

Wednesday 20<sup>th</sup> May 2020.

Good morning Year One! I hope you are all ok! I really miss all of you and I can't wait until we are all back in Class One!

Here is joke for today: *What do elves learn in school?*  
- the elf-abet.

## Worksheet 2

### Finding Volume and Capacity

Measure.

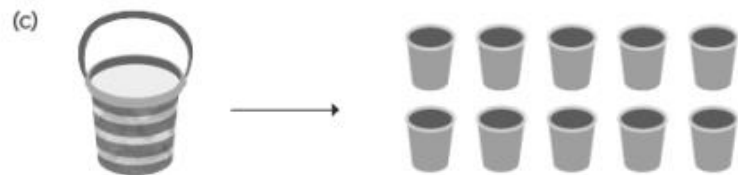
Each  is 1 unit.



The capacity of the glass bowl is about  units.

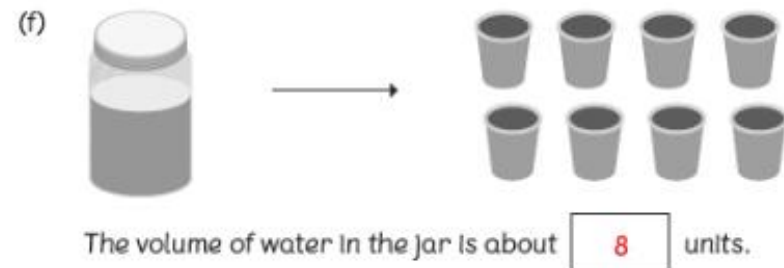
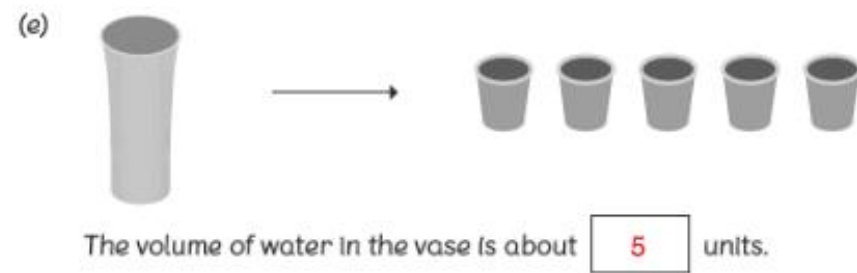
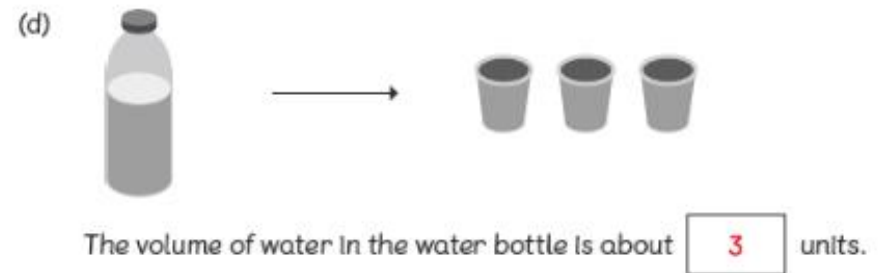


The capacity of the plastic bottle is about  units.






















The capacity of the bucket is about  units.

Here are the answers for yesterday's workbook:



Maths starter:

<p><b>Section 1</b> There are 20 biscuits in a packet. Grace eats 5. Sara eats 6. How many are left in the packet?</p> 	<p><b>Section 2</b> Match the numbers with their names:</p> <table><tr><td>12</td><td>sixteen</td></tr><tr><td>15</td><td>eight</td></tr><tr><td>8</td><td>twelve</td></tr><tr><td>16</td><td>fifteen</td></tr></table>	12	sixteen	15	eight	8	twelve	16	fifteen	<p><b>Section 5</b> Draw the coins you need to make 14p.</p>	<p><b>Section 6</b> Choose the correct symbol to complete the number sentence.</p> <p>- x +</p> <p>2 <input type="text"/> 5 - 7</p> <p>8 <input type="text"/> 4 - 4</p>																					
12	sixteen																															
15	eight																															
8	twelve																															
16	fifteen																															
<p><b>Section 3</b> Which would weigh more? Circle the heaviest.</p> <table><tr><td></td><td>or</td><td></td></tr><tr><td></td><td>or</td><td></td></tr><tr><td></td><td>or</td><td></td></tr></table>		or			or			or		<p><b>Section 4</b></p> <table><tr><td>20</td><td>→</td><td>10 less</td><td>→</td><td><input type="text"/></td></tr><tr><td>50</td><td>→</td><td>10 less</td><td>→</td><td><input type="text"/></td></tr><tr><td>80</td><td>→</td><td>10 less</td><td>→</td><td><input type="text"/></td></tr><tr><td>30</td><td>→</td><td>10 less</td><td>→</td><td><input type="text"/></td></tr></table>	20	→	10 less	→	<input type="text"/>	50	→	10 less	→	<input type="text"/>	80	→	10 less	→	<input type="text"/>	30	→	10 less	→	<input type="text"/>	<p><b>Section 7</b> Draw a picture to show this: <math>1 + 9 = 10</math></p>	<p><b>Section 8</b> It's Mickey's birthday tomorrow. Today is Saturday. What day is Mickey's birthday?</p> <input type="text"/>
	or																															
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20	→	10 less	→	<input type="text"/>																												
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Lesson 3: Describing volume using half and a quarter.

Lesson intention: To be able to describe volume using the terms 'half' and 'quarter'.

## Lesson Approach

To begin this lesson, show pupils the In Focus task and ask them which container can hold half as much water as container F. Let them discuss this, then prompt them with previous learning about fractions. Tell them that your friend said it has to be D because it looks the same as F. Is that explanation good enough? Why or why not? Ask pupils how many times you would need to pour something into container F to know that it measured half? How many times to measure a quarter? Work through Let's Learn, reinforcing the meaning of 'capacity' and 'volume' and discuss their differences.

During Guided Practice, pupils are reinforcing their learning through fractions. For example, if it takes 4 units to fill a container, then 1 unit is a quarter and 2 units is a half.

## Differentiation

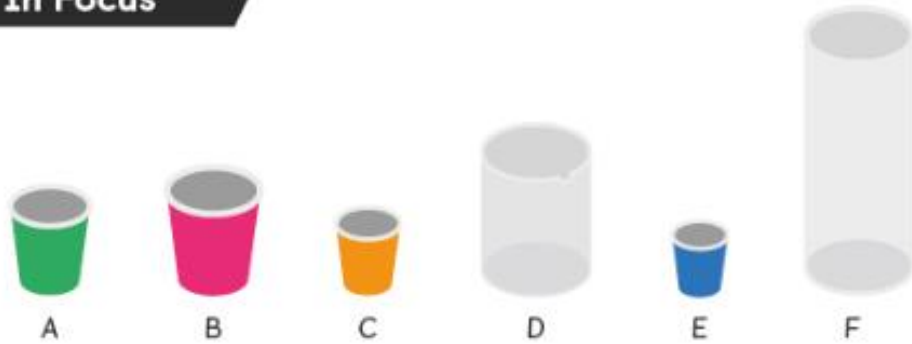
D1

For struggling learners, drawing lines that indicate a quarter and half on the larger container will provide them with visual support. Also, making a clear distinction between capacity and volume is important at this stage for these learners.

D2


For advanced learners, ask them to explain the difference between volume and capacity (the amount in a container versus the amount a container can hold) and why it is important to know both.

## In Focus



Which container can hold half as much water as  ?

Which container can hold a quarter as much water as  ?






The capacity of a container is how much water it can hold.

## Let's Learn

1 We pour water from the beaker into the empty container:



The capacity of  is half the capacity of .



We can use the word **volume** to describe the amount of water in a full container.

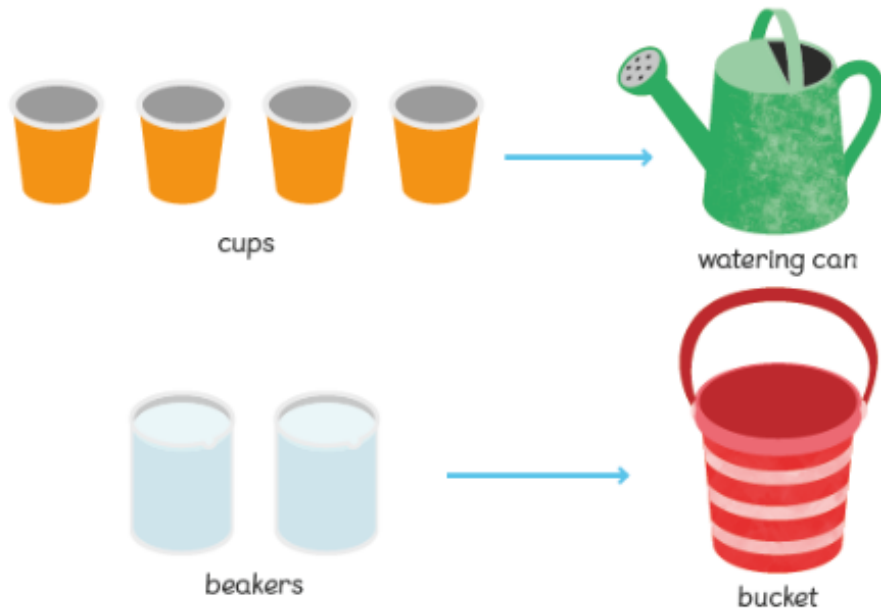
2



The container can be filled up with 4 cups of water.  
The capacity of one cup is a quarter of the capacity of the container.

## Guided Practice

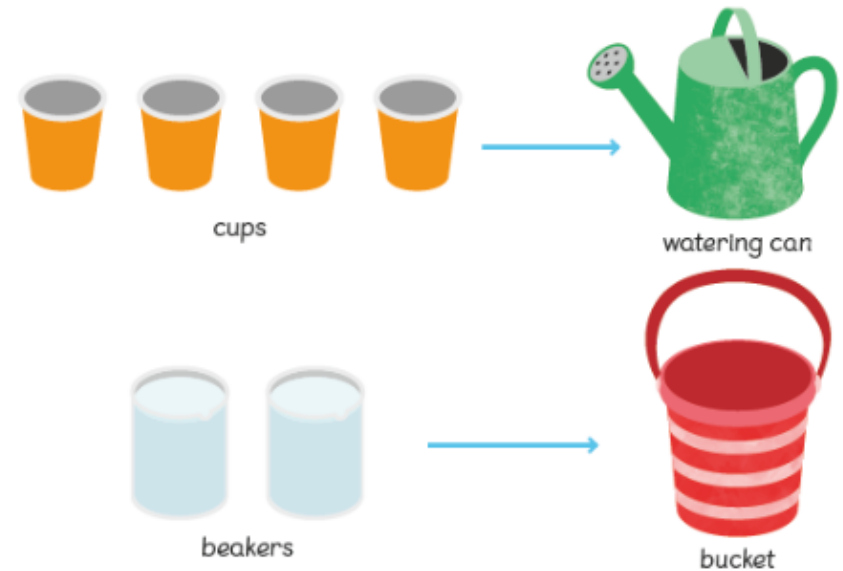
Fill in the blanks with 2, half or a quarter.



- (a) The capacity of one cup is  of the capacity of the watering can.
- (b) The volume of water in one beaker is  the volume of water in the bucket.
- (c) After the bucket is filled with 1 beaker of water, the bucket is  full.
- (d) After the watering can is filled with  cups of water, the watering can is half full.

## Guided Practice

Fill in the blanks with 2, half or a quarter.

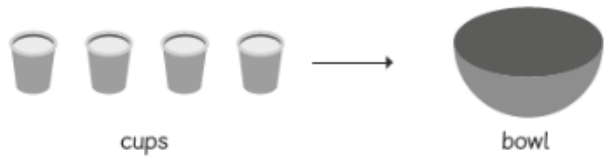


- (a) The capacity of one cup is  of the capacity of the watering can.
- (b) The volume of water in one beaker is  the volume of water in the bucket.
- (c) After the bucket is filled with 1 beaker of water, the bucket is  full.
- (d) After the watering can is filled with  cups of water, the watering can is half full.

**Worksheet 3**

**Describing Volume using Half and a Quarter**

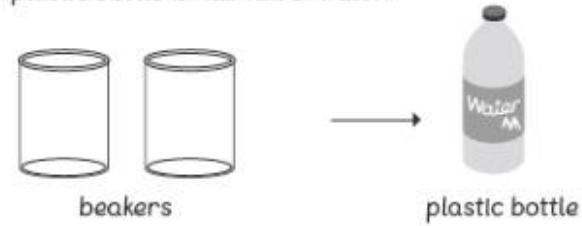
**1** The pictures show the capacities of each container.  
Fill in the blanks with half-full, half or a quarter of.



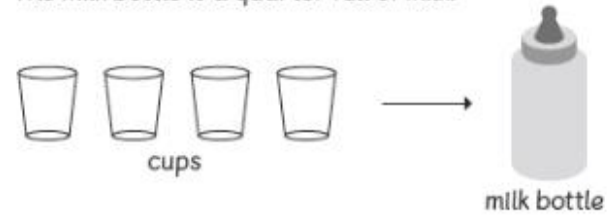
- (a) The capacity of one beaker is  the capacity of the fish tank.
- (b) The capacity of one cup is  the capacity of the bowl.
- (c) After the fish tank is filled with one beaker of water, the fish tank is .

**2** Colour the correct number of beakers and glasses.

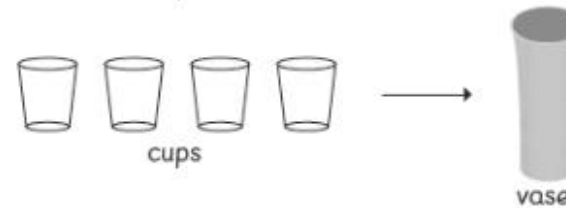
(a) The plastic bottle is half full of water.



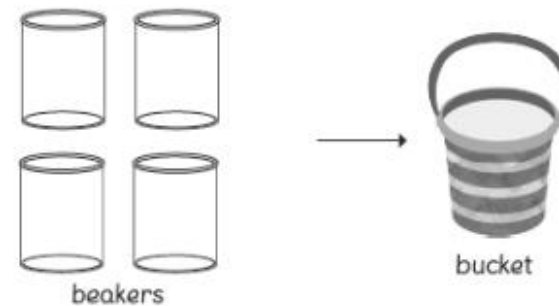
(b) The milk bottle is a quarter full of milk.



(c) The vase is a quarter full of water.



(d) The bucket is half full of water.



Reading for pleasure- 30 mins.

Literacy: <https://www.youtube.com/watch?v=hheolVGZVvs>

The snail and the whale travel across the ocean to many places together. Can you use the ocean as the main setting and write a description about it? If they are in the middle of the ocean, what would they see around them, what would they hear, would they see other sea creatures?

Reading: Read '*Desert wildlife*' (below) and then answer the questions carefully.



## Desert Wildlife

A desert is a kind of habitat. Deserts are dry places that get very little rain. Deserts are hot during the day but cool at night. Many desert animals only come out to eat as it starts to get dark. Most desert animals do not need very much water.



Desert animals have special features that help them survive. A scorpion has a hard shell that helps keep water inside its body.



Some desert animals hunt other animals. Hawks might eat snakes and small birds. Mammals like coyotes hunt rabbits and mice at night.



Meerkats live and hunt in gangs. They eat insects. Their ears fold back when they dig to stop soil getting inside.



### Did you know?

Kangaroo rats can live their whole lives without ever drinking. They get all the **moisture** they need from seeds.



A perentie is a long lizard that lives in the desert in Australia. It likes to eat birds' eggs and small kangaroos. Perentie can live for up to 20 years.



Read the text on the next page and answer the questions.

1. What habitat is the information text about?

2. Find two adjectives that are used to describe the desert.

3. What animals does a hawk like to eat?

4. Which adjective describes a scorpion's shell?

5. Why do meerkats fold back their ears when they dig?

6. Where do kangaroo rats get moisture from?

7. How many years can a perentie live up to?

8. Why do a lot of desert animals only come out at night?



Project: We have been learning all about the seaside. However, it is important that we know how to stay safe at the seaside. I would like you to look at the presentation (on the blog) and then create a beach safety poster. Draw some pictures and write a message explaining how to stay safe at the seaside.

# Keeping Safe in the Sea

What do you need to do to keep safe when you go in the sea? Draw a picture and write a message to tell people how to keep safe.

A large, empty rectangular box with rounded corners, intended for a child to draw and write. At the bottom left corner of this box, there are three small line drawings: a pair of glasses, a beach ball, and a bottle of sunscreen with a sun icon on the label.