



FILL THE BOX

YOU WILL NEED: A helper; three small boxes of different sizes (possibly mini-cereal boxes), or plastic containers with wide necks; a tray; some marbles, pasta shapes or other small things (all the same); a pencil and paper.

YOU ARE GOING TO: look at and compare how much these containers hold. This is called their **capacity**.

Which of your three containers do you think holds most – that is, has the **largest capacity**?

Discuss this with your helper to see what he or she thinks, and why.

Find out how many buttons (or whatever you are using) each of the three containers will hold. First discuss how you are going to do this. You will need to put the containers on a tray so nothing gets lost!

Take the empty containers and a note of what you have found out into school.

HANDY HINT!

It is easy to lose count while you are filling. Try filling the container first, then tipping the contents onto the tray and grouping them in 10s or 5s before counting them up.

YOU MIGHT LIKE TO TRY

Estimating how many marbles each container holds before you start.

DEAR HELPER

THE POINT OF THIS ACTIVITY: is to make and test estimates of **capacity**, and to use counting to solve a measuring problem. The **capacity** of a container is the measurement of how much it holds. The standard unit of measurement for capacity is the **litre** – but at this stage, children will use non-standard units of measurement such as beads and marbles. (NB To compare the capacity of different containers by counting objects, you need to use objects that are as similar in size as possible.)

YOU MIGHT LIKE TO:

- Discuss how accurate the comparisons are. (All measurements are inaccurate to some degree.)
- Look at some larger boxes (such as fruit juice cartons). Discuss the measurements printed on these: what do they mean?

IF YOU GET STUCK:

- It may be that your child is not confident about estimating. You can help by writing down a **first estimate**, then changing it after partially filling the container. Ask your child to let you know if he or she disagrees. Make sure that your first estimate is not too close, and let your child see that it doesn't matter. Point out that you can improve estimates as you go along. You could try asking your child to write down a 'secret' estimate instead of saying it.
- Help with counting by saying that it has to be done in an organized way. Discuss and try some different ways of doing this. Count together, rather than leaving your child to struggle.

Please sign: