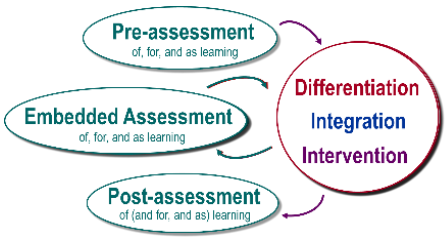


INTERVENTION

Length – Convert Millilitres – Litres, using Fractions, Decimals, and Multiplicative Place Value

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.

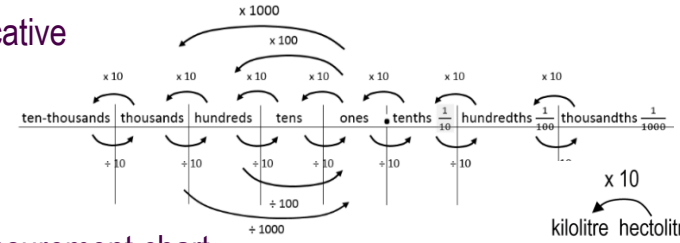
Children investigating an Intervention may have their progress recorded in the Progress Sheet.

INTERVENTION

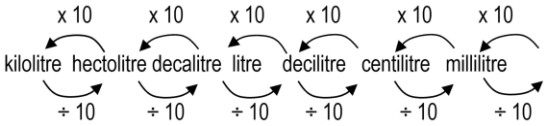
Convert Millilitres to Litres, using Fractions, Decimals, and Multiplicative Place Value
(Measurement and Geometry 65)

RESOURCES: pencil, paper / Maths book

Record a multiplicative place value chart to thousandths.



Record a metric liquid volume measurement chart.



What fraction of a metre is a decilitre? Does deci mean $\frac{1}{10}$?

What fraction of a metre is a centilitre? Does centi mean $\frac{1}{100}$?

What fraction of a metre is a millilitre? Does milli mean $\frac{1}{1000}$?

When we measure length, are we measuring 3 dimensions?

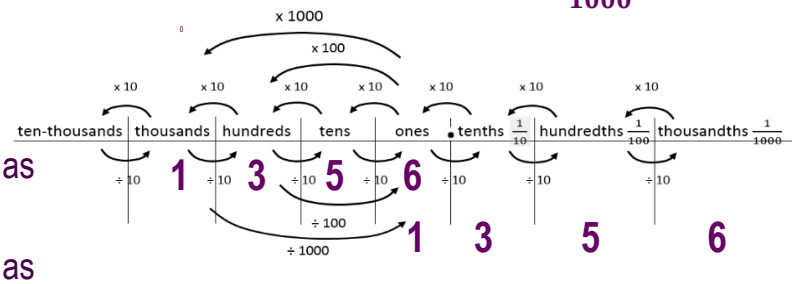
Record the length in millilitres. **2356 millilitres**

Measure the length of the object in litres and millilitres. **2 litres + 356 millilitres**

What fraction of a litre is 1 millilitre? **1 millilitre = $\frac{1}{1000}$ litre**

If 1 millilitre is 1 thousandth as large as a litre, what fraction of a litre is 356 millilitres? **356 millilitres = $\frac{356}{1000}$ litre**

Record the volume in litres and a fraction of a litre. **2 litres + 356 millilitres = 2 $\frac{356}{1000}$ litres**



Record the volume in a place value chart as millilitres.

Record the volume in a place value chart as litres and a decimal fraction of a litre.

Did we divide the number of millilitres by 1000 to get the same volume in litres?

Explain why. **A litre is 1000 times larger than a millilitre, so we will need 1000 times fewer litres than millilitres to measure the volume. So we will divide the number of millilitres by 1000 to get the same volume in litres.**

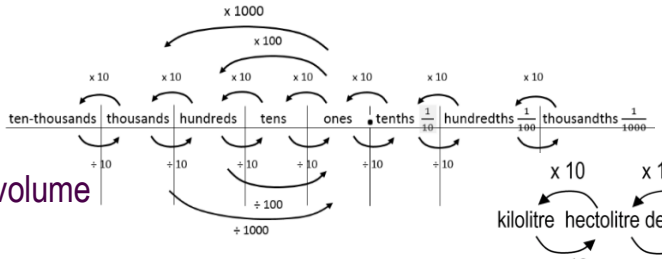
Reflection: How can we measure length in millilitres?
How can we measure length in litres and a fraction of a litre?
How can we measure length in litres and a decimal fraction of a litre?
How can we convert from millilitres to metres using multiplicative place value, explaining why we multiplied or divided by 1000?

INTERVENTION

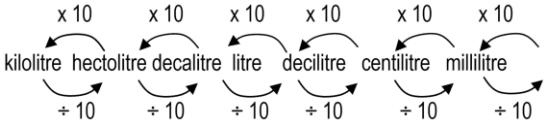
Convert Litres to Millilitres, using Fractions, Decimals, and Multiplicative Place Value (Measurement and Geometry 65)

RESOURCES: metre ruler with millimetres, objects to measure, pencil, paper / Maths book

Record a multiplicative place value chart to hundredths.



Record a metric liquid volume measurement chart.



What fraction of a metre is a decilitre? Does deci mean $\frac{1}{10}$?

What fraction of a metre is a centilitre? Does centi mean $\frac{1}{100}$?

What fraction of a metre is a millilitre? Does milli mean $\frac{1}{1000}$?

When we measure volume, are we measuring 3 dimensions?

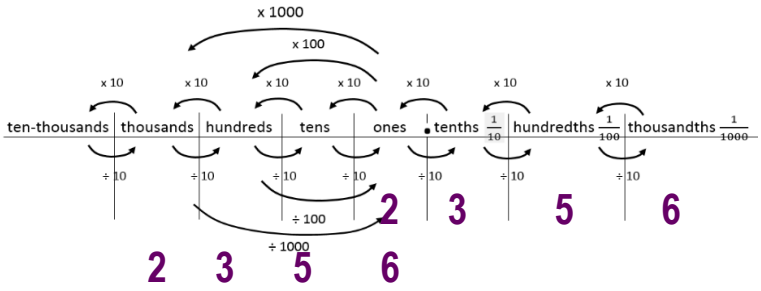
Measure the volume of the object in litres and millilitres. **2 litres + 356 millilitres**

Record the volume in litres and a fraction of a litre. **$2\frac{356}{1000}$ litres**

Record the volume in millilitres. **2356 millilitres**

Record the length in a place value chart as litres and a decimal fraction of a litre

Record the length in a place value chart as millilitres.



Did we multiply the number of litres by 1000 to get the same volume in millilitres?

Explain why.

A millilitre is 1000 times smaller than a litre, so we will need 1000 times more millilitres than litres to measure the same volume. So we will multiply the number of litres by 1000 to get the same volume in millilitres.

Reflection: How can we measure length in litres and a fraction of a litre?
How can we measure length in litres and a decimal fraction of a litre?
How can we convert from litres to millilitres using multiplicative place value, explaining why we multiplied or divided by 1000?

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									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									