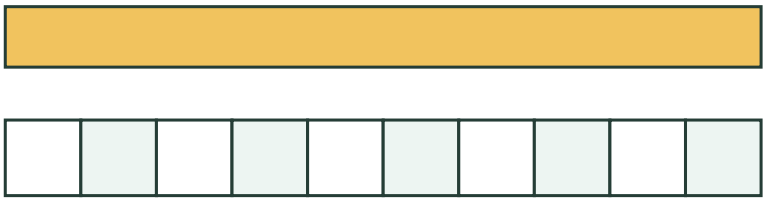
Measure in centimetres with a 1 cm unit

NAME	DATE

1 **Activity · Work with your teacher**

Measure your pencil in centimetres. Use many 1 cm units. Measure it again with just one unit.



Each square is 1 cm.

Measure in centimetres with a 1 cm unit

1. Two real-object trials: measures the same short classroom object by tiling equal 1 cm units and by moving a single 1 cm unit. Starts at an end, leaves no gaps or overlaps, counts the units and records the length with cm. Record both observed results separately; printed-square counting alone is insufficient.

Evidence for the stated action: Separately administered tiling and iteration trials require two independent observation records; counting the printed model alone is insufficient.

Teacher procedure · Question 1

1. Print at actual size (100%). Check the calibration strip against a ruler: ten units must span 10 cm. Cut separate 1 cm paper units for the child. If the check fails, use accurately measured classroom centimetre cubes instead.
2. Provide a pencil or other straight object shorter than 12 cm. In trial 1 the child tiles equal centimetre units end to end. Record the chosen object, observed count, alignment and any prompts.
3. In trial 2 provide one unit only. Observe the child mark or remember each endpoint, move the unit and count. Record this trial independently.
4. Accept an explicitly approximate length if the last unit does not fit exactly. Do not supply a fixed answer: the actual object determines it. Both records are required for the combined task.

Record: Object; tiled measurement; iterated measurement; cm; gaps/overlaps; prompts.

Measure in centimetres with a 1 cm unit

Tile with equal 1 cm units

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

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

Move one 1 cm unit

Date observed: _____

☐ Independent ☐ Not yet / help needed ☐ Not observed

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

Two real-object trials: measures the same short classroom object by tiling equal 1 cm units and by moving a single 1 cm unit. Starts at an end, leaves no gaps or overlaps, counts the units and records the length with cm. Record both observed results separately; printed-square counting alone is insufficient.