

## INTERVENTION

### Mass – Metric Units Based on Multiplicative Place Value on an Equal Arm Balance

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Mass – Metric Units Based on Multiplicative Place Value on an Equal Arm Balance ..... [page 2](#)

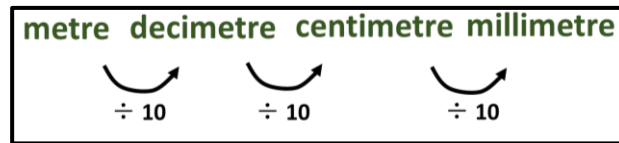
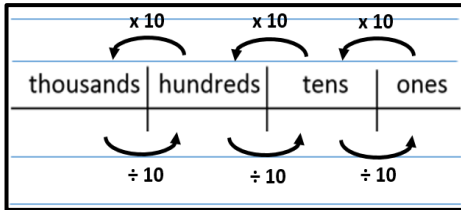
Progress Sheet ..... [page 4](#)

# Mass – Metric Units Based on Multiplicative Place Value on an Equal Arm Balance

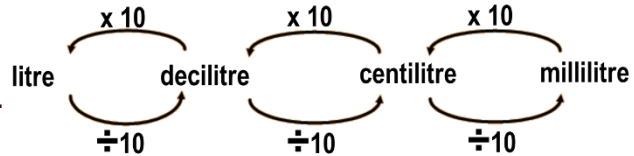
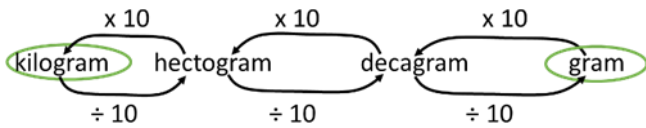
(Measurement Geometry 36)

RESOURCES: equal arm balance, gram weights, kilogram weights, objects, pencil, paper / Maths book

Record a multiplicative place value chart and a metric length and volume liquid measurement chart.



Record a metric mass measurement chart.

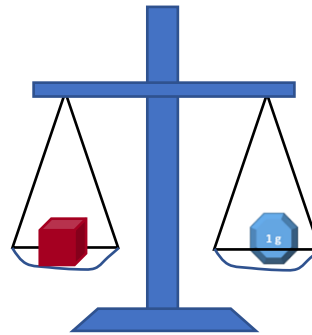


Have an equal arm balance.

Place 1 gram on 1 side.

Find an object with a mass of close to 1 gram.

Record the object and its mass.

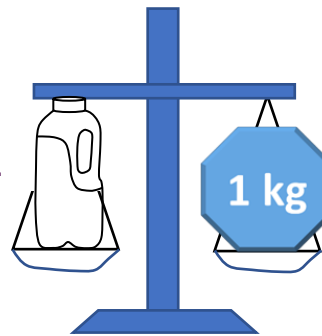


**Mass of 1 block: 1 gram**

Place 1 kilogram on 1 side.

Find an object with a mass of close to 1 kilogram.

Record the object and its mass.



**Mass of 1 bottle of water: 1 kilogram**

Reflection: What is mass?

How can we measure mass in grams and kilograms on an equal arm balance?

# Progress Sheet

Child's Details (Name and Intervention Concept):
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Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

**ASSESSMENT FOR LEARNING (FORMATIVE)** – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

**ASSESSMENT AS LEARNING (FORMATIVE)** – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
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