

Jar of Stars



Estimate how many stars are in a jar.

What you need

- 2 small plastic jars (same volume, but different shapes)
- 2 small plastic jars (same shape, but different volume)
- 1 large jar full of star beads (substitute beans if you like)
- 1 small scoop

What to do

1. Guess how many stars you can scoop with the scoop.
2. Scoop up some stars.
3. Count the stars that you scoop to see how close your guess was to the actual number of stars.
4. Choose one of the empty jars. Guess how many scoops of stars would fit into your jar.
5. Count how many scoops it really takes to fill your jar.
6. Try again with a different jar.

What to ask

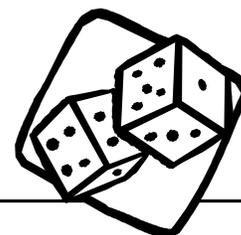
- Which jar will hold the most?
- Do any of the jars hold equal amounts?
- How did you figure out your estimate? Are there other ways to estimate?
- How many stars would fill half your jar?



Did you know?

This activity helps children learn to estimate, predict, reason, strategize, measure using volume, multiply, divide and learn about fractions. Many things to be counted in the real world are impossible to precisely count. Estimation experiences such as this allow children to use many other skills such as place value, number sense, and intuitive ideas about volume.





What's next?

- Help choose containers to store leftovers.
- Gather several containers; estimate how much each would hold; line them up from least to greatest volume. Then check your estimate.

To learn more

Counting on Frank

by Rod Clement

A boy and his dog present amusing counting, size comparison and mathematical facts.

Jelly Bean Jostle

<http://pbskids.org/cyberchase/games.html>

The clerk at the candy store dropped a jar of jellybeans. Can you tell me how many jellybeans are in one square?

What a Crowd!

<http://www.mathcats.com/microworlds/whatacrowd.html>

Try to estimate the number of people on the screen. The more accurate you are the higher score you get.

How it helps with school

Texas Prekindergarten Curriculum Guidelines

Number and Operations, Measurement

Texas Essential Knowledge and Skills (TEKS) Standards

Number, Operation, and Quantitative Reasoning: K.1A-C, 1.1A-D; 2.1

Measurement: K.10; 1.7A; 2.9B

Underlying Processes and Mathematical Tools: K.13, K.15; 1.11, 1.13; 2.12, 2.14

National Council of Teachers of Mathematics (NCTM) Standards

Number and Operations, Measurement, Reasoning and Proof