

# What is Volume?

## *Fifth Grade*

In this lesson, students will recognize volume as an attribute of solid figures and learn to calculate volume by counting cubes. This is a great introduction to the formula  $V = L \times W \times H$ .

### **Learning Objectives**

Students will recognize volume as an attribute of solid figures and calculate the volume of simple rectangular prisms by counting cubic units.

### **Materials and preparation**

- Sets of base ten blocks or individual cubes
- Two containers (glass, vase, etc.) that can hold water
- Small round objects (marbles, ping pong balls, etc.)
- One container that is a rectangular prism (a box or geometric manipulative that is an empty cube)
- Water
- Sticky notes

### **Key terms**

- volume
- cubic units

### **Introduction (10 minutes)**

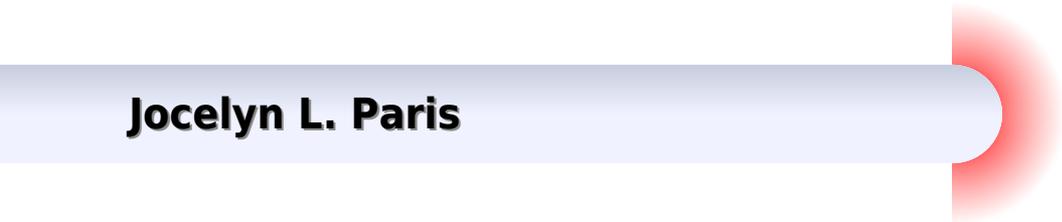
- Show students the two containers, one filled partly with water.
- Ask your class how much water they think is in the filled container. Students will likely guess using cups as a unit. Record and praise their guesses, acknowledging the units they are using.
- Wonder aloud how you might measure how much “space” is inside the containers. Let them struggle with this idea as they consider using different strategies. You don’t need to solve this right now, just get them wondering and strategizing.
- Now show them a rectangular prism and ask if it would be easier to measure the space in this container or the glass, again, just getting them thinking.
- Come back to the idea of units. Ask them to work in groups to think of a unit that could measure space inside of objects. Give students 2 minutes to discuss this in groups.

### **Explicit Instruction/Teacher modeling (5 minutes)**

- Have each group share out their thinking. Discuss the different units they propose. It’s okay if groups struggle and don’t have an idea.
- Propose using marbles or circles to measure the space. Ask how many marbles (or other size cylinders) might fit inside the objects you have.
- If no student has raised this concern, ask students if the cylinders account for *all* of the space in the figure. Students should note that since they don’t fit exactly together, there will be space not measured in between them.
- Ask students what shape might work better—ones that fit flush without extra space in between.

# Lesson Plan Measuring Volume

**Jocelyn L. Paris**



## **Lesson Plan Measuring Volume:**

**Every Math Learner, Grades K-5** Nanci N. Smith, 2017-02-01 Differentiation that shifts your instruction and boosts ALL student learning Nationally recognized math differentiation expert Nanci Smith debunks the myths surrounding differentiated instruction revealing a practical approach to real learning differences Theory lite and practice heavy this book provides a concrete and manageable framework for helping all students know understand and even enjoy doing mathematics Busy K 5 mathematics educators learn to Provide practical structures for assessing how students learn and process mathematical concepts Design implement manage and formatively assess and respond to learning in a standards aligned differentiated classroom and Adjust current instructional materials to better meet students needs Includes classroom videos and a companion website Rigor in the K-5 Math and Science Classroom Barbara R. Blackburn, Abbigail Armstrong, 2019-12-05 Learn how to incorporate rigorous activities in your math or science classroom and help students reach higher levels of learning Expert educators and consultants Barbara R Blackburn and Abbigail Armstrong offer a practical framework for understanding rigor and provide specialized examples for elementary math and science teachers Topics covered include Creating a rigorous environment High expectations Support and scaffolding Demonstration of learning Assessing student progress Collaborating with colleagues The book comes with classroom ready tools offered in the book and as free eResources on our website at [www.routledge.com](http://www.routledge.com) 9780367343194 **Lesson Plans in Arithmetic** Kate Kinne O'Neill, Angie B. Whittington, 1916 Children as Writers. 4, 1977 ... **Measurements and Standards in Religious Education** Walter Scott Athearn, 1924 *The Arithmetic Teacher*, 1978 **CliffsNotes® Praxis II®: Elementary Education (0011, 0012, 0014) Test Prep** Jocelyn L. Paris, 2012 *Instructor*, 1975 **Psychology, General Introduction** Charles Hubbard Judd, 1917 **Circular[s] of Information ...** United States. Bureau of Education, 1885 A Manual of Arithmetic for Teachers, Giving Practical Suggestions for Teaching of Arithmetic in the Elementary Grades and Junior High School Edison Ellsworth Oberholtzer, 1920 *Discover Science: Teacher's annotated edition*, 1991 Science content helps develop the skills needed to understand how science works learn new concepts solve problems and make decisions in today's technological society First elements of experimental geometry, tr. with additional exercises [by M. Arnold-Forster.] Paul Bert, 1888 Our Schools in War Time--and After Arthur Davis Dean, 1918 Government Gazette, 1914 **Prentice Hall Physical Science Concepts in Action Program Planner National Chemistry Physics Earth Science**, 2003-11 Prentice Hall Physical Science Concepts in Action helps students make the important connection between the science they read and what they experience every day Relevant content lively explorations and a wealth of hands on activities take students understanding of science beyond the page and into the world around them Now includes even more technology tools and activities to support differentiated instruction **Normal Instructor and Teachers World**, 1930 *Understanding the Math You Teach* Anita C. Burris, 2005 Teaching strategies are grounded in the

NCTM standards and illustrated with real student work In addition the author provides a full range of concrete developmental activities that encourage future teachers to make math make sense for themselves as well as for their students Believing that teachers who are comfortable with mathematics develop learners who are comfortable with mathematics this author empowers preservice preK 4 teachers to teach math confidently by laying a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching methods Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math manipulatives as well as the use of technology computer and otherwise to assist today s mathematics teacher For educators aids and parents responsible for teaching Pre K to fourth grade math The Indiana Survey of Religious Education ,1924 **Circular of Information** USA. Bureau of Education,1886

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