## Content Correlation Chart
### Episode 1 – Rule of Thumb

<table>
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<th>Major Concepts</th>
<th>Grades</th>
<th>Number Sense &amp; Numeration</th>
<th>Measurement</th>
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</table>
| 1. Defining a measurement unit                      | 1      | • 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.”) | • 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. Identifying and applying non-standard measurement units | 2      | • 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 | • 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 |