



# Unit 14

## Strengthen activities

**MISCONCEPTION:** Children may struggle to determine how the scale is divided up. This could be due to not applying division facts or miscounting the intervals between two labelled measures.

### Answers

2. The amount between the labelled points is 450 ml (for example, 45 jumps of 10) and this can be shown as the calculation  $750 - 300 = 450\text{ml}$

Children should be able to use the divisions on a scale to work out the differences between two amounts.

**MISCONCEPTION:** Children may not understand that capacity is the amount a container holds when full, whereas the amount actually in the container is often not its full capacity.

### Answers

Children should be able to read the scales and identify the amount of liquid in the container at different times and differentiate this from the capacity of the container which doesn't change.

**MISCONCEPTION:** Children may not consider the number of litres before looking at the number of millilitres. They do not realise that we first look at how many litres there are in each measure, or do not make links to looking at the largest place value first when comparing numbers.

### Answers

6 litres 725 ml = 6,725 ml.

## Deepen activities

### Answers

#### Activity 1

- a) Lines should be marked in even divisions along the line.
- b) Lines should be marked in even divisions along the line.
- c) Lines should be marked in even divisions along the line.
- d) A suitable length of line and divisions should be used.

#### Activity 2

- a) Answers will vary depending on the rolls of the dice
- b) The largest capacity you can roll is 6,666 ml.

#### Activity 3

Answers will depend on the numbers rolled.