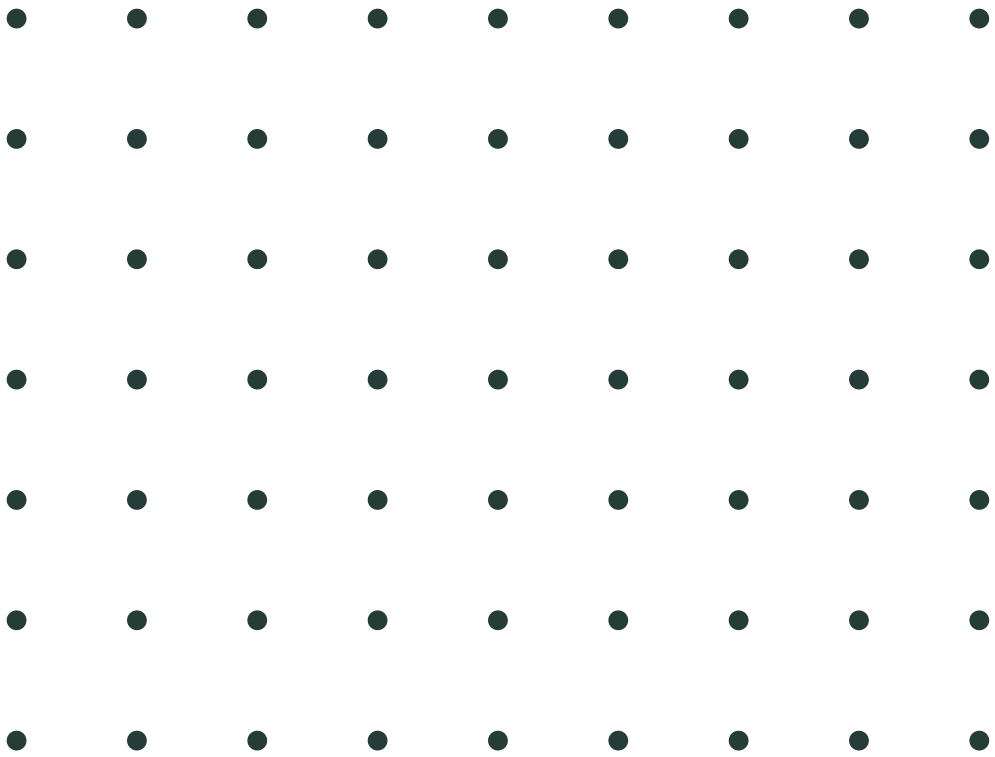
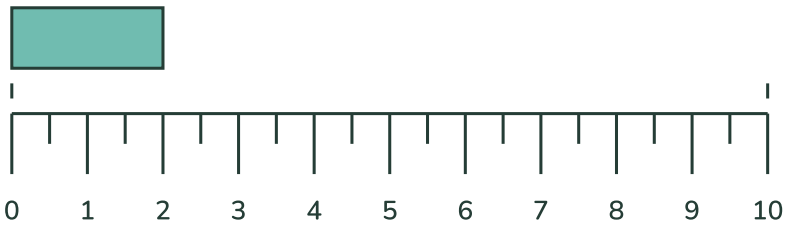
Shapes and measured lengths

NAME	DATE

1 Follow the steps on the dots. Draw a rectangle 4 units long and 2 units tall. Draw a small square with sides 1 unit long on top of it, at the left end.



2 A bar is measured on the ruler below. How many centimetres long is the bar?

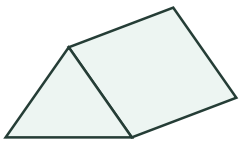


Shapes and measured lengths

3 Four paper chains are 61 cm, 94 cm, 39 cm and 41 cm long. Which list puts the lengths in order from shortest to longest?

- ○ 41 cm, 61 cm, 94 cm, 39 cm
- ○ 39 cm, 41 cm, 94 cm, 61 cm
- ○ 39 cm, 41 cm, 61 cm, 94 cm
- ○ 94 cm, 61 cm, 41 cm, 39 cm

4 The solid below is a triangular prism. What flat shapes are its faces, and how many of each are there?



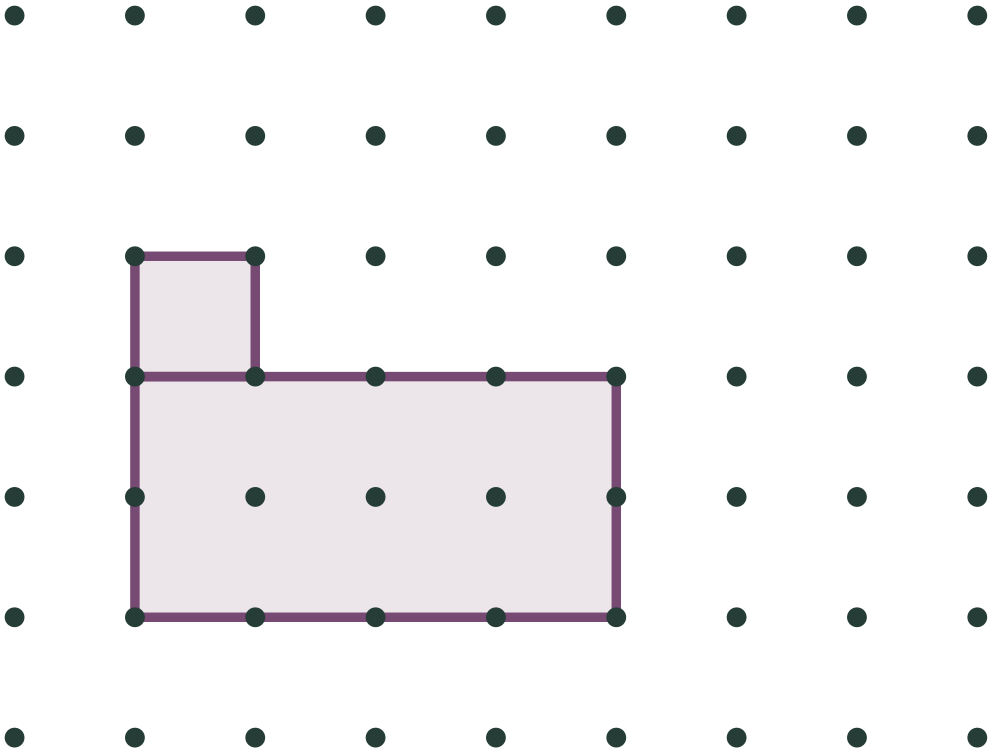
- ○ 3 triangles and 2 rectangles
- ○ 1 triangle and 3 rectangles
- ○ 2 triangles and 3 rectangles
- ○ 2 triangles and 2 rectangles

5 Ivy measures a rug in centimetres and then in metres. Which measurement gives the larger number? Explain why.

Shapes and measured lengths

1. A rectangle 4 units long and 2 units tall, with a square of side 1 unit sitting on its top side at the left end. A square at the right end, or below the rectangle, is Not yet.

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.



A rectangle 4 units long and 2 units tall, with a square of side 1 unit sitting on its top side at the left end. A square at the right end, or below the rectangle, is Not yet.

2. 2

Practice / supporting evidence: Reads or reasons from a supplied measurement model, rather than independently measuring a real object or selecting and iterating a referent.

3. 39 cm, 41 cm, 61 cm, 94 cm

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.

4. 2 triangles and 3 rectangles

Shapes and measured lengths

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.

5. Counts as right if it says (1) the centimetres give the larger number, and (2) why: a centimetre is a smaller unit than a metre, so more of them are needed to cover the same length. Saying only “the centimetres”, with no reason, does not count, and neither does a reason that says a centimetre is longer.

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.

Counts as right if it says (1) the centimetres give the larger number, and (2) why: a centimetre is a smaller unit than a metre, so more of them are needed to cover the same length. Saying only “the centimetres”, with no reason, does not count, and neither does a reason that says a centimetre is longer.

The centimetres give the larger number. A centimetre is shorter than a metre, so it takes more centimetres than metres to cover the same rug.