




Maths and Me: Senior Infants – Short-Term Plan, Unit 2: Measuring 1 (September: Weeks 3&4)

Strand(s) > Strand unit(s)		Measures > Measuring	
Learning Outcome(s)		Through appropriately playful and engaging learning experiences children should be able to demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared.	
Lesson	Focus of Learning (with Elements)	CM	Learning Experiences
1	Comparing Objects: Explores and identifies the different attributes of a single object that can be measured (U&C); Compares and orders objects according to length (U&C)		(D) Notice & Wonder L1, 4 (C) Reason & Respond L1–6 (D) Comparing Objects L1
2	Size: Describes and discriminates between items using appropriate comparative language (C); Explores the conservation of length through practical activities (U&C)		(C) Building Walls, Towers and Fences L1 (C) Creating a Measurement Area L1 (C) Sorting Toys L2, 3
3	Length: Recognises that quantifying a measurement helps us describe and compare more precisely (U&C); Records estimates and measures concretely, pictorially and orally (C); Selects and uses appropriate materials to propose and estimate fair comparisons (A&PS)		(C) Sorting Toy Animals L2 (D) Think-Pair-Share L2–6 (C) Draw It! L2
4	Measuring: Recognises that quantifying a measurement helps us describe and compare more precisely (U&C); Records estimates and measures concretely, pictorially and orally (C)		(D) Word Wall L3 (D) Concept Cartoon, L3 (C) Sorting Jars and Spoons L3
5	Weight: Explores and identifies the different attributes of a single object that can be measured (U&C); Recognises the need for units to measure weight (R)		(C) Sorting Toy Vehicles L3 (C) Frog Jumps L4 (C) Sorting Objects L5
6	Capacity: Recognises the need for units to measure capacity (R); Compares and orders containers according to appropriate measurable attributes (A&PS)		(C) Write-Hide-Show L5 (C) Sorting Containers L6 (C) Build It! L6
7	Review and Reflect: Reviews and reflects on learning (U&C)		Print resources Pupil's Book pages 10–15 Home/School Links Book pages 8–9
			Intuitive Assessments: responding to emerging misconceptions Planned Interactions: responding to insights gleaned from children's responses to learning experiences Assessment Events: information gathered from completion of the unit assessment in the Progress Assessment Booklet pages 7–9

Key: Elements: (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM:** *Cuntas Míosúil*; please tick when you have completed the focus of learning. **Learning Experiences:** (C) concrete activity; (D) digital activity; (P) activity based on printed materials, followed by lesson numbers.

Additional information for planning

 Progression Continua	See 'Senior Infants <i>Maths and Me</i> Progression Continua Overview' for a detailed breakdown of how all progression continua are covered.
 Maths Language	See 'Senior Infants <i>Maths and Me</i> Maths Language Overview', individual lesson plans and the Unit 2 Maths Language Cards.
 Equipment	See 'Senior Infants <i>Maths and Me</i> Maths Equipment Overview' and individual lesson plans.
Inclusive Practices	<ul style="list-style-type: none"> ● See Let's Strengthen and Let's Deepen suggestions throughout lesson plans. ● See Unit 2 Let's Strengthen Suggestions for Teachers. (These address the Common Misconceptions and Difficulties listed below.) ● See Unit 2 Let's Strengthen PCM. ● See Unit 2 Let's Deepen PCM.
Integration	See individual lesson plans.

Background and rationale

- This unit is a two-week block of content, located in September, and the overarching theme of The Kitchen is one that all children can relate to.
- This unit is specifically positioned to come after Numbers to 10. The tasks will review and consolidate many of the concepts covered in the first unit.
- In Junior Infants, the children explored comparative adjectives. Now, the development to superlative adjectives is a natural progression.
- This is the first of two measurement units, with the second coming in March and building upon the concepts learned in this unit.

The theme of this unit is **The Kitchen**. This theme allows for practical application of measures.

Common misconceptions and difficulties

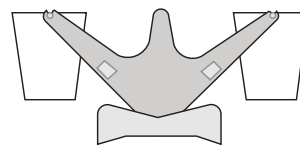
The children may:

- fail to align the starting points of objects when comparing lengths.
- not understand the importance of non-standard units being the same.
- think that larger objects always weigh more than smaller objects.
- assume that taller containers always have a larger capacity.
- struggle to understand that two different-shaped containers can have the same capacity.

The Unit 2 Let's Strengthen Suggestions for Teachers address the common misconceptions and difficulties listed above.

Mathematical models and representations

- Sorting circles
- Balance scale
- Interlocking cube lengths
- Representations of containers



Balance scale

Teaching tip

A Sorting Circles manipulative printable is available to support this unit. Click on the resources icon on the *Maths and Me* book cover on edcolearning.ie

Day 1, Lesson 1

Comparing Objects

Focus of learning (with Elements)

- Explores and identifies the different attributes of a single object that can be measured (U&C)
- Compares and orders objects according to length (U&C)

Learning experiences

- D** Digital activity: The Kitchen
MAM Routines: Notice & Wonder; Reason & Respond
- D** Digital activity: Comparing Objects
- C** Concrete activity: Building Walls, Towers and Fences
- C** Concrete activity: Creating a Measurement Area

Equipment

- Building materials, such as building blocks, magnetic blocks, interlocking cubes and building bricks

Maths language

- tall, taller, short, shorter, long, longer, heavy, heavier, light, lighter, wide, wider, narrow, narrower

Warm-up

- D** Digital activity: The Kitchen
MAM Routine: Notice & Wonder

Display the poster and ask:

- What do you think this unit is about?
- What do you notice?
- What do you wonder?

Teaching tip

On the board, you could list the things that the children notice. In a different colour, list their 'I wonder' questions.

Main event

- D** Digital activity: The Kitchen
MAM Routine: Reason & Respond

Display the poster and use the Zoom or Spotlight tools to focus on areas of the scene. Click to play or ask the following questions:



- What is taller than the fridge freezer?
- What is shorter than the fridge freezer?
- What is narrower than the washing machine?
- What is wider than the ironing board press?
- What is longer than the tea towel?
- What colour teapot holds more? (Purple or blue)
- Which vegetable bag is heavier? (Carrot bag or potato sack)
- Which chopping board is wider?
- What jug holds less than the jug of orange?
- What shelves are the narrowest?

Let's deepen

Challenge some children with these questions:

- Why do you think the spice rack cupboard is shorter than the ironing board cupboard?
- Which jug will be harder to pour from?

Teaching tip

The children should have prior knowledge of comparative adjectives from Junior Infants. However, if the class is struggling with comparative adjectives, spend extra time on the poster.

- D** Digital activity: Comparing Objects

This is a multiple-choice activity to compare two objects. Play the prompt and ask the children to look at the items and decide which one is taller, empty, heavier, etc.

C Concrete activity: Building Walls, Towers and Fences

Distribute building materials, such as building blocks, magnetic blocks, interlocking cubes or building bricks to each pair/group. Ask the children to build the following pairs of items (dismantling their materials between pairs of builds):

- A small wall and then a bigger wall
- A short tower and then a taller tower
- A short wall and then a longer wall
- A narrow fence and then a wider fence.

Prompt the children to use comparative language to describe their structures.

Let's deepen

Challenge some children to build a third fence, and compare their three fences in terms of *narrow, wider and widest*.

C Concrete activity: Creating a Measurement Area

Help the children to set up a Measurement Area. They will add to it throughout this unit. Ask questions to find out what the children know about measuring:

- Have you ever measured the length of something before? Why?
- Did you ever measure the weight of something? Why?
- Have you ever needed to work out how much something can hold? Why?

As the children use measurement tools (e.g. lollipop sticks, links, interlocking cubes, a balance scale, jugs, cups, bottles) throughout the lessons, add these to the Measurement Area.

Optional consolidation and extension possibilities

Maths Eyes Find two things that are taller than you, two things that are shorter than you, and two things that are the same height as you.

Story Read *The Giraffe Who Got in a Knot* by John Bush, or listen to a reading at: edco.ie/t7xe

Game Play 'Tallest Tower'.

Frog Jumps Draw a measuring scale of 1–10 on the ground with the numbers quite closely spaced. The children pretend to be frogs and see how far they can jump, with the farthest number being 10. They note where they land on the scale.

Day 2, Lesson 2

Size

Focus of learning (with Elements)

- Describes and discriminates between items using appropriate comparative language (C)
- Explores the conservation of length through practical activities (U&C)

Learning experiences

- C Concrete activity: Sorting Toy Animals
- D Digital activity: Three Bears' House
MAM Routines: Reason & Respond, with Think-Pair-Share
- C Sorting activity: Sorting Toys
- C Concrete activity: Draw It!
- P Pupil's Book pages 10–11: Size

Equipment

- Toy animals for sorting by size (heavier toys, such as dinosaurs or good-quality farm animals; and lighter toys)
- Toy furniture for sorting by size
- Toy food for sorting by size
- Lengths of string or ribbon
- A variety of lengths of paper

Maths language

- tallest, shortest, longest, heaviest, lightest, widest, narrowest

Warm-up

C Concrete activity: Sorting Toy Animals

Distribute a collection of toy animals that can be sorted by size (height and weight) to each group. Ask:

- Can you find a tall animal?
- Can you find a taller animal?
- Can you find a short animal?
- Can you find a shorter animal?
- Can you find a small animal?
- Can you find a smaller animal?
- Can you find a big animal?

- Can you find a bigger animal?
- Can you find a heavy animal?
- Can you find a heavier animal?
- Can you find a light animal?
- Can you find a lighter animal?

Let's strengthen

Provide some children with printed images of the animals (to scale in relation to one another) to help them organise the toy animals by size/weight.

Main event

D Digital activity: Three Bears' House MAM Routines: Reason & Respond, with Think-Pair-Share

This sequencing activity features sets of three items in different sizes. Ask the children to help you order the items by size. Allow time for the children to Think-Pair-Share. Discuss how it is difficult to compare when the order and orientation are different.

Let's strengthen

Provide some children with toy furniture to help them compare sizes.

C Sorting activity: Sorting Toys

Distribute a collection of toys that can be sorted to each group, e.g. a set of soft toys (sorting by height), a set of toy animals (sorting by length) and a set of toy food (sorting by size).



Teaching tip

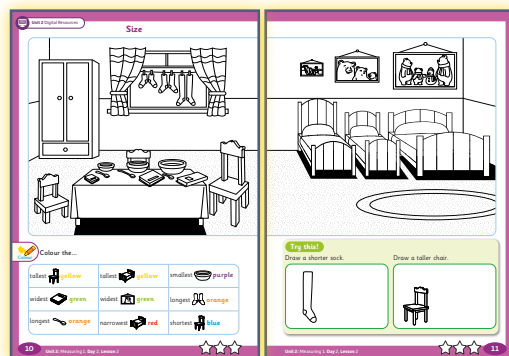
If possible, give the children the opportunity to sort each set (e.g. by moving to each station). If time does not allow for this, ensure that the sets are available for optional consolidation or morning tabletop activities, rotating each day to allow access to each set.

C Concrete activity: Draw It!

Ask the children to record their responses to the following questions by drawing the items they find on their MWBs:

- Find something wide in the classroom. Now find something wider. Can you find something even wider?
- Find something tall in the classroom. Now find something taller. Can you find something even taller?
- Find something short in the classroom. Now find something shorter. Can you find something even shorter?
- Find something big in the classroom. Now find something bigger. Can you find something even bigger?
- Find something narrow in the classroom. Now find something narrower. Can you find something even narrower?

P Pupil's Book pages 10 and 11: Size



Optional consolidation and extension possibilities

Measurement Area Add any measuring tools used in the lesson.

Maths Eyes Find two items wider than your chair. Which of these two items is the widest? Find two items narrower than your desk. Which of these two items is the narrowest? Find two things the same height as the sink.

Story Read *Titch was Little* by Pat Hutchins, or listen to a reading at: edco.ie/7w6b

STEM Ask the children to build an enclosure for any of the animals used in the warm-up, using any of their building materials. They need to think about the way the animal moves (e.g. flying animals need a cage) and space required.

Games Bank Play 'Tallest Tower'.



Days 3 and 4, Lesson 3

Length

Focus of learning (with Elements)

- Recognises that quantifying a measurement helps us describe and compare more precisely (U&C)
- Records estimates and measures concretely, pictorially and orally (C)
- Selects and uses appropriate materials to propose and estimate fair comparisons (A&PS)

Learning experiences

- D** Digital activity: Maths Words
MAM Routine: Think-Pair-Share
- C** Concrete activity: Sorting Toy Vehicles
- D** Digital activity: Comparing and Ordering (1) & (2)
MAM Routines: Reason & Respond, with Think-Pair-Share
- D** Digital activity: Let's Compare! **MAM Routines: Concept Cartoon, with Think-Pair-Share**
- C** Concrete activity: Sorting Jars and Spoons
- P** Pupil's Book page 12: Length

Equipment

- Toy vehicles for sorting by size
- Toy food for sorting by size (different collections from those used in Lesson 2)
- Set of jars (different heights, widths and capacities) per group
- Set of spoons (three different lengths, at least one to be too wide to fit into one of the jars) per group
- Monty the puppet

Maths language

- too wide, too tall, too short

Warm-up

Choose to do some or all of these warm-up activities over the two days.

D Digital activity: Maths Words
MAM Routine: Think-Pair-Share

Display the multiple choice activity to compare objects by size. For each question, first ask the children to describe each item using words we use to describe size and length. Ask the children to Think-Pair-Share their suggestions for relevant words. For example: tall, taller, tallest; short, shorter, shortest. After a discussion of the set of items, follow the prompt and select the correct answer.

C Concrete activity: Sorting Toy Vehicles

Distribute a collection of toy vehicles (or toy food) to each group to sort by size. Monty the puppet could ask:

- Can you find a long vehicle (or piece of food)?
- Can you find a longer vehicle?
- What is the longest vehicle in your collection?
- Can you find a short vehicle?
- Can you find a shorter vehicle?
- What is the shortest vehicle in your collection?



- Can you find a small vehicle?
- Can you find a smaller vehicle?
- What is the smallest vehicle in your collection?
- Can you find a big vehicle?
- Can you find a bigger vehicle?
- What is the biggest vehicle in your collection?

- Can you find a wide vehicle?
- Can you find a wider vehicle?
- What is the widest vehicle in your collection?
- Can you find a light vehicle?
- Can you find a lighter vehicle?
- What is the lightest vehicle in your collection?

Main event

Choose to do some or all of these activities over the two days.



D Digital activity: Comparing and Ordering (1) & (2) MAM Routines: Reason & Respond, with Think-Pair-Share



Display the flipcards activity, Comparing and Ordering (1), and ask the children to help you compare each pair of items. On the front of each card, the items are presented in different orientations. Play the audio prompt and allow the children time to Think-Pair-Share. When they have given their answers, ask:

- How can we prove it?

Explain that the items need to be placed side by side to compare them. Click the Flip button to turn the card, where the items will now be lined up.

- Does anyone still agree with their first answer?



Discuss the fact that it is harder to compare items when they are not facing the same way. Next, display the slideshow, Comparing and Ordering (2). The first slide shows a group of children seated in different positions, and poses the question 'Who is the shortest?' Discuss how the heights of children sitting in different positions are hard to compare. Ask:

- How can we find out the answer?

Work through the slideshow to solve the problem.

Teaching tip

Concretely, ask the children to compare in height a child who is sitting to a child who is standing. You are expecting the children at this point of the lesson to explain that both children need to be standing on the same 'starting point', i.e. the floor, in order to compare their heights fairly.



D Digital activity: Let's Compare! MAM Routines: Concept Cartoon, with Think-Pair-Share

Display the Concept Cartoon, in which the characters disagree about whether two items are the same height. Click to play the characters' statements. Ask:

- Who do you agree with?

Allow time for the children to Think-Pair-Share. Ask:

- What would you do differently? (Both items need to stand at the same starting point.)

C Concrete activity: Sorting Jars and Spoons

Distribute a set of jars and spoons to each group. Ask:



- Could you scoop out something from the bottom of this jar with this spoon? Why/Why not?
- Which spoon would you choose for each jar? Why?
- If there was only a little left in the jar, which spoon would work best?

Tell the children to organise the jars in order of height. Ask:

- Could they be organised another way?

Tell the children to organise the spoons in order of length. Ask:

- Could they be organised another way?

Direct each group in trying to retrieve something from each jar, using a spoon of their choice. Ask:

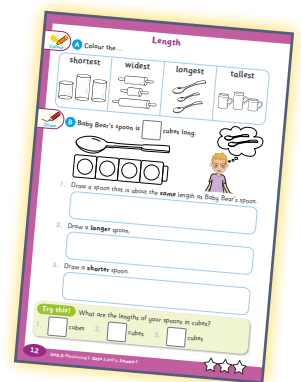
- Did you choose the correct spoon?
- Was there another spoon that would have worked? Why/Why not?

P Pupil's Book page 12: Length

Teacher note: When

measuring items in their book or drawing them, the children will notice they will not be exact, e.g. they can use

'nearly' or 'almost' 3 cubes long. This is the start of their journey of measuring and will lead to the discovery that they will need to use standard units to develop more accurate measurements in the future.



Optional consolidation and extension possibilities

Maths Eyes Find an item that is shorter than the windowsill. Find an item that is longer than your pencil.

Measurement Area Add any measuring tools used in the lesson.

Story Read *Tall* by Jez Alborough, or listen to a reading at: edco.ie/frcb

Games Bank Play 'Longest Train'.



Day 5, Lesson 4

Measuring

Focus of learning (with Elements)

- Recognises that quantifying a measurement helps us describe and compare more precisely (U&C)
- Records estimates and measures concretely, pictorially and orally (C)

Learning experiences

- C** Concrete activity: Frog Jumps
- D** **C** Digital activity: Choosing Measuring Tools
MAM Routines: Notice & Wonder; Reason & Respond, with Think-Pair-Share
- P** **C** Pupil's Book page 13: Measuring

Equipment

- Lunch box per pair
- Box of paper clips per pair
- Box of lollipop sticks per pair
- Interlocking cubes, links, paper clips and matchsticks (as measuring tools)
- chalk
- Monty the puppet

Maths language

- as long as, as wide as, as tall as

Warm-up

C Concrete activity: Frog Jumps

Draw a measuring scale of 1–10 on the ground with chalk, with the numbers quite closely spaced. The children pretend to be frogs and see how far they can jump, with the farthest number being 10. They note where they land on the scale. Ask:

- How far can you jump?
- Who jumped the farthest?

- Who made the longest jump?
- Where do you need to start from to make it fair?
- Where did you jump to?

Teaching tip

You could use Monty the puppet to demonstrate.

Main event

D **C** Digital activity: Choosing Measuring Tools **MAM Routines: Notice & Wonder; Reason & Respond, with Think-Pair-Share**

Display the slideshow, which contains several different problems. The first three problems are presented over two or three slides. They show the items for comparison and measuring and then the items being measured.



The last three slides show some common misconceptions about measuring in practice. Use the audio questions to guide the children through the resource. Using Think-Pair-Share to gather feedback, click to play or ask: the following questions.

For the children to solve similar measuring problems, distribute paper clips, linking cubes and lollipop sticks to each pair.

Storybooks (Slides 1 to 3)

Slide 1

- Which storybook is the longest?
- Which storybook is the shortest?
- How could we find out?

Slide 2

- Which colour block is the same size as the first storybook?
- Which colour block is the same size as the last storybook?
- Which colour block is the same size as the second storybook?

Slide 3

Teaching tip

You could ask the children to make/build the lengths of each book before this question is asked.

- What could you have used to find out how to order the storybooks by size?

Spoons (Slides 4 to 5)

Slide 4

- Which spoon is the longest?
- Which spoon is the shortest?
- How could we find out?

Slide 5

- Are there any gaps between the paper clips?
- How many paper clips long is the shortest spoon?
- How else could you have measured the spoons?

Lunch boxes (Slides 6 to 7)

Slide 6

- Which lunch box is the longest?
- Which lunch box is the shortest?
- How could you measure the lunch boxes?

Slide 7

- Are there any gaps between the lollipop sticks?
- How would you measure the lunch boxes with cubes?
- Which lunch box is the longest?

Teaching tip

The see-through lunch box is two whole lollipop sticks long, the red lunch box is two whole lollipop sticks and part of a lollipop stick long, and the blue lunch box is one lollipop stick and part of a lollipop stick long. A child might also say that the red lunch box is more than two lollipop sticks long or the blue lunch box is less than two lollipop sticks long. N.B. The primary focus of this slide is the language whole and part. We are not looking for the children to identify halves in this lesson. However, if a child uses the language of half organically, allow it; it informs you of their prior knowledge and understanding.

Would this work? (Slide 8)

- Can paper clips be used to measure the storybooks?
- Are the paper clips the same size?
- Do you think this would work? Give it a go in pairs.

Would this work? (Slide 9)

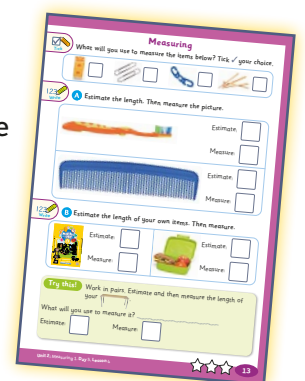
- What do you notice?
- Do you think this would work? Give it a go in pairs.
- What would you use to measure the lunch boxes? Give it a go in pairs.

Would this work? (Slide 10)

- What do you notice?
- Do you think this would work? Give it a go in pairs.
- What would you do differently?

P Pupil's Book page 13: Measuring

The children will need a choice of measuring tools: interlocking cubes, links, paper clips or matchsticks of one size. Distribute one of every type of measuring tool to each child in every group.



Optional consolidation and extension possibilities

Measurement Area Add any measuring tools used in the lesson.

Maths Eyes Find items taller than your chair. Find items shorter than the desk. Find items nearly the same height as the library.

Story Read *Jack and the Beanstalk*, or listen to a reading at: edco.ie/q99d

Games Bank Play 'Longest Train'.

Maths Journal Draw how you measured the length of your lunch box.



Days 6 and 7, Lesson 5

Weight

Focus of learning (with Elements)

- Explores and identifies the different attributes of a single object that can be measured (U&C)
- Recognises the need for units to measure weight (R)

Learning experiences

- D** Digital activity: Comparing and Ordering by Size
MAM Routines: Reason & Respond, with Think-Pair-Share
- D** Digital activity: Which is Heavier?
MAM Routines: Reason & Respond, with Think-Pair-Share
- C** Concrete activity: Sorting Objects
- D** Digital activity: Let's Weigh! *MAM Routines: Reason & Respond, with Think-Pair-Share*
- C** Concrete activity: Let's Weigh! *MAM Routines: Reason & Respond, with Write-Hide-Show*
- D** Digital activity: Comparing and Ordering by Weight
MAM Routine: Reason & Respond
- C** Concrete activity: Comparing and Ordering by Weight
MAM Routine: Reason & Respond
- P C** Pupil's Book page 14: Weight

Equipment

- Collection of items to compare
- Balance scale per pair/group
- Box of marbles per pair
- Two sorting circles labelled 'heavier' and 'lighter' per group
- Monty the puppet

Maths language

- as heavy as, heavier than, lighter than

Warm-up

- D** **Digital activity: Comparing and Ordering by Size**
MAM Routines: Reason & Respond, with Think-Pair-Share

Display the sequencing activity and explain to the children that we are going to order the animals by size, by dragging and dropping them into the correct order. Allowing time for the children to Think-Pair-Share, ask:

- Which is the tallest: the first, second or third animal?
- Which is the shortest: the first, second or third animal?

- Which animal is the second tallest?
- Which animal is taller than the elephant?
- Which animal is shorter than the gorilla?

Then ask:

- Would they stay in the same position if we ordered them from heaviest to lightest, do you think?
- Which animal would change position?
- How do we know?
- What could I use to prove it?

Main event

Choose to do some or all of these activities over the two days.

- D** **Digital activity: Which is Heavier?**
MAM Routines: Reason & Respond, with Think-Pair-Share

Display the flipcards activity. For each card, ask:

- Which animal is heavier, do you think?

Allow time for the children to Think-Pair-Share before flipping the card over to reveal the heavier animal. Ask:

- What did the balance scale tell you?
- Were you right?
- How do you know?
- Which animal is lighter?

C Concrete activity: Sorting Objects

Distribute a balance scale and a collection of classroom objects to each pair/group. Ask the children to sort the objects by weight. Tell them to use the balance scale to check their estimates. Help them to understand that a small object might be heavier than a larger object.

D Digital activity: Let's Weigh! MAM Routines: Reason & Respond, with Think-Pair-Share

Distribute a box of marbles to each pair. Display the activity and ask the children to estimate how many marbles it will take to balance the balance scale. Ask:

- Guess how many blocks it will take to balance this.

Allow time for the children to Think-Pair-Share. Ask:

- How many marbles did it take to balance it?
- Was your estimate correct?
- Did you estimate too many marbles?
- Did you estimate too few marbles?

C Concrete activity: Let's Weigh! MAM Routines: Reason & Respond, with Write-Hide-Show

Distribute a range of classroom items and a balance scale to each group. Hold up Monty the puppet and another teddy bear/puppet (different in weight) and ask the children which they think is heavier. Compare using the balance scale. Ask the children to make random pairings of items and estimate which item in each pair is the lighter one. They should then use the balance scale to investigate if their estimate was correct. Allow time for them to Write-Hide-Show (e.g. they could write '1' for teddy and '2' for doll).

Teaching tip

Ensure that a large, light item is compared with a small, heavy item at least twice when comparing items.

D Digital activity: Comparing and Ordering by Weight MAM Routine: Reason & Respond

Play the sequencing game, which asks the children to put the items in the correct order according to their weight – lightest to heaviest. The children help you to drag and drop the items to order them.

C Concrete activity: Comparing and Ordering by Weight MAM Routine: Reason & Respond

Distribute two sorting hoops labelled 'heavier' and 'lighter', a balance scale and some concrete items (such as different-sized fruit or vegetables, classroom objects, or containers filled with various amounts of items or liquid). Ask the children to estimate which item is lighter, and then use the balance scale to investigate if their estimate was correct. After weighing the items, they place each one in the 'heavier' or 'lighter' sorting hoop. Encourage them to use comparative language, e.g. *The pineapple is heavier than the orange.*

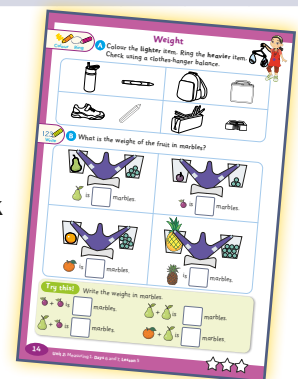


Teaching tip

Ensure that each child gets hands-on experience using the balance scale.

P Pupil's Book page 14: Weight

Teacher note: *Try this!* is a cognitively challenging task so some questions are beyond the number range already taught.



Optional consolidation and extension possibilities

Measurement Area Add any measuring tools used in the lesson.

Home/School Links Book Page 8 can be completed any time after this lesson.

Maths Eyes Find something lighter than your lunch box. Find something heavier than your English reader.

Story Read *Jim and the Beanstalk* by Raymond Briggs, or listen to a reading at: edco.ie/4jka

Let's Deepen Complete the Unit 2 Let's Deepen PCM.

Games Bank Play 'Longest Snake'.

Maths Journal What was your favourite item that you weighed today? Draw how you weighed it.

Days 8 and 9, Lesson 6

Capacity

Focus of learning (with Elements)

- Recognises the need for units to measure capacity (R)
- Compares and orders containers according to appropriate measurable attributes (A&PS)

Learning experiences

- D** Digital activity: Capacity
MAM Routines: Reason & Respond, with Think-Pair-Share
- C** Concrete activity: Sorting Containers
- D** Digital activity: Capacity – More or Less?
MAM Routines: Reason & Respond, with Think-Pair-Share
- C** Concrete activity: Build It!
- D** Digital activity: Comparing Containers
MAM Routines: Reason & Respond, with Think-Pair-Share
- P** Pupil's Book page 15: Capacity

Equipment

- A wide variety of containers (e.g. jugs, cups, bottles, tubs, boxes and suitcases)
- Spoons and ladles
- Dried rice, pasta or lentils
- Cushions
- Beanbags
- Toys

Maths language

- full, nearly full, empty, nearly empty, holds more, holds the most, holds less, holds the least

Warm-up

Choose to do some or all of these warm-up activities over the two days.

- D** **Digital activity: Capacity** **MAM Routines: Reason & Respond, with Think-Pair-Share**

Display the slideshow. Allow time for the children to Think-Pair-Share their responses to each of these questions:

- How can we measure capacity?
- Could we use interlocking cubes?
- Could we use a ruler?
- Could we use a balance scale?
- Could we use a container?

Ask the children to help you compile a list of items that can hold things. (Allow time for them to Think-Pair-Share.) Look for any items on the list that you have in the classroom. (Perhaps a tub for crayons, a beaker, a paint pot, a toy box, a jug/vase and a watering can.)

- C** **Concrete activity: Sorting Containers**

Ask the children to sort a variety of containers, according to how much they can hold. Allow them to discover that height and width are both important when sorting. Ask:

- Which container would hold the most ... (juice, toy cars, cushions, etc.)?

Main event

Choose to do some or all of these activities over the two days.

- D** **Digital activity: Capacity – More or Less?**
MAM Routines: Reason & Respond, with Think-Pair-Share

Play the multiple-choice activity. For each pair of items, ask:

- Which holds more/less?
- Why do you think this?

Allow time for the children to Think-Pair-Share.

- C** **Concrete activity: Build It!**

Ask the children in groups/at stations to order a variety of containers from 'holds less' to 'holds more'. Then, ask the children to fill one container with dried



rice, pasta or lentils, using a spoon or ladle. They then transfer the rice, pasta or lentils to the next container to see if there is room for more or if it is full (unable to hold any more). Ask:

- Is your container full?
- Is there room for more ...?
- Was there too much ...?
- Do you need to change the order of your containers?

Next, tell the children to order the toy boxes in the classroom. Ask:

- Which toy box would be suitable for the ... (building blocks, toy cars, toy animals, etc.)?

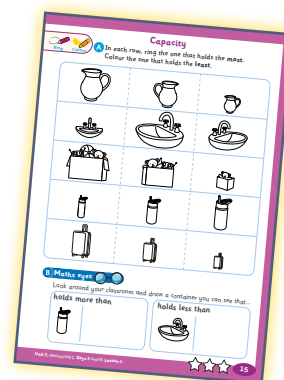


- D Digital activity: Comparing Containers**
MAM Routines: Reason & Respond, with Think-Pair-Share

Display the labelling activity, which shows sets of three containers (of the same capacity). Each

container must be labelled as 'empty', 'almost full' and 'full'. Allow time for the children to Think-Pair-Share.

- P Pupil's Book page 15: Capacity**



Let's strengthen

There is a parallel task available for this page, Unit 2 Let's Strengthen PCM, in case some children are struggling with superlatives.

Optional consolidation and extension possibilities

Sand Pit Using sand, ask the children to set up four containers that are full, almost full, empty and almost empty.

Water Area Using water, ask the children to set up four containers that are full, almost full, empty and almost empty.

Home/School Links Book Complete page 9.

Games Bank Play 'Longest Snake'.

Day 10, Lesson 7

Review and Reflect

Focus of learning (with Elements)

- Reviews and reflects on learning (U&C)

Warm-up

Carry out a warm-up activity of your choice from one of the lessons in this unit.

Main event

Choose from this menu of activity ideas, or choose your own way to best structure this last lesson to suit your needs and the needs of your class.

Let's talk!	Let's play!
<p>Use Think-Pair-Share to review the unit.</p> <ul style="list-style-type: none"> ● What did you enjoy the most from the unit? ● What did you find challenging? ● What would you like to do again? 	<p>Play a game from the Games Bank, for example:</p> <ul style="list-style-type: none"> ● Tallest Tower ● Longest Train ● Longest Snake
Maths language	Maths strategies and models
<p>Ask the children to explain some of the key language from the unit, perhaps using examples or drawings on their MWBs.</p> <p>Use the maths language cards for this unit to revise the key terms. For example: if the image and text are cut apart, can the children match them?</p>	<p>Ask the children to give examples of the strategies they used in this unit. Which strategies and models did they prefer and why?</p>
Progress Assessment Booklet	Let's create!
<p>Complete Questions 5–8 on pages 7–9. Alternatively, these can be left to do as part of a bigger review during the next review week.</p>	<p>In groups/pairs, build the longest road possible, using any of the measuring tools used in the unit. Ask:</p> <ul style="list-style-type: none"> ● Which group's road is the longest? ● Which group's road is the narrowest/widest? ● If you could start again, would you pick a different measuring tool?
Let's strengthen	Let's deepen
<p>Identify children who might benefit from extra practice with some of the key concepts or skills in this unit. Consult the Unit 2 Let's Strengthen Suggestions for Teachers.</p>	<p>Use the Unit 2 Let's Deepen PCM.</p>

