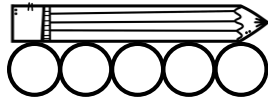


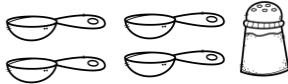
MEASUREMENT SENSE— SET 3

- A** The students use numbers and a non-standard unit to quantify the attribute that is being measured.



Correct
The pencil is 5 circles long.

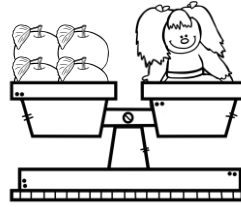
Incorrect
The pencil is lots of circles long



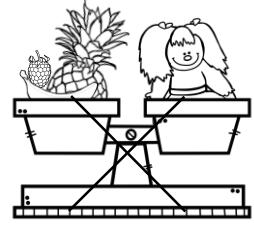
Correct
I can fit 4 spoons of salt in the shaker.

Incorrect
I put 4 of the salts in the shaker.

- C** They also understand that when measuring the unit needs to stay the same.



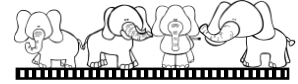
Correct
The doll weighs the same as 4 apples



Incorrect
The doll weighs the same as 3 different fruit.



Correct
The strip is 4 elephants long.



Incorrect
The strip is 4 (different sized different positioned) elephants long.

- D** They also understand that, when measuring length or area, they cannot leave gaps or create overlaps as they repeatedly place the measuring unit to mark out the total length or area.



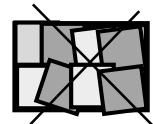
Correct
The line is 5 crayons long.



Incorrect
The line is 4 crayons long.



Correct
The rectangle fits 6 squares



Incorrect
The rectangle fits 8 squares