Use a centimetre referent to estimate a length

NAME	DATE

1 **Activity · Work with your teacher**

Look at the measuring example your teacher shows. How is a hand used as a unit?

Use a centimetre referent to estimate a length

1. Record the child's observation linked to the named source. Do not score a cultural fact from an invented picture or assume one practice represents every community. This is supporting, source-led discussion, not automatic skill credit.

Practice / supporting evidence: Teacher-led source-specific cultural discussion. No invented cultural symbols or universal measurement claims; no automatic skill credit.

Teacher procedure · Question 1

1. Prepare the primary publisher resource before teaching: https://en.nka.gl/intangible-topics/inuit-sanagaangamik-angissutsinut-uuttueriaasiat/. Open its actual visual and read the context. If unavailable, postpone this activity.
2. Name the Greenland National Museum & Archives context. Discuss its specific body-measurement example and local variation; remove the unverified universal "three arm spans, two metres each" claim. Use local guidance for Alberta community connections.
3. Show or read the prepared example before asking the question. Follow local cultural protocols and invite community guidance when available. Do not copy protected designs as a generic craft template.
4. Keep source title and community, the child's words, and any prompts in the record.

Record: Source shown; community/context; child's observation; prompts.

Record the child's observation linked to the named source. Do not score a cultural fact from an invented picture or assume one practice represents every community. This is supporting, source-led discussion, not automatic skill credit.