

Using uniform non-standard measures for capacity (1)

National Curriculum attainment target

- Measure and begin to record capacity and volume

Lesson objective

- Measure capacity using uniform non-standard measures

Previous related lesson

Unit 8, Week 3, Lesson 1

Prerequisites for learning

Pupils need to:

- make direct comparisons about the capacity of containers using correct vocabulary
- identify when the capacity of a container is too small to hold a certain item
- order containers based on their capacity

Vocabulary

capacity, full, empty, measuring jug, container

Future related lessons

Unit 8, Week 3, Lesson 3; Unit 8, Week 3, Lesson 4

Success criteria

Pupils can:

- order containers based on their capacities using uniform non-standard measures
- understand the need for consistency when using uniform non-standard measures
- use a variety of uniform non-standard measures to measure capacity



Getting Started

- Choose an activity from Measurement (volume and capacity).

i Remind children that, even though they are using non-standard measures, they still need to ensure that they use the same measure throughout, i.e. uniform non-standard measures (e.g. the same cup) so that they can make fair comparisons between different containers.

**Collins
Connect**
Year 1, Unit 8,
Week 3

Teach

Resources

variety of containers (per class); lentils and pasta (per class); two different-sized spoons, cup, jug (per class); cards to write labels on (per class)

- Show children the containers and ask them to estimate the order from smallest to largest in terms of capacity.
- Say: **We are going to use measurements to check that the order is correct.** Referring to one of the containers, say: **I want you to count the number of spoons of lentils that fit in this container.**
- Use lentils and the large spoon and count the number of spoonfuls as you put them in. Ask: **How many spoons of lentils fitted into the container?** Write the number on a card next to the container.
- Pick up a container that children have said is larger than the previous one used. Say: **Now we will see how many spoons of lentils fit in the next container. We are expecting it to be more, aren't we, as we think it is bigger. Count with me.**
- Pick up a smaller spoon and start putting spoonfuls in. Stop and ask: **Am I doing this correctly? Will I be able to compare the two measurements?**
- Discuss the need to keep the measures the same (e.g. the same spoon). Start again with the larger spoon and record the number of spoons in the container.
- Say: **Now we will measure the capacity of the next container.**
- Pick up the larger spoon but start using pasta instead. Say: **Am I doing this correctly? Will I be able to compare the measurements?**
- Discuss the need to keep the measures the same, e.g. the same item being put in.
- Start again with the lentils and record the number of spoons in the container.
- Repeat with the remaining containers, writing labels each time.
- Finally, check the order is correct, from smallest to largest.

Individualised Learning

Refer to Activities 2 and 3 from the Learning activities on pages 336 to 337.

Pupil Book 1B – Page 47: Measuring capacities

Resources: spoon (per child); tea cup (per child); plastic beaker, egg cup, rice, pasta, water or lentils (per child)

Progress Guide 1 – Extension, Year 1, Unit 8, Week 3, Lesson 2: What will it hold?

Plenary

Resources

variety of containers with obviously different capacities (per class); spoon, cup, jug, bucket (per class)



- Hold up the largest container and ask: **How many spoons of lentils do you think would fill this?**
- Discuss answers and then ask: **Do you think a spoon is the best measure to use? What could we use instead?**
- Discuss the need to choose a measure that means the least amount of counting and time.
- Show the other containers and ask children to suggest the most suitable item to measure with, e.g. a spoon, cup, jug or bucket.

Overcoming Barriers

- Children may find it difficult to compare volume and capacity. Allow lots of practical opportunities for them to play with containers of different sizes, pouring liquids and solids between the different vessels.