**LESSON DEVELOPMENT ONE**

**UNITS OF VOLUME AND COMPARING VOLUMES**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Show the pupils the identical bottles (or cups) and ask them to observe that there is nothing inside it.  Tell pupils that the empty space in the container is known as volume.  Let them fill the empty bottles or cups with water and ask them what volume is?  Ask them to mention some liquids that are bought and sold in shops and markets.  Ask why it is important to know the volume of liquid in the container.  Teacher’s remark – Tell them that we will be learning about the metric unit (standard measurement) of volume in today’s lesson. | Observing and confirm that the bottles are empty.  Recognize the empty of the bottles as volume.  Fill the bottles or cups with water and define volume –  Volume is the empty space that a solid, liquid or gas can occupy.  Palm and ground oil, water, mineral, milk, etc.  To know how much you are paying for the content.  Listen to the teacher’s remark and lesson’s introduction – Units of Volume and Comparing Volumes. | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – Containers of liquid products, sold in shops (milk, juice, water, shampoo, cleaning fluids etc.). | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3**  **Development**  **(10 minutes)** | Use eight of the containers for this puzzle.  Ask pupils which one will contain the most liquid.  Ask pupils how we can prove this – take some suggestions and follow them through. | Fill with water and pour the water into a bottle and mark the level – compare (depending on the containers provided). | Comparing Volumes |
| **Step 4**  **Development – Individual/Groups Work**  **(10 minutes)** | Show the pupils some containers of liquid products. Make sure they are different volumes.  Ask them to examine each container and identify the units of volume. | Groups discussion    Units of Liquid – Ml, Cl and L. | Groups work |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those in other groups.  Call out two or more groups for presentation. | Presentation | Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions. | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |