Summary: This series of lessons allows students in Year 4 to engage and explore the concept of capacity. Upon the completion of these lessons, students will present a powerpoint detailing their understanding of capacity and evidence of task completions.

WEEK/ LESSON	AUSTRALIAN CURRICULUM LINKS N A	M G	S P	SPECIFIC LESSON OBJECTIVE	ASSESSMENT (what & how)	TEACHING & LEARNING EXPERIENCES (include learner diversity)	KEY QUESTIONS	RESOURCES

1		ACMMG084		*Students will identify the capacity of containers.*
				
				Students will draw the correct capacity.
					Collect student worksheets. Can students accurately draw capacity onto measuring jugs?	• Show a container. I have a container and I want to find out its capacity. What does capacity mean? Capacity means how much it will hold. What is capacity measured in? L-litres and ml-millilitres.
						• **Fun Facts:**
						  ○ Shower- 8 litres a minute. 10 minute shower uses 80litres of water.
						  ○ Flush toilet uses 12 litres of water.
						  ○ Bath uses 140 litres of water.
						  ○ Swimming pool has 40000 litres.
						  ○ Olympic swimming pool 2.5 million litres.
						  ○ **Extension: students research other water/litre facts.**
						• Bring in item: coke can, milk jug, juice box etc…
						• Have students identify the capacity of each. Where can we find the capacity on the containers?
						• Order from smallest to largest.
						• Display measuring container on the board. Draw a range of gradients on the jug. How do we read the lines on the container?
						• Practice reading and changing the gradients.
						• Draw liquid in the containers and students will find out the capacity.
						• Provide students with several blank templates of measuring jugs.
						• Write capacities on the board and students will illustrate the correct capacity on their worksheets.
								Containers
								
								Items
								
								Measuring jug displayed on Smart board
								
								Measuring jug worksheet

2		ACMMG084		*Students will use a variety of containers to measure capacity.* *Students will accurately read the scale to determine capacity.*	***Observation – do students understand the concept of using measuring jugs to measure capacity of containers?***	• We are going to estimate the capacity of containers. • Display a container and students estimate how much it may hold. Model how to find the capacity of the container using a measuring jug. • Provide students with several unmarked containers. In their notebooks they will estimate the capacity of each container. They will use measuring jugs to find the capacity and will calculate the difference. • Which container in the classroom holds the most and the least. • Play the following game, students will read the measurements on the jug. http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/measures/index.htm • Or this game. • http://www.gynzy.com/en/#!/items/mathematics/measuring-jug/17/1579		*Rice* *Water*
3		ACMMG084		*Students will recognise and find containers that hold under 100mls, around 500mls and over 1 litre.*	***View student's pages document. Could they accurately find containers that hold over 1 litre, around 500mLs and under 100mLs?***	• Each student will be given a plastic cup. They will convert their cup into a measuring cup. Demonstrate how to convert their cup into 10ml intervals. • Upon completion students move onto the next activity. • Students will go on a hunt around the classroom and they will find a container that will hold over 1 litre, around 500 mls and under 100mls. • They will record this onto a pages document and will take a photo of them measuring containers.		*Plastic cups and markers* *Rice* *Laptops*

4		ACMMG084		*Students will order capacity amounts from smallest to largest.* *They will match equivalent capacity amounts.*		• Students will be given measurement ml and L cards. They will order themselves from the smallest amount to the largest amount. • On the board display different capacity measurements. Have students draw a line matching the equivalent amounts. 500 ml = ½ litre 1000 ml = 1 litre 250 ml = ¼ litre 750 ml = ¾ litre • Display the capacity quiz. Students will work in teams to answer the quiz questions correctly. **Assessment:** Have students create a mini powerpoint presentation that demonstrates their understanding of capacity. They may choose to take snapshots of their completed work, they may wish to do extra research on capacity. Once completed they can either present them to the class, present to a group of students or they can email them to the teacher.		*Measurement cards* *Capacity quiz*