

# **“Capacity”**

**Lesson Plan by:** Liz Myers

**Lesson:** Learning what capacity is and how much a gallon, quart, pint, and cup are.

**Length:** 30 minutes

**Age or Grade Intended:** 3<sup>rd</sup> Grade

**Academic Standards:** Mathematics

3.5.6 Estimate and measure capacity using quarts, gallons, and liters.

**Performance Objectives:** The students will create a body map to completely understand the concept of the gallon, quart, pint, and cup and complete a worksheet 95% correct.

**Advanced Preparation by Teacher:**

- Print out copies of the gallon man
- Print out copies of the worksheet
- Gather items that hold a gallon, quart, pint, and cup

**Assessment:** The students will be assessed through observation while learning the body map. They will also be assessed by their worksheet that is completed in class.

**Procedure:**

**Introduction/Motivation:** Ask the students if they know what capacity means. Write their answers on the chalkboard. Explain to them that capacity is the largest amount that something can hold. Where have you heard the word capacity before?

**Step-by-Step Plan:**

1. Display the objects that you brought to show the students and example of a gallon, quart, pint, and cup. Tell them that these are all forms of capacity. The gallon, quart, pint, and cup are the measurements of the capacity of the container.
2. Show the gallon and the quart. Explain that two quarts equals one gallon. Show the quart and the pint. Explain that two pints equals one quart. So if there are two pints in one quart, and two quarts in one gallon, how many pints are in one gallon?
3. Show the pint and the cup. Explain that there are two cups in a pint. How many cups are in a quart?
4. This all may be confusing right now but all these measurements relate to each other. To make it a more simple, we are going to body map the measurements.
5. Have the students stand up next to their chairs. Explain to them that their body equals one gallon. You are the gallon man(or woman). How many quarts did I say were in a gallon? (each limb represents a quart, 2 arms and 2 legs) Show it to the students.

6. How many pints were in a quart? (each section of the arm represents a pint)  
Show the students. How many pints are in a gallon? Let's count them.
7. How many cups were in a pint? (take 2 fingers and point to each section of the arm and leg to represent a cup) How many cups in a gallon?
8. So now that you know how to body map the capacity measurements, you need to complete the worksheet that I hand out to you.

**Closure:** Pass out the gallon man cut out. Have the students cut out the gallon man and glue him together. Explain that tomorrow you are going to add another measurement of capacity, the liter.

**Adaptations/Enrichment:** For the students with a learning disability, I would simplify the problems on the worksheet. For the enrichment students, there will be a set of challenge problems on the worksheet for them to figure out.

**Self-Reflection:** (to be completed after the lesson is taught)