Reasoning and Problem Solving Step 2: Measuring Mass 2

National Curriculum Objectives:

Mathematics Year 3: (3M2b) <u>Measure mass (kg/g)</u> Mathematics Year 3: (3N1b) <u>Count from 0 in multiples of 4, 8, 50 and 100</u>

Differentiation:

Questions 1, 4 and 7 (Reasoning)

Developing Identify and explain which of the two scales displays the heaviest/lightest measure, using mixed measurements of kg and g. Using measurements in multiples of 100. Every increment labelled.

Expected Identify and explain which of the three scales displays the heaviest/lightest measure, using mixed measurements of kg and g. Using measurements in multiples of 50 and 100. Every other increment labelled.

Greater Depth Identify and explain which of the three scales displays the heaviest/lightest measure, using mixed measurements of kg and g. Using measurements in multiples of 50 and 100. Only kg increments labelled.

Questions 2, 5 and 8 (Problem Solving)

Developing Find the combination of objects that will balance the scales, using mixed measurements of kg and g. Using measurements in multiples of 100. Every increment labelled.

Expected Find the combination of objects that will balance the scales, using mixed measurements of kg and g. Using measurements in multiples of 50 and 100. Every other increment labelled.

Greater Depth Find the combination of objects that will balance the scales, using mixed measurements of kg and g. Using measurements in multiples of 50 and 100. Only kg increments labelled.

Questions 3, 6 and 9 (Reasoning)

Developing Explain who is correct when reading scales, using mixed measurements of kg and g. Using measurements in multiples of 100. Every increment labelled.

Expected Explain who is correct when reading scales, using mixed measurements of kg and g. Using measurements in multiples of 50 and 100. Every other increment labelled. Greater Depth Explain who is correct when reading scales, using mixed measurements of kg and g. Using measurements in multiples of 50 and 100. Only kg increments labelled.

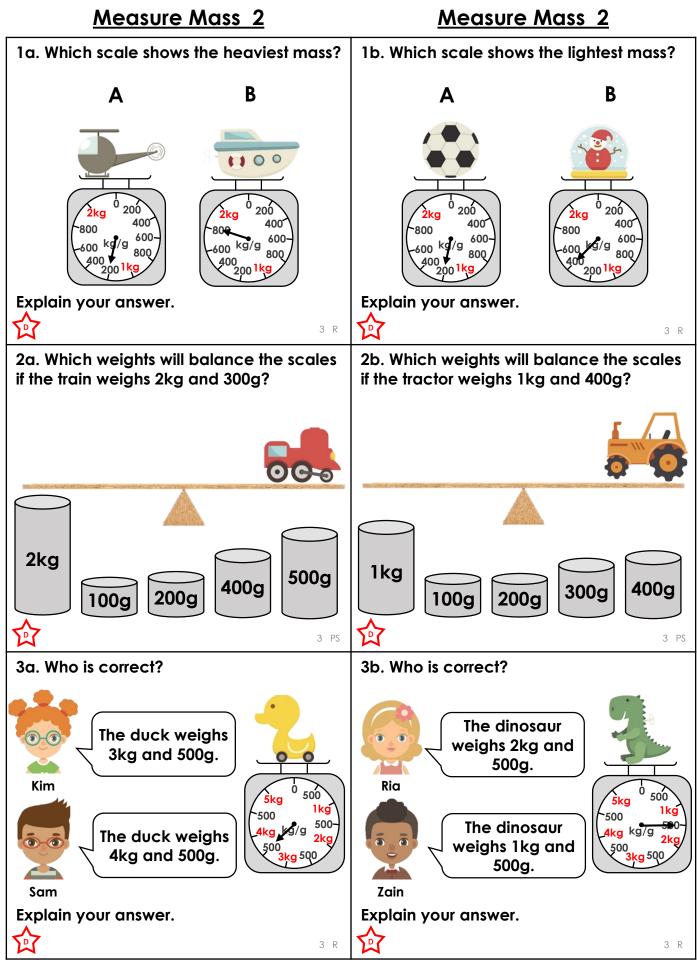
More Year 3 and Year 4 Mass and Capacity resources

Did you like this resource? Don't forget to <u>review</u> it on our website.



classroomsecrets.co.uk

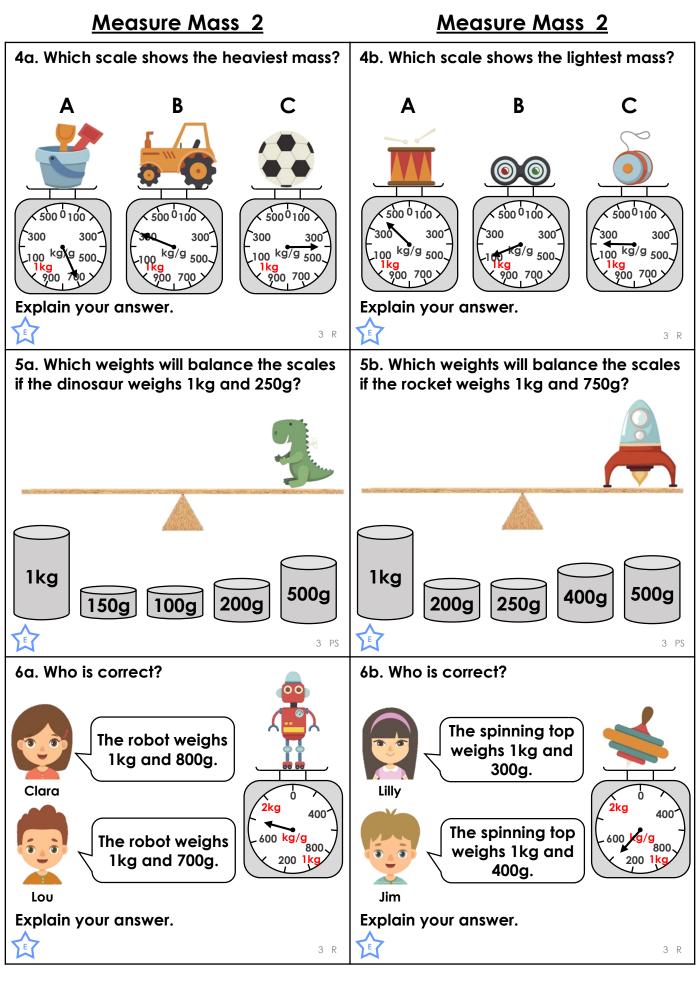
Reasoning and Problem Solving – Measure Mass 2 – Teaching Information



classroomsecrets.co.uk

CLASSROOM Secrets

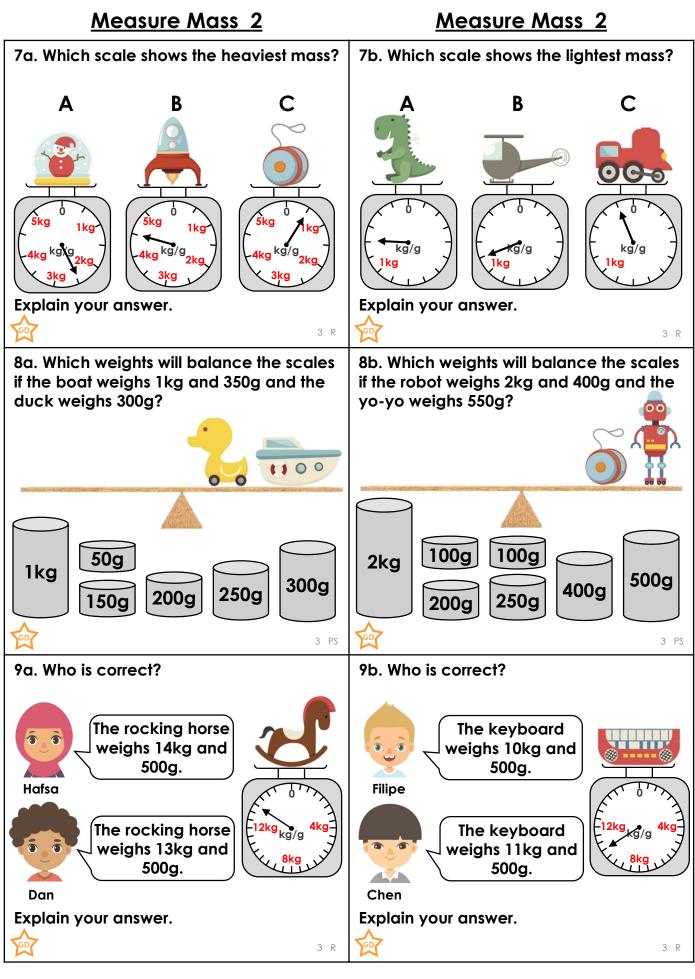
Reasoning and Problem Solving – Measure Mass 2 – Year 3 Developing



classroomsecrets.co.uk

CLASSROOM Secrets

Reasoning and Problem Solving – Measure Mass 2 – Year 3 Expected



classroomsecrets.co.uk

CLASSROOM Secrets

© Classroom Secrets Limited 2018 Reasoning and Problem Solving – Measure Mass 2 – Year 3 Greater Depth

Reasoning and Problem Solving Measure Mass 2

Developing

1a. B because 1kg and 800g is heavier that 1kg and 200g.
2a. 2kg + 200g + 100g
3a. Kim because the scale reads 3kg and 500g.

Expected

4a. B because 1kg and 300g is heavier than 700g or 400g.
5a. 1kg + 150g + 100g
6a. Clara because the scale reads 1kg and 800g.

<u>Greater Depth</u>

7a. B because 4kg and 500g is heavier than 2kg and 500g or 500g.
8a. 1kg + 300g + 200g + 150g or 1kg + 250g + 200g + 150g + 50g
9a. Dan because the scale is showing 13kg and 500g.

Reasoning and Problem Solving Measure Mass 2

Developing

1b. A because 1kg and 200g is lighter than 1kg and 400g.
2b. 1kg + 300g + 100g or 1kg + 400g
3b. Zain because the scale reads 1kg and 500g.

Expected

4b. B because 1kg and 100g is lighter than 1kg and 400g or 1kg and 200g.
5b. 1kg + 500g + 250g
6b. Jim because the scale reads 1kg and 400g.

Greater Depth

7b. B because 1kg and 100g is lighter than 1kg and 500g or 1kg and 200g. 8b. 2kg + 400g + 250g + 200g + 100g or 2kg + 500g + 250g + 100g + 100g or 2kg + 500g + 200g + 250g 9b. Filipe because the scale is showing 10kg and 500g.



classroomsecrets.co.uk

Reasoning and Problem Solving – Measure Mass 2 ANSWERS