## Additional Measurement Products

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LRM 0360-TG

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LER 0360

# Liquid Measuring Set

## Items included in Kit

5 Measuring Jars:
gallon, half gallon, quart, pint, and gill
(metric measurements range from 100 ml to 3000 ml)

3 Liquid Measures:
cup (8 oz/250ml), pint (16oz/500ml) quart (32oz/1000ml)

5 Measuring Spoons:
1/4 teaspoon, 1/2 teaspoon, 1 teaspoon
1/2 tablespoon, 1 tablespoon

4 Measuring Cups:
1/4 , 1/3 , 1/2, and 1 cup

## CONVERSION FACTORS

| To change | to | Multiply by |
|---|---|---|
| liters | gallons (U.S.) | 0.2642 |
| liters | pints - dry | 1.8162 |
| liters | pints - liquid | 2.1134 |
| liters | quarts - dry | 0.9081 |
| liters | quarts - liquid | 1.0567 |
| pints - dry | liters | 0.5506 |
| pints - liquid | liters | 0.4732 |
| quarts - dry | liters | 1.1012 |
| quarts - liquid | liters | 0.9463 |

| Standard | | Metric |
|---|---|---|
| 1 fluid oz. | = | .02957L |
| 1 pint | = | 0.47311L |
| 1 gallon | = | 3.78541L |

| Measurement Abbreviations | | |
|---|---|---|
| c. | = | cup |
| T. or Tbs. | = | tablespoon |
| t. or tsp. | = | teaspoon |
| ml. | = | milliliter |
| L. | = | liter |
| pt. | = | pint |
| qt. | = | quart |
| gal. | = | gal |

| U.S. Measurement Equivalents | | |
|---|---|---|
| 16 T. | = | 1 c. |
| 12 T. | = | 3/4 c. |
| 10 T. + 2 tsp. | = | 2/3 c. |
| 8 T. | = | 1/2 c. |
| 6 T. | = | 3/8 c. |
| 5 T. + 1 tsp. | = | 1/3 c. |
| 4 T. | = | 1/4 c. |
| 2 T. | = | 1/8 c. |
| 2 T. + 2 tsp. | = | 1/6 c. |
| 1 T. | = | 1/16 c. |
| 2 c. | = | 1 pt. |
| 2 pt. | = | 1 qt. |
| 3 tsp. | = | 1 T. |
| 48 tsp. | = | 1 c. |
| 1 c. | = | 1/2 pt. |
| 2 c. | = | 1 pt. |
| 4 c. | = | 1 qt. |
| 2 pt. | = | 1 qt. |
| 4 qt. (liquid) | = | 1 gal. |

## ACTIVITIES

**Know Your Measuring Tools (K+)**
Put students into small groups. Give each group member an unlabeled container (cup, pint, quart, half-gallon, gallon, etc.) Have the students label their containers through previous knowledge or by guessing.

**Order Up! (K-2)**
Fill equal size containers with different amounts of colored water. Have the students line the containers up based on the capacity of water they are holding.

**Estimate Equivalents (2+)**
Provide a variety of measuring tools. Let the student explore the tools to get aquatinted with them. Have the students estimate how many of the smaller containers will fit into the larger containers. After they have made their estimates, provide water for them to measure the accurate amounts. Using the measuring utensils, fill the containers keeping record of how many units it took to fill the containers. (Ex. How many quarts in a gallon?) Extension: Use a variety of everyday containers (soda bottle, soup can, milk jug, etc.) and find their equivalents.

**Cooking with Equivalents (2+)**
Explore a variety of different recipes with the students. Make one of the recipes together in class. Try doubling the recipe or making half the servings. For more advanced students, have them convert the recipe from standard to metric and vice versa. Use the newspaper to find a variety of recipes for kids to try doubling.

**Scavenger Hunt (1+)**
After students are familiar with different measurements, send them on a scavenger hunt to try and find equivalent containers for each measurement studied. They can find things in school, at home or in the community. Provide a checklist of different capacities to find.