

# Lesson 2: Comparing Capacities

Numeracy > Units of Measurement > Volume and Capacity

**Disclaimer:** This Starter Sheet should be regarded as a guide only. Teachers should make adjustments in accordance with the individual learning needs of their students.



DURATION  
**60** min

## REQUIRED RESOURCES

### CURRICULUM CODES

#### Australian Curriculum

**ACMMG019** Measure and compare the lengths and capacities of pairs of objects using uniform informal units.

**ACMMG037** Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.

#### NSW Curriculum

**MAe-9MG** Length - describes and compares lengths and distances using everyday language.

**MA1-9MG** Length - measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres.

**MA1-10MG** Area - measures, records, compares and estimates areas using uniform informal units.

**MA1-11MG** Volume and Capacity - measures, records, compares and estimates volumes and capacities using uniform informal units.

**MA1-12MG** Mass - measures, records, compares and estimates the masses of objects using uniform informal units.

#### Victorian Curriculum

**VCMMG095** Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units.

## INTRODUCTION

**A 60 minute lesson in which students will explore and compare the capacity of containers.**

## LESSON PLAN

### PREPARATION

Prior to the lesson, ask the students to bring in a small plastic container from home. This will be used in the next few lessons of the unit.

### Tuning In

- Watch the [Comparing Capacities](#) video on YouTube. At the end of the video, revise key concepts and vocabulary e.g. capacity, more than, less than, the same as.

### Teacher Instruction

- Ask two students to show the class the containers they have brought in from home (making sure they are different). Discuss which container might have the bigger capacity, encouraging the students to suggest how they can tell. Ensure that the students understand that it is the space inside the container that needs to be considered, not its height, width or shape.
- Model how to write a comparative sentence for the containers e.g. *The capacity of Emelda's container is bigger than Randall's.* Leave the sentence on the board for the students to refer to during the lesson.

### Guided/Independent Learning

- Ask the students to move around the room and find someone who has a container with a capacity that is more than theirs. The students must then write a comparative sentence of their own in their workbooks. Encourage them to illustrate the sentence by drawing the two containers.
- Repeat the task two more times, allowing the students to find and write about a container with a smaller capacity than theirs and one that is about the same as theirs.
- Monitor and support the students as they complete the tasks. Remodel the sentence each time, if necessary. If a student has trouble finding a container with a capacity that is bigger/smaller/similar, encourage them to think of another real-world container for their sentence.

### Wrapping Up

- Gather together as a class and invite the students to share their comparisons. During this process, hold up the containers for the class to see. If time permits, discuss whose container might have the largest capacity in the class and whose might have the smallest.

## DIFFERENTIATION

**VCMMG115** Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.

### Supporting Students

### Extending Students

#### MONITORING STUDENT UNDERSTANDING

- Used strategic whole class or individual questioning
- Observed student participation during learning activities
- Recorded student progress on a checklist
- Annotated student work samples
- Collected and reviewed student work samples
- Facilitated whole class or peer feedback sessions
- Encouraged student self-reflection
- Administered formal assessment tasks