Use a personal centimetre referent

NAME	DATE

1 **Activity · Work with your teacher**

Choose something about 1 cm long. Use it to estimate the strip’s length before measuring.

Use a personal centimetre referent

1. Identifies and checks an approximately one-centimetre personal referent, then makes a reasoned estimate before measuring by picturing repetitions. Teacher records the actual values and judges the explanation; a supplied multiple-choice fingernail response alone does not establish this action.

Teacher procedure · Question 1

1. Supply a ruler only to check the personal centimetre referent before the estimate. A fingernail is not assumed to be exactly 1 cm; compare the child's proposed referent with a verified centimetre and record it.
2. Remove the ruler. Supply a short strip of a different length. Ask the child to picture repeated copies of the referent, estimate the length in centimetres and explain. Record the estimate before revealing a measurement.
3. Then measure with verified centimetre units and discuss the comparison. Record the actual referent, estimate, measured length, explanation, help and date. No universal guessed object length is used.

Record: Record the actual materials, response, help and observation date for each action.

Actual personal referent checked against 1 cm

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Recorded estimate and repeated-referent explanation before measurement

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

What the child said or did; prompts or self-correction:

Use a personal centimetre referent

Identifies and checks an approximately one-centimetre personal referent, then makes a reasoned estimate before measuring by picturing repetitions. Teacher records the actual values and judges the explanation; a supplied multiple-choice fingernail response alone does not establish this action.