HELP ALBERT FILL THINGS UP

Each child will need a copy of page 2 and a pencil or crayon.

What Did Albert Do?

- Recall with children Albert's problem in ***A Beach for Albert***. Point out that Albert tried using two containers of different sizes to fill his "pool" with water.
- Say: *If Albert alone had used his small bucket, filling the pool would have taken a very long time.*
- Say: *If Albert had been able to drive the truck, he could have filled his pool easily.* Ask: *Why do you think this is so? That's right, because the truck holds more water than a small bucket.*
- Explain that using the right size container to fill another container with water can make the job easier.

Choose the Right Container

- Have children look at the different containers on page 2. Tell them that they are going to decide which container on the right they would use to fill each container on the left.
- Ask: *Which container in the left column holds the most water? That's right, the aquarium.*
- Have children identify the container in the right column that would hold the most water. Say: *That's right, the bucket. You would use the bucket to fill the aquarium because it holds more water than the other containers and would make the job easier.*
- Have children draw a line from the bucket to the aquarium. Then have them continue matching in this way the container on the right that would make filling each container on the left easiest.
- Encourage children to explain why they matched the different containers.

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A Beach For Albert

Printable Activity Page 2

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For use with HELP ALBERT FILL THINGS UP

MEASURING CUP

TEST TUBE

BOWL

SPOON

EYEDROPPER

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FILL IT UP, PLEASE!

Each child or pair of children will need:

- A set of plastic measuring cups (¼ c, ½ c, 1 c, 2 c)
- A copy of page 4 (If specific size containers are not available, you can modify the activity by using cups or glasses of varying sizes. You do, though, need two of the largest size cup or glass.)

Look at Different Size Cups

- Remind children that Albert first tried to fill his pool using a very small bucket. Say: *He then tried to use a toy truck because he could see that it held more water than the bucket. He knew that using the truck would make the job easier. Unfortunately, he could not drive the truck.*
- Tell children that they are going to use different size containers to fill a large container.
- Examine the measuring cups. Tell children that they are going to use these cups to fill the largest cup. Have children order the 4 cups from smallest to largest in a row.

Make Some Guesses

- Have children look at their copy of page 4. Ask: *How are the cups in the top row ordered? That's right from smallest to largest? What do you notice about the cup below the row of cups?*
- Have children guess the number of each cup it would take to fill the large 2-cup cup with water. Record the guesses on the lines labeled *Guess*.

Let's Find the Answer!

- Supply a plastic bowl of water for the children. Have children first use the smallest cup to fill the largest cup with water. Record the number of small cups they used on the line labeled *Actual*.
- Then empty the large cup and repeat the procedure with the three other cups.
- Once children have used each of the cups to fill the large cup and have recorded their findings, ask them what they notice about the actual numbers for the four different size cups. Ask: *Why do they think this happened?*

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For use with FILL IT UP, PLEASE!

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WATER PLAY

Each child or group of children will need:

- A small basin of water
- A plastic eyedropper (Each child in a group should have an eyedropper.)
- A rubber-bulbed baster, the kind used to baste a turkey
- One 1-cup measuring cup
- One 2-cup measuring cup
- A sheet of notebook paper and a pencil

(Best for two or more children)

- Fill a small basin with water.
- Give each child a small plastic eyedropper. Give each child or small group a baster and the two measuring cups.
- Point out that the baster is a large version of the much smaller eyedropper. Then demonstrate how to use the eyedropper and the baster. (*Note-This may take a while for a younger child to master.)

Fill the Cup!

- Once children are able to use the eyedroppers, have them begin working together to fill the 1-cup measuring cup with water. Have children keep count of the number of times they each have to fill the eyedropper to fill the measuring cup. Have them record their totals on a sheet of notebook paper.
- If working in a small group, the children can add their numbers to find out how many eyedroppers of water it took to fill the 1 cup measuring cup.
- Empty the 1-cup measuring cup back into the small basin. Then have children use the basting tool to fill the 1-cup measuring cup. (They may take turns filling the basting tool.)
- Again, have them count how many times they fill the basting tool to fill the 1-cup measuring cup. Remind them to record their findings on the sheet of notebook paper.
- When they have finished, have children compare the number of times they had to fill the eyedroppers to the number of times they had to fill the baster. Ask: *Why do you think you had to fill the eyedropper many more times than the baster?*

Continued on next page

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WATER PLAY

Let's' Use What We Know (Continued from page 5)

- Have children repeat the activity with the 2-cup measuring cup.
- Before they begin, have children predict how many times it will take to fill the 2-cup container, first with the eyedropper and then with the baster. Remind children that they can use their totals for the 1-cup container to help them make their predictions.
- Jot down their predictions and refer to them when children have completed the activity. Ask: *Was anyone close? How did your results for the first cup help you guess about the second, larger cup?*
- Ask: *What other containers do you think you could use to fill the 2-cup measuring cup?*

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