

Game JM2: Weight

Strand: Measures

Strand Unit: Weight

Curriculum Objectives Covered:

- Develop an understanding of the concept of weight through exploration, handling of objects, and use of appropriate vocabulary
- Compare objects according to weight

Name: “Order the Objects!”

Aim: To handle 5 objects and, together with your team, order the objects from lightest to heaviest.

Activity Area: Classroom

Duration: 20 minutes

Integration:

Science: Working scientifically

Resources:

- 1 inflated balloon, 10 joined unifix cubes, 1 beanbag, 20 joined unifix cubes and 1 mug, for each group of approximately 8 children.
- 1 set of the above 5 objects for the teacher.
- 5 empty shoeboxes
- 1 helper/older child to work with each group of approximately 8 children

Set Up:

1. Without allowing the children to see what you are doing, weigh the above 5 objects and lay them out on the teacher’s desk in the order of lightest to heaviest. Cover the 5 objects with the 5 empty shoeboxes.
2. Divide the children into groups of approximately 8 children per group.
3. Allocate one helper/older child to work with each group.
4. Give each group a set of the 5 objects, i.e. 1 inflated balloon, 10 joined unifix cubes, 1 beanbag, 20 joined unifix cubes and 1 mug.

Start Playing:

1. The helper with each group explains to the children that the object of the exercise is to hand-weigh each of the 5 objects and to line them up on their desk, in order from lightest to heaviest.
2. He/She tells the children that the correct answer is hidden under the 5 shoeboxes on the

teacher's desk.

3. The helper ensures that each child in the group has a chance to hold and hand-weigh the 5 objects and encourages a group discussion on the different weights of the objects, helping the children come to an agreed decision of their order in weight.
4. The helper ensures that he/she uses and encourages the vocabulary of weight throughout the discussion e.g. *heavy/light, heavier/lighter, heaviest/lightest, weigh, weight etc.* The children's attention should also be drawn to the fact that bigger in size does not always mean heavier in weight, e.g. the balloon compared with the beanbag.
5. When the children have agreed upon an order for their 5 objects, from lightest to heaviest, they line them up in that order on their desks.
6. When all groups are ready, the teacher reveals the correct order of the weights of the objects, by removing one shoebox at a time from over the 5 items on his/her desk.