



Content Correlation Chart

Episode 1 – Rule of Thumb

Major Concepts	Grades	Number Sense & Numeration	Measurement
1. Defining a measurement unit 2. Identifying and applying non-standard measurement units 3. Performing non-standard measurement units 4. Estimating 5. Visualizing simple body-math proportions	1	<ul style="list-style-type: none"> Represent, compare and order whole numbers to 50, using a variety of tools (e.g. connecting cubes, ten frames, base ten materials, number lines, hundreds charts) and contexts (e.g. real-life experiences, number stories) Estimate the number of objects in a set, and check by counting (e.g. "I guessed that there were 20 cubes in the pile. I counted them and there were only 17 cubes. 17 is close to 20.") 	<ul style="list-style-type: none"> Measuring using non-standard units, comparing objects using measurable attributes; comparing objects using non-standard units; investigating the relationship between the size of a unit and the number of units needed to measure the length of an object Demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring Estimate, measure (i.e. by placing nonstandard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances (e.g. a book is about 10 paper clips wide; a pencil is about 3 toothpicks long) Construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units (e.g. footprints on cash register tape or on connecting cubes) Compare two or three objects using measurable attributes (e.g. length, height, width, area, temperature, mass, capacity) and describe the objects using relative terms (e.g. taller, heavier, faster, bigger, warmer; "If I put an eraser, a pencil, and a metre stick beside each other, I can see that the eraser is shortest and the metre stick is the longest.") Compare and order objects by their linear measurements, using the same non-standard unit (Sample problem: Using a length of string equal to the length of your forearm, work with a partner to find other objects that are about the same length.) Describe, through investigation using concrete materials the relationship between the size of a unit and the number of units needed to measure length (Sample problem: Compare the numbers of paper clip and pencils needed to measure the length of the same table.)
	2	<ul style="list-style-type: none"> Represent, compare and order whole numbers to 100 Describe relationships between quantities by using whole-number addition and subtraction Represent and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups 	<ul style="list-style-type: none"> Choose benchmarks – in this case, personal referents – for a centimeter and a metre Estimate and measure length, height, and distance, using standard units (i.e. centimeter, metre) and non-standard units Record and represent measurements of length, height, and distance in a variety of ways (e.g. written, pictorial, concrete) Estimate, measure, and record the distance around objects, using non-standard units