|  |
| --- |
| **Time and Temperature Measurement** **Behaviours/Strategies** |
| 1. Student chooses a card, but

cannot read the days of the weekor months of the year on thecalendar. | 1. Student chooses a clue card, but

struggles to say the number name sequence starting with 1 and counting forward.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m03_a18_t01_blm.jp | 1. Student reads the days/months on the calendar, but struggles with the use of ordinal numbers in context.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m03_a18_t02_blm.jp | 1. Student understands the use of

ordinal numbers in context, butrelies on a calendar to matchcards. |
| **Observations/Documentation** |
|  |  |  |  |
| 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 attributes (time),but mixes up the hour and minutehands on the analogue clock.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m03_a18_t03_blm.jp | 1. Student explores measurement of non-visible attributes (temperature), but does not know how much of a thermometer should be coloured.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m03_a18_t04_blm.jp | 1. Student understands the relationship of units of time

(e.g., days and weeks, months and years), and successfully explores measurement of non-visible attributes (time, temperature). |
| **Observations/Documentation** |
|  |  |  |  |

|  |  |
| --- | --- |
| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can read and identify the days of the week.**(Activities 13, 18)** |  |  |  |  |  |  |  |  |  |
| Student can use ordinal numbers to identify a day in the month/month in the year.**(Activity 13, 14, 18)** |  |  |  |  |  |  |  |  |  |
| Student understands the relationship of days and weeks.**(Activities 13, 18)** |  |  |  |  |  |  |  |  |  |
| Student understands the relationship of months and years.**(Activities 14, 18)** |  |  |  |  |  |  |  |  |  |
| Student can say the months of the year in order.**(Activities 14, 18)** |  |  |  |  |  |  |  |  |  |
| Student can use a pendulum to measure time intervals.**(Activity 15)** |  |  |  |  |  |  |  |  |  |
| Student can tell and write time to the quarter-hour on analogue and digital clocks. **(Activity 16, 18)** |  |  |  |  |  |  |  |  |  |
| Student can relate a temperature to the level of liquid in a thermometer. **(Activities 17, 18)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Observed** | **Sometimes** | **Consistently** |
| Reads and identifies the days of the week.**(Activities 13, 18)** |  |  |  |
| Uses ordinal numbers to identify a day in the month/month in the year.**(Activity 13, 14, 18)** |  |  |  |
| Understands the relationship of days and weeks.**(Activities 13, 18)** |  |  |  |
| Understands the relationship of months and years.**(Activities 14, 18)** |  |  |  |
| Says the months of the year in order. **(Activities 14, 18)** |  |  |  |
| Uses a pendulum to measure time intervals.**(Activity 15)** |  |  |  |
| Tells and writes time to the quarter-hour on analogue and digital clocks. **(Activity 16, 18)** |  |  |  |
| Relates a temperature to the level of liquid in a thermometer. **(Activities 17, 18)** |  |  |  |

Strengths:

Next Steps: