

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.

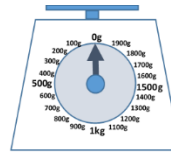
Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Relationship Liquid Units and Mass [page 2](#)

Convert Mass Units [page 3](#)

Progress Sheet [page 4](#)

Select a litre jug and a set of scales.



Place the jug onto the scales, and record the mass.

mass of jug: 100 grams



Pour 1 litre of water into the jug.

Place the jug with 1 litre of water in it onto the scales, and record the mass.

**mass of jug + 1 litre of water: 1100 grams
or 1 kilogram + 100 grams**

If the gross mass of the jug and the 1 litre of water is 1100 milligrams or 1 kilogram + 100 grams, and the mass of the jug is 100 grams, what is the net mass of the water?

**1100 grams – 100 grams = 1000 grams
or 1 kilogram + 100 grams – 100 grams = 1 kilogram**

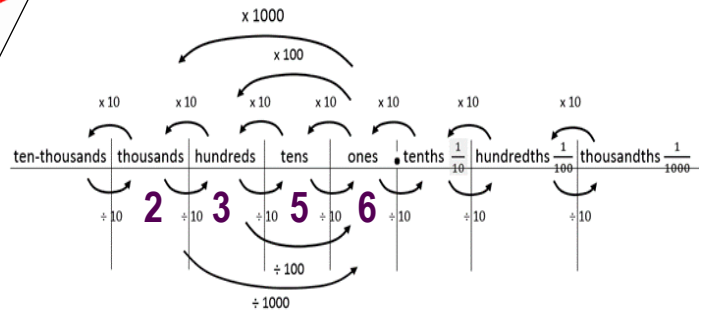
Record the mass of 1 litre of water.

Reflection: What is the relationship between liquid volume units of measurement, and mass units of measurement?

Select a number of milligrams.



2 3 5 6 milligrams

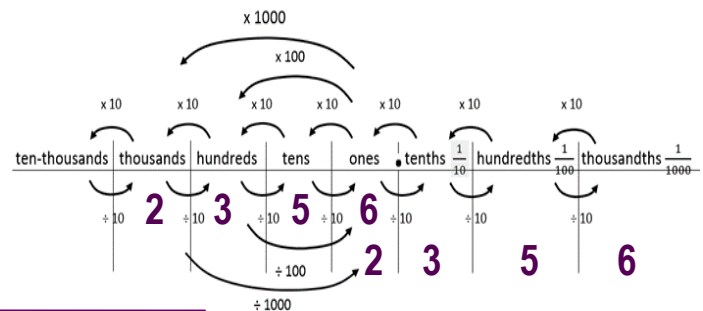


Record a value chart and record the number of milligrams in it.

Explain whether we would multiply or divide the number of milligrams by 1000 to get the same mass in grams.

A milligram is 1000 times smaller than a gram, so we will need 1000 times fewer grams than milligrams to measure the same mass. So we will divide the number of milligrams by 1000 to get the same mass in grams.

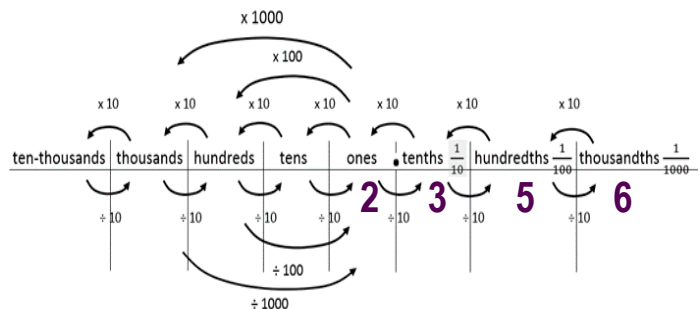
Divide the number of milligrams by 1000 using the place value chart to record the same mass in grams.



Select a number of grams.



2 . 3 5 6 grams

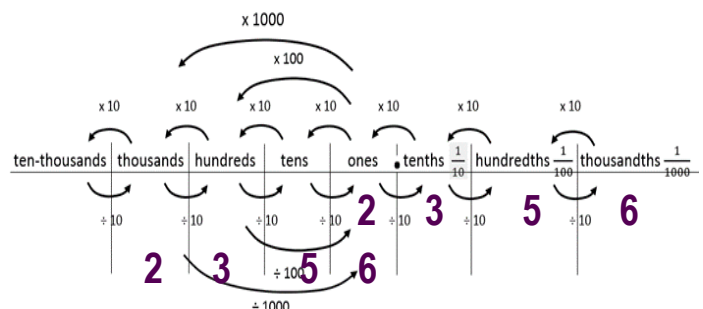


Record a value chart and record the number of grams in it.

Explain whether we would multiply or divide the number of grams by 1000 to get the same mass in milligrams.

A gram is 1000 times larger than a milligram, so we will need 1000 times more milligrams than grams to measure the same mass. So we will multiply the number of grams by 1000 to get the same mass in milligrams.

Divide the number of milligrams by 1000 using the place value chart to record the same mass in grams.



Reflection: How can we convert between units of measurement of mass ?

Progress Sheet

Child's Details (Name and Intervention Concept):

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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