unit, but has difficultytracking the length of the cubewhile measuring. | 1. Student measures objects by

length by iterating a single non-standard unit, but has difficultykeeping track of the count.“I forget how many times I movedthe cube.” |
| **Observations/Documentation** |
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| 1. Student measures objects by

length by iterating a single non-standard unit, but forgets toinclude the unit when stating themeasure.“It is 5 long.” | 1. Student measures objects by

length by iterating a single non-standard unit, but gives the length as a whole number and ignores the leftover amount.“It is 5 cubes long.” | 1. Student successfully estimates

and measures objects by lengthby iterating a single non-standardunit, but struggles to comparelengths.“I’m not sure which is longer.” | 1. Student successfully estimates,

measures, and compares objectsby length by iterating a single non-standard unit.“My hand is longer. It is a littlemore than 6 cubes long.” |
| **Observations/Documentation** |
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