

INTERVENTION

Record Mass in Grams, Kilograms and Tonnes using Fractions

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.

Convert Mass Units [page 2](#)

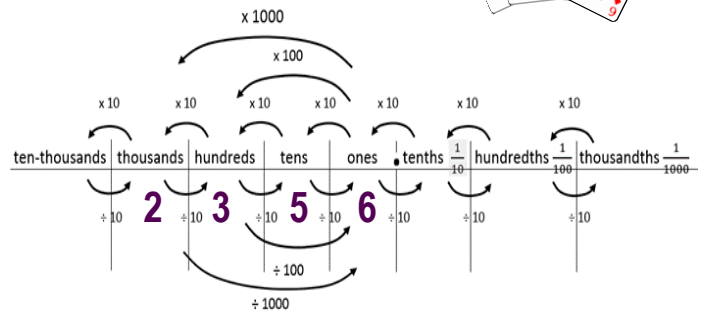
Progress Sheet [page 3](#)

Select a number of kilograms.

2 3 5 6 kilograms



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



Record the relationship between tonnes and kilograms.

1000 kilograms = 1 tonne

1 kilogram = $\frac{1}{1000}$ tonne

Use the relationship between tonnes and kilograms to convert the kilograms to tonnes and kilograms,

2 3 5 6 kilograms = 2 tonnes + 356 kilograms

Use the relationship between tonnes and kilograms to convert the kilograms to tonnes and a fraction of a tonne.

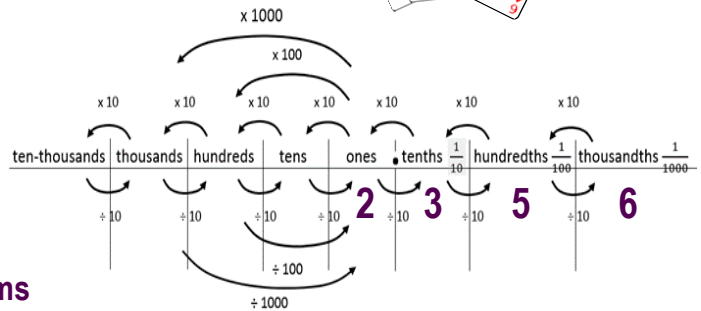
2 3 5 6 kilograms = $2 \frac{356}{1000}$ tonnes

Select a number of kilograms.

2 . 3 5 6 kilograms



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



Record the kilograms as a fraction.

2 . 3 5 6 kilograms = $2 \frac{356}{1000}$ kilograms

Record the relationship between kilograms and grams.

1000 grams = 1 kilogram

1 gram = $\frac{1}{1000}$ kilogram

Use the relationship between kilograms and grams to convert the kilograms to kilograms and grams,

2 . 3 5 6 kilograms = 2 kilograms + 356 grams

Use the relationship between tonnes and kilograms to convert the kilograms to grams.

2 . 3 5 6 kilograms = 2 3 5 6 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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Date									
Number size Investigated									
Independent or with support?									