

Mathematical Development		Week: 4	Topic: Capacity	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the capacity of different containers	Recap: Students will be shown different things and asked about heaviest and lightest objects? We Are Learning to: Identify the capacity of different containers. What I am looking for: How well you identify the capacity of different containers. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask students in this measurement lesson plan, you will explore how various containers have different capacities. Gather the students together and show them your cup of water, tea, or coffee. Ask the students to think-pair-share what the maximum amount of liquid your cup can hold is called. Allow a few students to share their ideas with the rest of the class. Explain to the students that the maximum amount of liquid your cup can hold is called its capacity. Tell the students that today they will be comparing the capacity of different containers based on the container's size and shape. Provide students with a notecard with the word capacity. Ask students to draw a picture of your cup of water, tea, or coffee on the back of the notecard to refer to throughout the lesson. Encourage students to say the word "capacity" orally. Encourage students to explain what capacity means in their own words to a partner. Show the students several bottles, cups and other containers and have them put them in order from what would hold the least to most amount of water (smallest to largest capacity). Make sure it is very obvious which containers hold more/less water. Focused task: https://youtu.be/76GGmQnnWJw Break the class into groups and provide each group with a container (be sure to vary the sizes). Instruct the students to fill their container with the small cubes, marbles, counters. This could be turned into a race to see which group can fill their container in the fastest time. Afterwards, allow the groups to share how many of the chosen things they could fit into their containers. Lead the students to the idea that the different containers could hold different amounts of the items, depending on their size. Ask students to open book pg. no 17. Look at the pictures. Tell their names. Tell them there are three different sizes of bottles 500ml, 50 ml, 20 ml. Ask them which bottle contain more water and which bottle contain less water. Use 3 different size of glasses and tell students that small glass holds less amount of water and biggest glass holds largest amount of water. Roam around in the class and help students to complete the task. Wrap up: Show the different objects to students and ask them which contain more water? Reflection :			5 mins	Students will be assessed on Identifying the capacity of different containers	Flashcards
				5 mins		
				25 mins		Different size containers, cubes, marbles, counters
				5 mins		Book pgs. no 17

Mathematical Development		Week: 4	Topic: Capacity	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the capacity of different containers	Recap: Teacher will be asked students about capacity and show them different containers and ask them which hold more or which hold less. <i>We Are Learning to:</i> Identify the capacity of different containers. <i>What I am looking for:</i> How well you identify the capacity of different containers. <i>Gained skill:</i> This will help us to improve our cognitive, social and visual skills. <i>Introduction:</i> Ask students capacity describes how much a container could hold. They compare different containers and describe which has the greatest capacity and which has the smallest capacity. Choose one of the containers to examine in greater detail. Invite the class to share ideas about the different ways that it can be measured e.g. length, width, height, mass, volume. Draw attention to the space inside the container and inform the students that this can also be measured. Introduce the term 'capacity' and its definition (how much a container will hold). Look at the different capacities of the containers used in the group activity and discuss how many of the informal units could fit inside the spaces. Show the class an object that does not have capacity e.g. a book. Discuss how you can tell that the object cannot hold anything inside (that is, there is no space that can be filled within the object). Invite the students to find objects from around the classroom that have capacity, as well as objects that do not have capacity. https://youtu.be/a9YXxlBGltk <i>Focused task:</i> Provide the rice, scoops, measuring cups, measuring spoons, various containers of height and width. Other alternatives you could use in replacement of rice, water, beans and sand. Set up a tablecloth or sheet underneath the tub of rice to help with clean. The rice can easily be returned to the container. Ask students fill the containers with scoop or measuring cups. After filling the containers with rice, ask questions, which containers do you think will hold the same? Which container will hold the most or least? How do you know? How many spoon scoops does the smallest container hold? Ask students open book pg. no 18. Ask them tell the names of all objects. Talk about and their sizes. Tell students there are 3 soup bowls of different sizes. Ask them pink bowl holds less soup than purple. And red bowl holds more soup than pink and purple. <i>Wrap up:</i> Show the different objects to students and ask them which contain more water? <i>Reflection :</i> <i>Homework:</i> Do the worksheet.			5 mins	Students will be assessed on Identifying the capacity of different containers	Flashcards Rice, measuring cups, scoops, containers Book pg. no 18 Worksheet
				5 mins		
				25 mins		
				5 mins		



Student Name: _____ Date: _____

Complete the sentence by writing 'less' or more.

1. The swimming pool has _____ water than tub



2. Cup has _____ tea than the teapot.



3. Blue battle has _____ capacity than red battle.



4. Glass has _____ water than the jug.



5. The pot has _____ soup than a bowl.



Mathematical Development		Week: 4	Topic: Capacity	Day: 3	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the capacity of different containers	Recap: Teacher will be asked students about capacity and show them different containers and ask them which hold more or which hold less. We Are Learning to: Identify the capacity of different containers. What I am looking for: How well you identify the capacity of different containers. Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Fill three different-sized jars with the same quantity of jelly beans, rice, buttons or sand. Ask the students to guess or estimate which one contains the most. Discuss how much each container could hold and compare the capacity of each jar. Pour the contents of each jar into measuring cups to show students how the capacity can trick us into thinking that the actual quantity is different. This activity can be used as a lead into a lesson about measurement. Pour water into same-sized liquid measuring cups -- containers with identical capacity -- labeled with letters. Ask them to show you comparisons. For example, they should be able to demonstrate what it looks like if container "A" contains more water than container "B." Ask them to show you what it looks like if the two containers contain an equal amount. https://youtu.be/cSHwNIh9CTU Focused task: Provide clear containers of various sizes that hold the same amount. Ask the students which container is the biggest and which is the smallest. Fill one container with water. Pour the water into the next container and show the students that the amount of water each container can hold is the same. Continue to demonstrate with the remainder of the containers. Tell the students that containers can hold the same amount but have different shapes. Ask students to open book pg. no 19. Ask them tell the names of pictures in that page. Wait for their replies. Tell them that they will colour the juice and pictures which holds more and circle the objects which has less capacity. Draw a picture of glass, jug and cane on board. Ask students that which container holds the largest amount of liquid. Give them a set amount of time to complete the task and monitor their progress. Wrap up: Show the different objects to students and ask them which contain more water? Reflection :			5 mins	Students will be assessed on Identifying the capacity of different containers	Flashcards
	5 mins		Clear containers of different shapes but same size, water			
	25 mins					
	5 mins		Book pg. no 19			



Student Name: _____ Date: _____

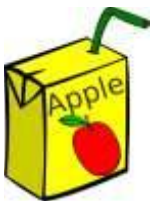
Look at the pictures and write more or less.

















Mathematical Development		week: 4	Topic: Capacity	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify the capacity of different containers	Recap: Teacher will be asked students about capacity and show them different containers and ask them which hold more or which hold less. <i>We Are Learning to:</i> Identify the capacity of different containers. <i>What I am looking for:</i> How well you identify the capacity of different containers. <i>Gained skill:</i> This will help us to improve our fine motor, cognitive, social and visual skills. <i>Introduction:</i> Begin by discussing the term "capacity" with the students. Use simple language to explain that capacity means how much a container can hold. Show different containers of varying sizes and shapes, and ask students which container they think can hold more/less water. Engage them in a discussion about the different sizes of containers and what might affect how much they can hold (e.g., tall vs. short, wide vs. narrow). Gather the class and present two containers. Have students pour water from one container to another and observe what happens. Discuss concepts like full, empty, half-full, and half-empty. Use large clear containers or jars and ask students to estimate and pour water to demonstrate these concepts. Label the containers with stickers or markers indicating full, half-full, and empty. Reinforce the understanding of capacity by comparing and contrasting different containers once more.			5 mins	Students will be assessed on Identifying the capacity of different containers	Flashcards Different containers spoons, scoops, water, rice Copy work Copy work
	<i>Focused task:</i> Set up a few stations with different containers and materials (water, rice). Allow students to pour water or scoop rice into the containers. Encourage them to predict which container will hold more/less and then test their predictions. Guide them to use measuring cups or spoons to quantify the amount of water/rice each container can hold. As they explore, ask open-ended questions about their observations: "Which container holds the most? Why do you think that is?"			5 mins		
	Ask students open their copies. Provide the pictures of different things like pot, jug, glass, cup, swimming pools. Ask them paste two things one can has more capacity and one has less. Write more and less under the picture. Roam around in the class and help students to complete the task.			25 mins		
	<i>Wrap up:</i> Show the different objects to students and ask them which contain more water? <i>Reflection :</i> <i>Homework:</i> Do the copy work. Draw two things having more or less capacity and colour it.			5 mins		