

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 45

Container comparisons

Unit:
FOOD SCIENCE

PRECEPTS

- J. Mental Growth
- J3. Practice sound decision-making

NATIONAL STANDARDS

- NM-NUM.3-5.3. Compute Fluently and Make Reasonable Estimates



Lesson Type:
One-on-one

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Compare liquid volume measurements.





TIME

Instruction time for this lesson: **15-20 minutes.**



RESOURCES

None



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ empty liquid containers
(pint, quart, half-gallon and gallon sizes)
- ✓ 1-cup measuring cup
- ✓ water
- ✓ words on cards: **pint, quart, half-gallon, gallon** (optional)
- ✓ liquid measurement equivalents
on cards (optional)

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

None

INTEREST APPROACH

Set up the four containers and water then ask the following question to your PALS.



Do you drink milk or water? What are the different size containers of milk and water? *Discuss that there are different size containers such as pints, quarts, etc.*

Discuss with the PALS the different reasons for the different containers. For example, one holds more than the other. We use larger ones for serving more people, etc.



Why do we need to know how to measure liquids?

Discuss that liquids are used for cooking, etc. and we need to know how much to add.



Today we are going to use water to show how to measure liquids.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Compare liquid volume measurements.



Have your mentee arrange the containers from smallest to largest. Then have them get out a piece of paper and predict how many cups each container will hold.



Great! Hold up the 1-cup measuring cup. What size is this measuring cup? Good. We are going to use it to fill up our first container. How much do you think it will hold?



Work with your PALS to measure the water, using the cup, into the containers. As you measure, name the container and discuss how well they predicted the amounts.

REVIEW / SUMMARY / EVALUATION



Great job, now let's review.

Use the Choral Response Moment to review. Point to each container and ask what the container is called and then how much each one holds. Optional - You may have cards with the words on the cards that correspond with the containers. Have your PALS label the containers.

APPLICATION

Continued Discussion/Activity:

As another activity you can discuss the conversions listed.

Use a matching game to match the words and the amounts.

2 cups = 1 pint

2 pints = 1 quart

2 quarts = 1/2 gallon

4 quarts = 1 gallon



Small Group: *Identify other areas in life that we use measurement. For example, measure rain, temperature, height, and how well behaved we are. Discuss why we measure foods and the importance of such measurements.*



Large group suggestion: *Work with the entire class to compare and predict the liquid measurements. Have a competition with different groups to find out some of the conversion measurements or just have everyone in the class complete the basic measurements in the lesson.*