

Make a shake

Annotation

Jessie shows that she is able to read and record metric abbreviations and identify the metric units that they relate to. She is able to name the appropriate device for measuring weight or capacity. During the measuring process, she shows that she understands the need for precision and ensures that she bends down enough to read the scale at eye-level. She is also able to determine the value of an interval on a scale that is not numbered.

Problem: Make a Shake

The teacher gives the student a container of *Make a Shake* filled with coloured liquid, kitchen scales and a plastic measuring jug. Then the teacher asks the student to weigh and measure the contents of the container and record the information on a sticky label.



Student Response

Jessie places the full *Make a Shake* container on the kitchen scales and determines its weight.

She writes:

850g

Teacher: How did you work that out?

Jessie: I knew that each big mark was 100 grams and the pointer was halfway between the eighth and ninth mark.

Jessie then tips the contents of the *Make a Shake* into a measuring jug and bends down so that she is reading the scale at eye-level.

She writes:

750ml

Teacher: How did you work that out?

Jessie: It is halfway between 700 and 800 so it is 750 millilitres.