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| **Measuring Time Intervals Behaviours/Strategies** |
| 1. Student explores measurement of non-visible

attributes (time), but starts the pendulumbefore 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 pendulumswings, 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 todo 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 determinewhich activity took the longest.“8 swings, 15 swings, 12 swings, 14 swings,20 swings, 11 swings. How do I know whichactivity took the longest?” | 1. Student successfully explores measurement of

non-visible attributes (time) and determineswhich activity took the longest. |
| **Observations/Documentation** |
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