

# Making Volume Accessible During Routines and Transitions

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- Building learning into existing routines and transitions is an effective way to engage children through repetition and predictability (Jenning, Hanline, & Woods, 2012). By incorporating **volume into everyday routines and transitions**, the learner is offered multiple opportunities to practice these skills throughout authentic and diverse environments.

## Embedding Volume into Routines

Centers/Free Play	<ul style="list-style-type: none"><li>▪ Set up a water table or sensory bin with different sized scoops and cups. Allow the children to independently explore, but comment and scaffold their learning as you see fit.<ul style="list-style-type: none"><li>▪ Ask if one cup will fit more than another cup. Have a measuring pitcher to compare and see if their estimates were correct.</li></ul></li><li>▪ Gather different sized cardboard boxes, making sure the children can fit in most of them. Encourage the children to decorate the boxes and use them in dramatic/exploratory play. Turn them into rocket ships, pirate ships, princess castles - let their imagination run wild. Comment on their play using volume-specific language:<ul style="list-style-type: none"><li>▪ <b><i>“I like your rocket ship. It looks like it is just the right size for you, you fill it up!”</i></b></li><li>▪ <b><i>“There is a lot of extra space in your castle, I wonder if another friend could fit inside with you?”</i></b></li></ul></li></ul>
Snack and Shared Meal Times	<ul style="list-style-type: none"><li>▪ Intersperse measurement language throughout children’s mealtime experiences. Ask questions with the words “more” and “less.” Be sure to comment on how full or empty their cups and/or plates are as they eat.</li><li>▪ Have children fill their own drinking cups with a child-sized pitcher. Comment on their actions as they pour, using volume-specific vocabulary.<ul style="list-style-type: none"><li>▪ <b><i>“Your cup is empty, let’s fill it up!”</i></b></li><li>▪ <b><i>“You are pouring your milk and it’s getting higher and higher! Now it’s a full cup of milk!”</i></b></li></ul></li></ul>
Outdoor Time	<ul style="list-style-type: none"><li>▪ Outdoor exploration is a prime time to explore the concept of volume. This can be through structured activities or through open exploration. Don’t be afraid to get messy as you learn and always follow the child’s lead.</li><li>▪ If your school’s playground has a sandbox, bring different sized scoops, measuring cups, dump trucks, and other containers outside with you. Allow the children to experiment with the filling and dumping of different volumes. Comment on their actions to teach key vocabulary, such as empty, full, pour, heavy, light, etc.</li><li>▪ After a rainy day, take the children on a walk to find water all around</li></ul>

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	<p>them. Jump in puddles, watch the water move down the sidewalk, find how water has pooled on their outdoor toys. Talk about how the water moves, how it fills holes and divots but not flat sidewalks, etc.</p>
Story Time	<ul style="list-style-type: none"><li>▪ Incorporate the discussion of volume into class read alouds. Pause frequently to discuss with the students and hold space at the end to summarize as a group. Some books that explicitly discuss volume (full/empty, heavy/light, etc.) include:<ul style="list-style-type: none"><li>▪ <b><i>What Will Fit?</i> by Grace Lin</b></li><li>▪ <b><i>Mighty Maddie</i> by Stuart J. Murphy</b></li></ul></li><li>▪ Encourage children to make personal connections between the concepts in the book and their own lives. Talk about the different weights of objects in their bedrooms, how toys fit in their toybox, etc.</li></ul>

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- When transitioning between activities in the classroom, use a sand timer to visualize the remaining time left. Either use a real sand timer or a digital video such as: <https://www.youtube.com/watch?v=x5kSypWL1sw>.
- During high-energy transitions, such as coming back from recess or lining up for end of day pick-up, practice deep breathing to help children center themselves and teach about volume at the same time. Use an expandable sphere to help children track their breath, highlighting that our bodies are full of air and now we are emptying the air.
- As the children line up to transition out of the classroom throughout the day (recess, lunch, etc.) have them place a block or another small manipulative into a container. At the end of the day, gather to count and see how many manipulatives it took to fill the entire container.
  - When children are ready developmentally, this is a great activity to bring in estimation. Use different sized containers to increase or decrease the difficulty and have children state their guess at the beginning of the day.