



Content Correlation Chart

Episode 6 – Anything with Anything

| Major Concepts | Grades | Measurement |
|--|--------|--|
| 1. Measuring using nets on standard units 2. Developing a sense of area 3. Comparing objects using measurable attributes 4. Comparing objects using non-standard measurements 5. Investigating the relationship between the size of a unit and the number of units needed to measure the length of an object | 1 | <ul style="list-style-type: none"> • Demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring (Sample problem: Measure the length of your desk in different ways; for example, by using several different non-standard units or by starting measurements from opposite ends of the desk. Discuss your findings.) • Estimate, measure (i.e., by placing non-standard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances (e.g., a book is about 10 paper clips wide; a pencil is about 3 toothpicks long) • Construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units (e.g., footprints on cash register tape or on connecting cubes) • Compare two or three objects using measurable attributes • Compare and order objects by their linear measurements, using the same non-standard unit • Describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length (Sample problem: Compare the numbers of paper clips and pencils needed to measure the length of the same table.) |
| | 2 | <ul style="list-style-type: none"> • Choose benchmarks – in this case, personal referents – for a centimetre and a metre (e.g., "My little finger is about as wide as one centimetre. A really big step is about one metre.") to help them perform measurement • Estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units • Record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete) • Estimate, measure, and record the distance around objects, using non-standard units • Estimate, measure, and record area, through investigation using a variety of non-standard units • Describe, through investigation, the relationship between the size of a unit of area and the number of units needed to cover a surface |