

SUBJECT: MATHEMATICSLESSON PLANTOPIC: JUGS AND MUGSCHAPTER NO : 11

<u>PRE CONTENT / CONTENT / POST CONTENT</u>	<u>LEARNING OUTCOME / OBJECTIVES</u>	
<u>JUGS AND MUGS</u>	<u>GENERAL</u>	<u>SPECIFIC</u>
<u>PRE-CONTENT</u> - Need for standard units of measuring capacity <u>CONTENT</u> - Standard units - Capacity of different vessels <u>POST CONTENT</u> - Relate to daily life	Students will be able to :- relate the need for measuring things. identify the standard units of measurement of weight. relate the units and convert from higher unit to lower unit. list out the various resources which can be measured in litres or kilolitres.	Students will be able to :- evolve the need for measurement of capacity observe and identify the use of measurement in our daily life. differentiate between standard and non-standard units of measurement. distinguish between different objects on the basis of its different measuring units and apply the knowledge in daily life. appreciate the presence of water on earth.

Home Work / Assignments

- Problems from Math Magic.

AND PROGRESSMONTH : FEBRUARYCLASS : III

<u>TEACHER'S ACTIVITY</u>	<u>STUDENT'S ACTIVITY</u>	<u>TEACHER'S OBSERVATION & REMEDIAL</u>
Teacher will : show an audio visual clipping using the ICR content emphasizing on the need for measuring things using standard units. create a flow chart interlinking all the standard and non- standard units used in measurement. Also introduce litre as standard unit of measuring capacity. <u>ANNEXURE 11</u> conduct an activity to enlist the names real life objects/vessels which can be store liquids less, more or exactly equal to 1 litre. Also estimate and compare the capacity in different vessels. appraise the need or water through a story given in NCERT pg - 159	Students will : observe and understand the need to measure things , relate the units used to measure capacity. compose their own different ways to memorize the flow chart. <u>ANNEXURE 11</u> classify the objects on the basis of its measuring units into more than 1 l / less than 1 l and solving the problems given on pg- 155 to 158. apply the concepts taught in real life and create slogans or posters on save water.	Teacher will write his/her observations after the completion of the topic/s.

Teaching aids– Pencil, Eraser , Smart Board , Internet, Textbook- Math Magic and different vessels as mentioned in the activity's material required.

Methodology– From known to unknown (deductive),Peer learning, learning by doing(activity method) and Digital Technology.

Interdisciplinary Links – Students will develop the value of measuring and conservation of resources.

Coordinator

HOD

Headmistress

Principal

ANNEXURE 11**JUGS AND MUGS**

SUBJECT	MATHEMATICS
CLASS	III
CHAPTER/UNIT	JUGS AND MUGS
TOPIC	ESTIMATING AND COMPARING THE CAPACITY OF WATER IN DIFFERENT VESSELS
TIME	30 MINUTES
NATURE OF ACTIVITY	INDIVIDUAL

What will I learn(Learning Outcome)?

Estimating the capacity of water stored in different vessels.

Skills: Applying, Analyzing, Critical Thinking, Visualization

What I have to do?

To estimate and compare the capacity of water stored in different vessels.

What do I require?

1 litre water bottle, one vessel (a small bowl / a glass/ a jug/ a mug) , A4 size sheet , a marker , pencil , ruler and eraser.

What do I need to know?

Units used to measure liquids , *l* stands for litre and *ml* stands for millilitre, $1l = 1000ml$, half litre = 500 *ml*

➤ **Teacher's Activity :** The teacher will :

- instruct that every student has to bring one vessel from the options given : a small bowl / a mug / a jug / a glass and a transparent water bottle of 1 litre (compulsory for every student).
- guide the students how and where to mark half litre using marker on the water bottles they have.

How will I proceed ?

➤ **Student's Activity :**

- 1) Fill your vessel with water completely.
- 2) Now, pour the water from your vessel into 1 litre transparent water bottle very carefully.
- 3) Observe the level of the water filled in the transparent water bottle.
- 4) If your water bottle is completely filled and water is still left in your vessel, then that vessel can hold more than 1 litre of water .
- 5) Similarly, note whether the level of water is more than , less than or equal to half litre.
- 6) All the students will discuss about the capacity of the water that can be filled in their vessels and enlist the names of the vessels according to their capacity of holding water.

What have I observed ?

Vessel selected : _____ (a small bowl/ a mug / a jug / a glass)

Name of the vessel that can hold water				
<u>Less than half litre</u>	<u>Exactly half litre</u>	<u>More than half litre but less than 1 litre</u>	<u>Exactly one litre</u>	<u>More than one litre</u>

_____ vessel can hold maximum amount of water.

_____ vessel can hold minimum amount of water.

What have I learnt?

To estimate and compare the capacity of different vessels.

What am I curious to know?

How many glasses can be filled with 1 litre water completely?

Let me evaluate myself

Q1) Can the following vessels hold more or less than 1 litre of water? Encircle the correct word more or less.

- | | |
|---------------|---------------|
| (a) A mug | (More / Less) |
| (b) A jar | (More / Less) |
| (c) A spoon | (More / Less) |
| (d) A glass | (More / Less) |
| (e) A bucket | (More / Less) |
| (f) A tank | (More / Less) |
| (g) A bottle | (More / Less) |
| (h) A tin can | (More / Less) |

Q2) Fill in the blanks with most suitable unit *l* or *ml* .

- | | |
|-------------------------------|-----------|
| (a)The oil in a toaster . | 100_____ |
| (b)The milk in a bottle. | 2 _____ |
| (c)The medicine in a dropper. | 1 _____ |
| (d)The soup in a bowl . | 250 _____ |
| (e) The water in the drum. | 300 _____ |