

Comparing and Measuring: Goals and Assessment Strategies

Concepts	
Goals	Assessment Strategies
Comparing involves observing similarities and differences. Lessons 1–17	Lessons 1–7, 11–12, 14–17, and Additional Assessments 2–3 <ul style="list-style-type: none"> ▪ Record sheets ▪ Body cutouts ▪ Representational graphs ▪ Teacher observations ▪ Class lists and charts ▪ Pre- and post-unit assessments
One way to make comparisons is by matching. Lessons 2, 4–6	Lessons 2, 4–6 <ul style="list-style-type: none"> ▪ Class discussions ▪ Representational graphs ▪ Teacher observations ▪ Record sheets ▪ Class charts
Using beginning and ending points and placing units end to end are important factors when measuring. Lessons 3–16	Lessons 1, 3–7, 11–12, 14–17, and Additional Assessment 3 <ul style="list-style-type: none"> ▪ Class discussions ▪ Representational graphs ▪ Teacher observations ▪ Class charts ▪ Record sheets ▪ Pre- and post-unit assessments
Nonstandard units of measure produce varying results. Lesson 7	Lesson 7 <ul style="list-style-type: none"> ▪ Class discussions ▪ Teacher observations ▪ Student products ▪ Class charts
Standard units of measure produce more consistent results than nonstandard units and make it possible to share information. Lessons 1, 8–17	Lessons 11–12, 14–17, and Additional Assessments 1–3 <ul style="list-style-type: none"> ▪ Class discussions ▪ Teacher observations ▪ Record sheets ▪ Class charts ▪ Student products ▪ Pre- and post-unit assessments
Different units and tools can be used to measure objects. Lessons 8–16	Lessons 11–12, 14, 16, and Additional Assessment 2 <ul style="list-style-type: none"> ▪ Record sheets ▪ Teacher observations ▪ Class discussions ▪ Class charts ▪ Student products
Long tools make it easier to measure long objects. Lessons 11–12, 15–16	Lessons 11–12, 16, and Additional Assessment 1 <ul style="list-style-type: none"> ▪ Class charts ▪ Record sheets ▪ Teacher observations ▪ Class discussions ▪ Student products
A common starting line is required to make fair comparisons. Lessons 4–16	Lessons 1, 3–7, 11–12, 14, 16–17, and Additional Assessments 1–3 <ul style="list-style-type: none"> ▪ Class discussions ▪ Student products ▪ Record sheets ▪ Teacher observations ▪ Pre- and post-unit assessments

Comparing and Measuring: Goals and Assessment Strategies (continued)

Skills	
Goals	Assessment Strategies
Observing similarities and differences among objects. Lessons 1–17	Lessons 1, 3–7, 11–12, 14, 16–17, and Additional Assessments 1–3 <ul style="list-style-type: none"> ▪ Class discussions ▪ Student products ▪ Record sheets ▪ Teacher observations ▪ Pre- and post-unit assessments
Describing similarities and differences among objects. Lessons 1–17	Lessons 1, 3–7, 11–12, 14, 16–17, and Additional Assessments 1–3 <ul style="list-style-type: none"> ▪ Class discussions ▪ Record sheets ▪ Teacher observations ▪ Class charts ▪ Pre- and post-unit assessments
Placing objects in serial order on the basis of height or length. Lessons 2–4	Lessons 3–4 <ul style="list-style-type: none"> ▪ Representational graphs ▪ Teacher observations ▪ Class charts
Communicating observations, ideas, and questions through discussion, drawing, and writing. Lessons 1–17	Lessons 1, 3–7, 11–12, 14, 16–17, and Additional Assessments 1–3 <ul style="list-style-type: none"> ▪ Student products ▪ Class discussions ▪ Teacher observations ▪ Record sheets ▪ Pre- and post-unit assessments
Organizing information on representational graphs and charts. Lessons 3–4, 6–7, 9	Lessons 3–4, 6 <ul style="list-style-type: none"> ▪ Representational graphs ▪ Record sheets ▪ Class charts
Making predictions about the relative lengths and sizes of objects. Lessons 4–6, 8, 11–16	Lessons 4–5, 11, 14 <ul style="list-style-type: none"> ▪ Class discussions ▪ Teacher observations ▪ Record sheets ▪ Class charts
Using standard and nonstandard units of measure. Lessons 7–16	Lessons 7, 11–12, 14 <ul style="list-style-type: none"> ▪ Representational graphs ▪ Class discussions ▪ Teacher observations
Using groups of tens to quantify large numbers of units. Lessons 10–16	Lessons 11–12, 14, 16, and Additional Assessment 3 <ul style="list-style-type: none"> ▪ Teacher observations ▪ Class discussion ▪ Class charts ▪ Record sheets
Measuring using beginning and ending points. Lessons 8–16	Lessons 11–12, 14, and Additional Assessments 2–3 <ul style="list-style-type: none"> ▪ Class discussions ▪ Teacher observations
Interpreting results of measurements. Lessons 8–13, 15–16	Lessons 11–12, 16 <ul style="list-style-type: none"> ▪ Class discussions ▪ Class charts

Attitudes	
Goals	Assessment Strategies
<p>Developing an awareness of self and others by comparing height, length of arms and legs, and body cutouts. Lessons 1–4, 17</p>	<p>Lessons 1–4, 17</p> <ul style="list-style-type: none"> ▪ Student products ▪ Class discussions ▪ Teacher observations ▪ Record sheets ▪ Class charts and lists ▪ Pre- and post-unit assessments
<p>Developing an appreciation of the usefulness of measuring in our daily lives. Lessons 1–17</p>	<p>Lessons 1, 3–7, 11–12, 14, 16–17</p> <ul style="list-style-type: none"> ▪ Student products ▪ Class discussions ▪ Teacher observations ▪ Record sheets ▪ Class charts ▪ Post-unit assessment
<p>Becoming comfortable using a variety of measuring tools and units of measure. Lessons 1–17</p>	<p>Lessons 1, 3–7, 11–12, 14, 16–17</p> <ul style="list-style-type: none"> ▪ Student products ▪ Class discussions ▪ Teacher observations ▪ Record sheets ▪ Class charts ▪ Pre- and post-unit assessments
<p>Recognizing the importance of developing strategies for counting large numbers. Lessons 9–16</p>	<p>Lessons 11–12, 14, 16</p> <ul style="list-style-type: none"> ▪ Class discussions ▪ Teacher observations ▪ Record sheets ▪ Class charts
<p>Appreciating the importance of organizing information on graphs and charts. Lessons 3–4, 6–7, 9</p>	<p>Lessons 3–4, 6–7</p> <ul style="list-style-type: none"> ▪ Representational graphs ▪ Class discussions