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| **Measuring Time Intervals Behaviours/Strategies** | | |
| 1. Student explores measurement of non-visible   attributes (time), but starts the pendulum  before or after partner starts the activity. | 1. Student starts the pendulum, but struggles to   say the number name sequence starting with 1 and counting forward.  “1, 2, 3, 5, 6, 8, 9” | 1. Student explores measurement of non-visible   attributes (time), but when counting pendulum  swings, loses track of the count.  “I forget what swing I am at.” |
| **Observations/Documentation** | | |
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| 1. Student explores measurement of non-visible   attributes (time), but thinks the time it takes to  do an activity should be the same for everyone.  “It took 8 swings for me to do the activity.  It should take everyone 8 swings.” | 1. Student explores measurement of non-visible   attributes (time), but struggles to determine  which activity took the longest.  “8 swings, 15 swings, 12 swings, 14 swings,  20 swings, 11 swings. How do I know which  activity took the longest?” | 1. Student successfully explores measurement of   non-visible attributes (time) and determines  which activity took the longest. |
| **Observations/Documentation** | | |
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