

## Fill It Up!

### Purpose

Students will estimate and measure capacity using cups and pints.

### Materials

*For the teacher:* chalk, chalkboard

*For each student:* copy of Black Line Master (BLM) *Fill It Up!*

*For each group of 4-5 students:* dishpan filled  $\frac{2}{3}$  full of water, one-cup measuring cup, one-pint measuring pitcher, 7-8 empty containers (e.g., margarine, whipped topping, ice cream, etc.), bowls of varying sizes, aprons or old shirts, towels (for cleanup)

### Activity

#### A. Pre-Activity Preparation

1. Mark the containers with the letters “A,” “B,” “C,” etc.
2. Set up five or six areas in the room for the Group Activity below.

#### B. Introduction

1. Demonstrate measuring the capacity of a container by filling it with cups full of water and pints full of water.
2. On the chalkboard, fill out a table similar to the one in the BLM *Fill It Up!* to represent the capacity of the containers.
3. Tell the students that they will be filling out a table similar to the one on the board for the containers that they measure.

#### C. Group Activity

1. Give each student a copy of the BLM *Fill It Up!* and an apron or old shirt to wear.
2. Divide the class into groups of four or five students and assign each group an area in which to work.
3. Instruct the students to measure the containers with water from both the one-cup measuring cup and the one-pint measuring pitcher.
4. Have the students complete the BLM as they measure the capacity of the containers.
5. Tell the students to fill the containers full and to count the last cup or pint that was poured in (even if the whole cup or pint will not fit into the container).
6. Review the BLM as a group.

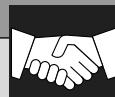
EXTENDING  
THE



**ACTIVITY**

Have the groups make a simple no-cook recipe using cup and pint measures. Some good ideas include simple drinks, fruit salad, or snack mix.

connecting  
across the  
**curriculum**



#### Physical Education

Divide the class into teams and have a relay race where the students carry water in cups or pints to fill up a bucket. Have the students estimate the number of cups the bucket will need and the number of times a student will need to race. Remind them to account for spills.

**Standards Links**  
**2.1.11, 2.1.12**


## Questions for Review


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### Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 Which is bigger: a cup or a pint?

 Will this container [*point to container*] hold more cups or more pints?

 Why will it hold more cups?

 Can you estimate how many cups will fit into a pint?

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# Fill It Up!

Name: \_\_\_\_\_



Fill out the table below as you do the group activity. The teacher will be asking you questions about the table when it is completed.

CONTAINER	NUMBER OF CUPS	NUMBER OF PINTS
<b>A</b>		
<b>B</b>		
<b>C</b>		
<b>D</b>		
<b>E</b>		
<b>F</b>		
<b>G</b>		
<b>H</b>		

# Fill It Up!

## Teacher Directions

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Have the students fill out the table as they complete the Group Activity.

## Answer Key

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Answers will vary.