

4

What's in store?



We are having a party so I'm off to do some shopping. I've made a list of all the food I need. I'm going to make pasta salad for everyone. I will buy the largest bag of pasta I can find!

I am going to *Bestcos* superstore. I will be able to get everything I need there. It is only a short bus ride away. Inside, it is easy for me to get around, as the aisles are wide enough for my wheelchair.

Tim is coming with me to help carry the heavy bags. He is tall and can reach all those high shelves!

Talk about it

Where do you do your food shopping?

Is there a superstore near you?

Do you look at the size of packages you buy?

If a package is bigger, is it heavier as well?

Food packages come in different shapes. Do you look at the shapes of the packages?

Which shapes can you think of?

Here are the skills you will practise in this unit.

Which are the most useful for you? Tick the boxes.

- ☐ Describing and comparing sizes
- ☐ Describing and comparing length
- ☐ Describing and comparing weight
- ☐ Describing and comparing capacity
- ☐ Naming common 2-D and 3-D shapes
- ☐ Understanding positional vocabulary

Skill code

MSS1/E1.3

MSS1/E1.4

MSS1/E1.5

MSS2/E1.6

MSS2/E1.1

MSS2/E1.2

Size matters

Hi! People call me Min, short for Mini, because I am not a very large person. When I go shopping I need to buy small sizes in clothes.



What does Min mean by **large** and **small**?

Compare the sizes of these two T-shirts.



small



large



Activity 1

Compare the sizes and ring the **smaller** one of each.

1



2



3



4



Activity 2

Compare the sizes. Ring the **larger** one of each.

1



2



3



4





Activity 3

When I arrive at the superstore, I need to decide which trolley to use. Normally I use a small trolley. We are buying food for the party so I need to buy more than usual. Do I need a large trolley or a small one? A larger trolley will hold more food.



Food comes in different sized packets and containers. Look at the three pasta bags.

The red bag is **smaller** than the blue bag.

The yellow bag is smaller than both. It is the **smallest**.

I need a lot of pasta, so which bag is the **largest**?

Compare the sizes. Ring the **smallest** of each.



e.g.



1



2



3



Activity 4

Draw three boxes in order of size, from smallest to largest.

smallest  largest



Review

Do you need more practice in describing and comparing sizes?

Yes ☐

No ☐

For more work on this, go to H1 (page 13).

The long and the short of it

Hey, look at the length of this spaghetti!
It is really **long**! I like spaghetti but it's
too messy for the party. I need **shorter**
pasta, like macaroni.

short



long



longer



Activity 5

Long and **short** are two words for describing the length of something.
Compare each pair of objects. Ring the **longer** one of each.



Activity 6

We can use a metre rule to measure lengths. Use the metre rule and compare it with these objects. Write whether the objects are **longer** or **shorter** than the metre rule.

e.g. A pencil is **shorter** than one metre.

1 The table is than one metre.

2 The white board or chalkboard is than one metre.

3 A piece of paper is than one metre.

4 The window is than one metre.

Activity 7

I have difficulty visiting some shops because I can't get around them in my wheelchair. Bestcos is fine. The floor is very smooth with no steps, the aisles are **long** and **wide** and the checkouts are not too **narrow** for my wheelchair.

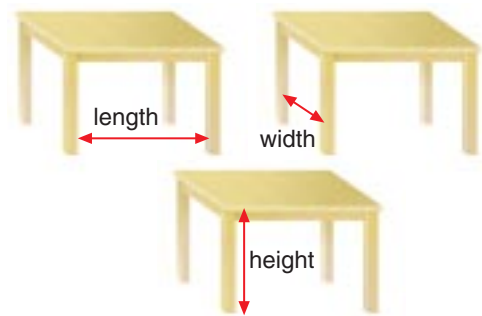
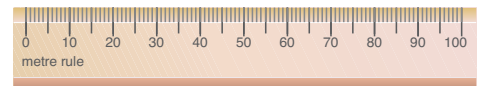


What do we mean by **wide** and **narrow**? As well as **length**, some things can be measured for **width** and **height**.

A table can be measured for length, width and height.

Compare your table with a metre rule. Ring yes or no to answer the questions.

- 1 Is your table **longer** than one metre? yes or no
- 2 Is it **wider** than one metre? yes or no
- 3 Is it **higher** than one metre? yes or no



Activity 8

Tim is very **tall**. He can reach the **high** shelves, which I can't reach. He is the tallest of all our friends. They are **shorter** than him.



May Sue Pete Jo Tim

Write the names of our friends in order from tallest to shortest.

- 1 Tallest: Tim
- 2
- 3
- 4
- 5 Shortest:

Review

Do you need more practice in understanding length?

Yes ☐ No ☐

For more work on this, go to H2 (page 13) or E1 (page 15).

This work links to mini-project M1 (page 16).

Half full or half empty?

*We sometimes stop at the superstore cafe for a drink before going home. Today we both had orange juice. The machine broke down and my glass was not **full**. So I bought a bottle and poured that into my glass. But then I had too much!*



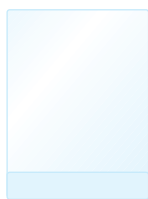
Activity 9

Ring the container you think will hold more.

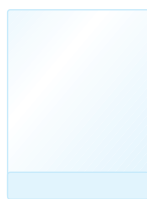


Activity 10

Look at these glasses. Colour in the glass to match the words.



full



half full



empty



Review

Do you need more practice in describing capacity?

Yes ☐ No ☐

For more work on this, go to H3 (page 13) or E2 (page 15).

This work links to mini-project M2 (page 16).

Light weight!

We travel to the superstore by bus.
We need to be able to carry the shopping home, so the bags mustn't be too **heavy**!

Which would you rather carry?

Which bag would be **lighter**?

Which bag would be **heavier**?



Activity 11

Use your hands to compare the weight of different items.

Which feels heavier? Which feels lighter?

Ring the **heavier** object in each pair.

1



2



3



4



Activity 12

Find three objects in your room. Compare their weights.

Draw them in order from lightest to heaviest.

lightest  heaviest

Review

Do you need more practice in describing and comparing weight?

Yes ☐

No ☐

For more work on this, go to H4 (page 14) or E3 (page 15).

This work links to mini-project M3 (page 16).

rectangle

Activity 14

When we get home we have coffee and biscuits. I notice these shapes on the plate.



- 1 How many of the biscuits are shaped like a circle?
- 2 How many triangle-shaped biscuits are there?
- 3 How many biscuits are shaped like a rectangle?
- 4 What shape is the plate?

Activity 15



Look at these shapes. Pick a word from the box to make each sentence correct.

e.g. A rectangle has four sides.

- 1 A triangle has sides.
- 2 A circle is
- 3 A circle has no
- 4 A square is a rectangle but all the sides are

four	round	three
equal	corners	

Review

Do you need more practice with 2-D shapes?

Yes ☐ No ☐

For more work on this, go to H5 (page 14) or E4 (page 16).

Pack it in!

Tim and I put the shopping away in very different ways. Tim likes to put the packages away according to what they are – all the soup together, all the cereal together, and so on. I like to put them away according to their shape. I put all the boxes together and all the tins together because they stack better that way ... but Tim is putting the shopping away today.



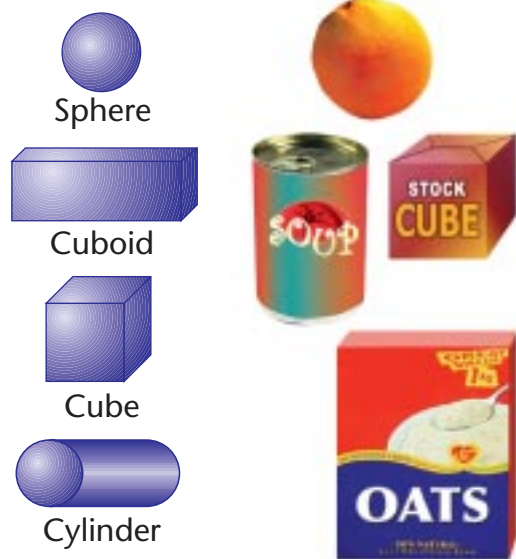
Activity 16

Look at the shapes of these objects.

In what way are they different? In what way are they similar?

Look at the different objects your teacher has brought in. How would Min like them sorted?

Put all the spheres together, all the cubes together, all the cylinders together and then all the cuboids.



Activity 17

Min has re-arranged the shopping her way.

Which shapes has she put in each cupboard?



e.g. cylinders

1

2

3

Activity 18

Why did Min put the oranges in a bowl?

Think of a selection of 3-D shapes. Find out which shapes roll and which shapes can be stacked.

Which shape can roll and be stacked?

.....

Activity 19

Look at these pictures of 3-D shapes. Match each shape to its name.



cylinder
cube
cuboid
sphere



Review

Do you need more practice with 3-D shapes?

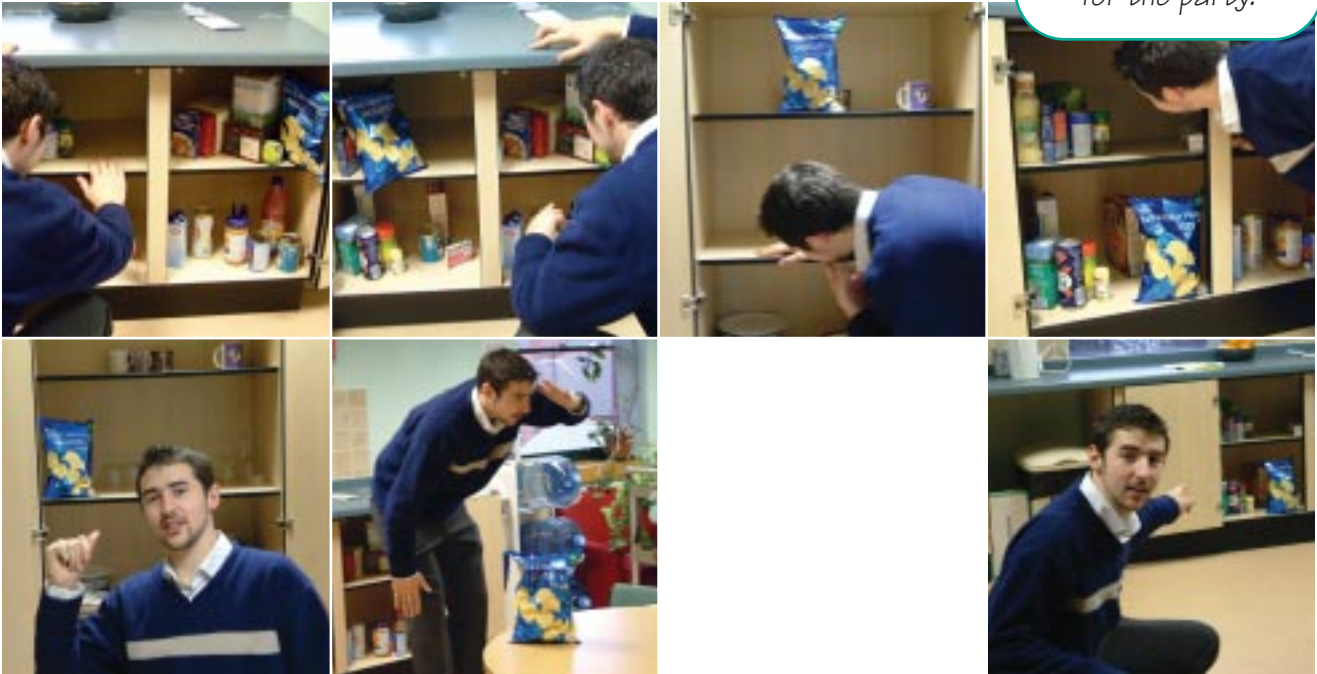
Yes ☐ No ☐

For more work on this, go to H6 (page 14).

This work links to mini-project M4 (page 16).

Here, there and everywhere

We're getting ready for the party.



Discuss the pictures together and look at the words in **bold**. These words show position or direction.

right **left** **top** **behind** **near** **above** **in front**

Think of other words that show direction.



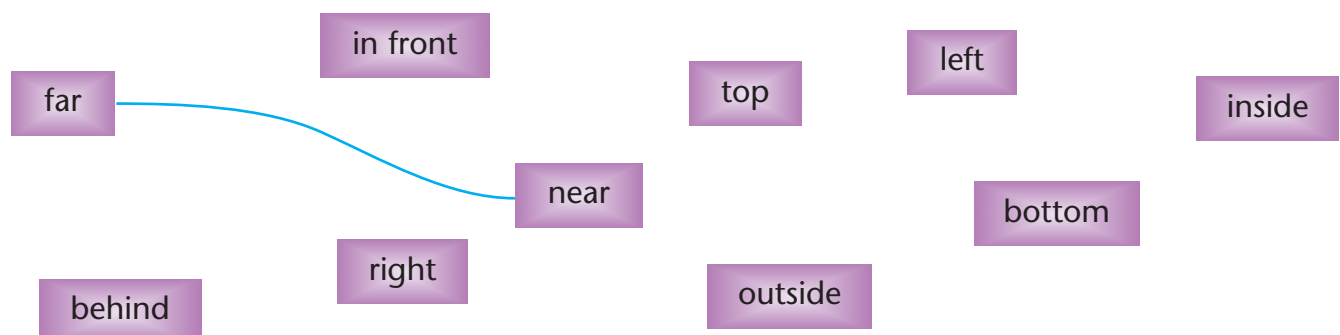
Activity 20

With another person, play a game similar to 'I spy'. Choose an object in the room but keep it secret. Give one clue to its location using a position word. For example 'It's **near** you'. The other person can ask questions using positional words to find the object. For example 'Is it **next to** a book? Is it **on top of** the table?' Take turns choosing objects.



Activity 21

Match the words to their opposite meaning.



Activity H1

Compare the tins in each group. Draw a ring around the word that describes the **red** tin.

e.g. **Larger** or smaller?



1 Larger or smaller?



2 Larger or smaller?



3 Largest or smallest?



4 Largest or smallest?



Activity H2

Collect five differently coloured pencils.

Compare the lengths of two pencils. Which is longer?

Add another pencil and compare.

Add a fourth pencil and compare.

Now add the fifth.

Order all the pencils according to length and draw the results.

.....

shortest  longest

Activity H3

Use five different containers and some water.

1 Predict which one will hold the most and which one the least amount of water. How will you find out? Try it.

2 How many of one container will fill another? Will four eggcups fill one mug? Try it.





Activity H4

Use a balance, if necessary, and five small objects.

Which is the heaviest? Which is the lightest?

Weigh the objects to find out.

Order the objects from lightest to heaviest and draw them.



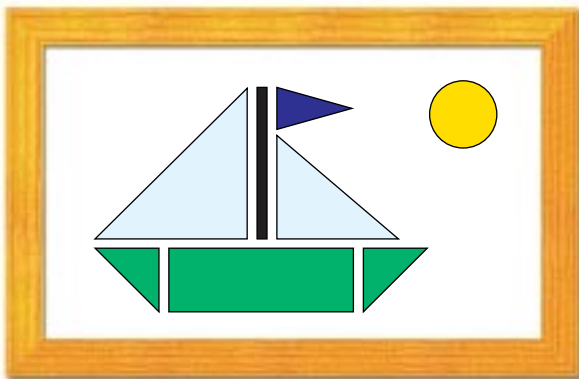
.....

lightest  heaviest



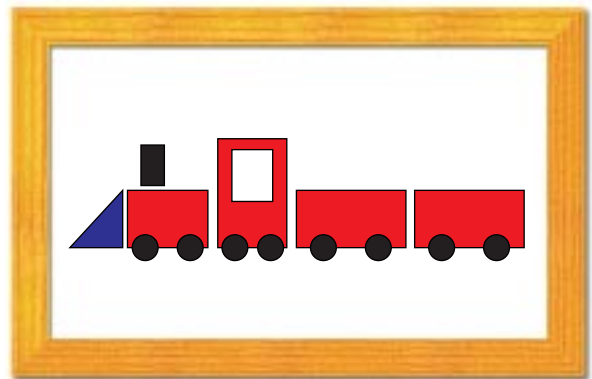
Activity H5

Identify the shapes in the pictures.



In the boat picture

- 1 How many circles?
- 2 How many triangles?
- 3 How many rectangles?



In the train picture

- 4 How many circles?
- 5 How many triangles?
- 6 How many rectangles?



Activity H6

Write down one item for each of these shapes. Look back at Activity 16 to help you.

Cube

Cylinder

Sphere

Cuboid



Extension



Activity E1

Look at the diagram of the kitchen cupboard.

What do the three arrows refer to?

Label each arrow with the correct word: **length**, **width** or **height**.



Activity E2

Use a mug and a bowl.

	Estimate	Actual
1 How many mugs of water will it take to half-fill the bowl? Estimate then try it.
2 How many mugs to fill the bowl?



Activity E3

Use five food items of similar weight. Estimate the order of the items from lightest to heaviest.

Write your estimate here. (Draw it on paper if you prefer.)

.....
lightest  heaviest

Compare the weights using a balance.

Write the results. (Draw your results on paper if you prefer.)

.....
lightest  heaviest

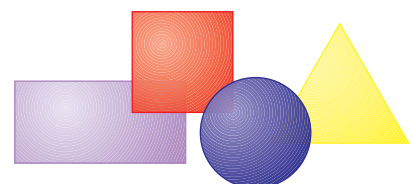
How close was your estimate?



Activity E4

Use some flat gummed shapes and a piece of paper.

Make a picture using exactly eight triangles, four rectangles, six circles and two squares.





Mini-projects



Activity M1

Min can't get through some doors in her wheelchair. She needs just under one metre to fit her chair through. Could she get into the room in which you have this lesson?

Is there enough room for the wheelchair between the tables and chairs?
Where would she have trouble?

Your teacher will give you a stick or piece of string that you can use to find out.

Now look at your home in the same way. Where would someone in a wheelchair have problems? How could you make it easier for them?



Activity M2

Compare some containers at home.

How many mugfuls of water does it take to fill the washing-up bowl?

Estimate how many washing-up bowls to fill the bath.

How many buckets would fill a paddling pool?

Look at cartons, bottles and jars at the shops. Compare how much they hold.



Activity M3

Use up to four carrier bags and a selection of food of different weights.

Pack the food into the bags.

Try to make the bags as even in weight as possible.



Activity M4

Pack some bags of food. Look at the shapes of the packages. Put all the cuboids together, then the cylinders, cubes and spheres.

Pack a box of food. Fit the shapes together to get as much food as possible into the box without breaking or squashing anything.





Check it



Activity C1

Order the T-shirts according to size from the smallest to the largest.
Draw or write the colours for them.



smallest  largest



Activity C2

Ring the item that is lighter in weight.

1 Feather or mug



2 Elephant or cat



3 Baby or adult



4 Book or pencil



Activity C3

Ring the container that will hold more.

1 Bucket or mug?



2 Glass or egg cup?



3 Washing-up bowl or glass?



4 Watering can or paddling pool?





Activity C4



Look at the coloured pencils and answer the questions.

- 1 Which is the longest pencil?
- 2 Which is the shortest pencil?
- 3 Which two pencils are shorter than the green one?



Activity C5

Match the names to the shapes.

triangle

circle

square

rectangle



.....



Activity C6

Match the names to the shapes.

cylinder

sphere

cube

cuboid



.....

How am I doing?

Now look back at the skills listed on page 1.

Then complete the sentences below.

I am confident with

.....

.....

I need more practice with

.....

Date

Activity 1



Activity 2



Activity 3



Activity 4

Check with your teacher.

Activity 5



Activity 6

Check with your teacher.

Activity 7

Check with your teacher.

Activity 8

- 1 Tallest: Tim
- 2 Jo
- 3 Pete
- 4 Sue
- 5 Shortest: May

Activity 9



Activity 10



Activity 11

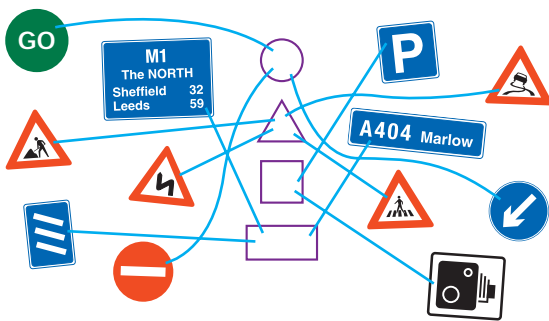




Activity 12

Check with your teacher.

Activity 13



Check with your teacher.

Activity 14

- 1 3
- 2 5
- 3 6
- 4 circle/circular

Activity 15

- 1 three
- 2 round
- 3 corners
- 4 equal

Activity 16

Practical activity. Check with your teacher.

Activity 17

- 1 cubes
- 2 cuboids
- 3 spheres

Activity 18

Practical activity.
Cylinder rolls but can be stacked

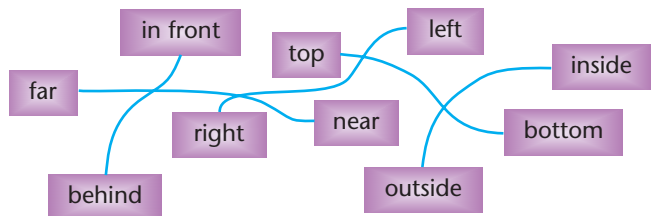
Activity 19



Activity 20

Practical activity.

Activity 21



Help

Activity H1

- | | |
|------------|-----------|
| 1 larger | 2 smaller |
| 3 smallest | 4 largest |

Activity H2

Practical activity, various responses.

Activity H3

Practical activity. Check with your teacher.

Activity H4

Practical activity. Check with your teacher.

Activity H5

- | | |
|-------|---------|
| 1 One | 2 Five |
| 3 Two | 4 Eight |
| 5 One | 6 Six |

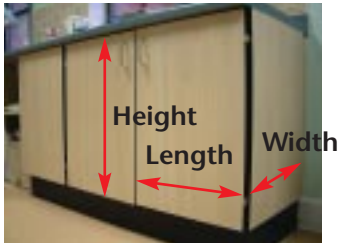
Activity H6

Check with your teacher.



Extension

Activity E1



Activity E2

Practical activity. Check with your teacher.

Activity E3

Practical activity. Check with your teacher.

Activity E4

Practical activity. Check with your teacher.

Mini-projects

M1, M2, M3, M4

Practical activities. Check with your teacher.

Check it

Activity C1

blue, orange, green, yellow, red

Activity C2

- | | |
|-----------|----------|
| 1 feather | 2 cat |
| 3 baby | 4 pencil |

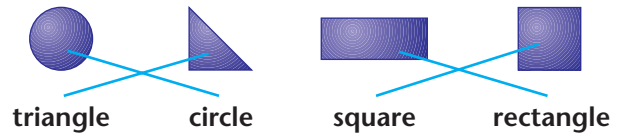
Activity C3

- | | |
|-------------------|-----------------|
| 1 bucket | 2 glass |
| 3 washing up bowl | 4 paddling pool |

Activity C4

- 1 yellow
- 2 red
- 3 blue and red

Activity C5



Activity C6

