## Content Correlation Chart

**Episode 6 – Anything with Anything**

<table>
<thead>
<tr>
<th>Major Concepts</th>
<th>Grades</th>
<th>Measurement</th>
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</table>
| 1. Measuring using nets on standard units | 1 | • Demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring (Sample problem: Measure the length of your desk in different ways; for example, by using several different non-standard units or by starting measurements from opposite ends of the desk. Discuss your findings.)  
• Estimate, measure (i.e., by placing non-standard 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  
• Compare and order objects by their linear measurements, using the same non-standard unit  
• 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 clips and pencils needed to measure the length of the same table.) |
| 2. Developing a sense of area | | |
| 3. Comparing objects using measurable attributes | | |
| 4. Comparing objects using non-standard measurements | | |
| 5. Investigating the relationship between the size of a unit and the number of units needed to measure the length of an object | 2 | • Choose benchmarks – in this case, personal referents – for a centimetre and a metre (e.g., "My little finger is about as wide as one centimetre. A really big step is about one metre.") to help them perform measurement  
• Estimate and measure length, height, and distance, using standard units (i.e., centimetre, 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  
• Estimate, measure, and record area, through investigation using a variety of non-standard units  
• Describe, through investigation, the relationship between the size of a unit of area and the number of units needed to cover a surface |