

Game 1M2: Weight

Strand: Measures

Strand Unit: Weight

Curriculum Objectives Covered:

- Estimate, compare, measure and record weight using non-standard units
- Select and use appropriate non-standard measuring units and instruments
- Estimate, measure and record weight using standard unit (the kilogram) and solve simple problems

Name: “How heavy?”

Aim: To compare weights of objects by hand-weighing and to check using a balance

Activity Area: Classroom

Duration: 40 minutes

Resources:

- 1 feely-bag
- 1 set of game cards (photocopiable set attached)
- 1 balance scales
- Building blocks, beads, a paper weight and a 1 kilogram weight
- 1 tape dispenser, 1 whiteboard eraser, 1 school bag, 1 lunch box, 1 maths book, 1 maths copy, 1 bottle of paint, 1 pencil case, 1 CD player, 5 geography books, 1 mug and 1 plate.
- Whiteboard and marker

Set Up:

1. Photocopy onto card, and cut out, the attached set of game cards.
2. Put the game cards into the feely-bag.
3. The children sit in a large circle on the carpet.
4. Put the balance scales into the centre of the circle.
5. Put the building blocks, the beads, the paper weight and the 1 kilogram weight in the centre of the circle to be used as weighing units for the balance.

Start Playing:

1. The teacher takes a card from the feely-bag and reads out, and explains, the first bullet point on that card to any one child e.g. *Which do you think will be heavier, the tape dispenser or the whiteboard eraser? Hand-weigh the 2 items and say which is heavier.*
2. The child follows the instructions on the card and says which item he/she finds to be heavier.
3. The teacher then reads out, and explains, the next bullet point on the same card and the next

child in the circle performs the task e.g. *Weigh the tape dispenser using the balance. Which weighing unit do you think is best to use with the balance?*

4. The child should carefully place the tape dispenser onto one side of the balance and her chosen weighing unit/units onto the other side e.g. the paper weight and some blocks. If the scales do not balance exactly, the child should add or remove some weighing units until the scales balance exactly. When the scales are exactly balanced we can tell the weight of the tape dispenser, because we will be able to see that it is the same weight as whatever is on the other side of the scales. For example, the tape dispenser might equal 1 paper weight and 4 blocks in weight.
5. The teacher then reads out, and explains, the next bullet point on the same card and the next child in the circle must perform the task e.g. *Write the weight of the tape dispenser on the whiteboard.* The child should write the weight in the following format e.g. Tape dispenser = 1 paper weight and 4 blocks in weight.
6. After the child has performed the task, the teacher reads out, and explains, the next bullet point on the same card and the next child in the circle performs the task e.g. *Weigh the whiteboard eraser using the same type of weighing units as were used for the tape dispenser.*
7. The child should carefully place the whiteboard eraser onto one side of the balance and the same type of weighing units as were used for the tape dispenser, onto the other side, i.e. the paper weight and some blocks. Again, the child should add and remove some of the weighing units until the scales balance exactly. When the scales are exactly balanced we can tell the weight of the whiteboard eraser, because we will be able to see that it is the same weight as whatever is on the other side of the scales. For example, the whiteboard eraser might be the same as 3 blocks in weight.
8. The teacher then reads out the next bullet point on the same card and the next child in the circle must perform the task e.g. *Write the weight of the whiteboard eraser on the whiteboard. Which was heavier?* The child should write the weight in the following format e.g. Whiteboard eraser = 3 blocks in weight. The child then points out which item turned out to be heavier after they were both weighed using the balance.
9. The teacher takes a new card from the feely-bag and the activity continues around the circle in the same manner, with the teacher guiding discussion throughout, until every child has had an opportunity to take part.

Game Cards:

• Which do you think will be heavier, the tape dispenser or the whiteboard eraser? Hand-weigh the 2 items and say which is heavier. • Weigh the tape dispenser using the balance. Which weighing unit do you think is best to use with the balance? • Write the weight of the tape dispenser on the whiteboard. • Weigh the whiteboard eraser using the same type of weighing units as were used for the tape dispenser. • Write the weight of the whiteboard eraser on the whiteboard. Which was heavier?	• Which do you think will be heavier, a school bag or a lunch box? Hand-weigh the 2 items and say which is heavier. • Weigh the school bag using the balance. Which weighing unit do you think is best to use with the balance? • Write the weight of the school bag on the whiteboard. • Weigh the lunch box using the same type of weighing units as were used for the school bag . • Write the weight of the lunch box on the whiteboard. Which was heavier?
• Which do you think will be lighter, a maths book or a maths copy? Hand-weigh the 2 items and say which is lighter. • Weigh the maths book using the balance. Which weighing unit do you think is best to use with the balance? • Write the weight of the maths book on the whiteboard. • Weigh the maths copy using the same type of weighing units as were used for the maths book. • Write the weight of the maths copy on the whiteboard. Which was lighter?	• Which do you think will be lighter, a bottle of paint or a pencil case? Hand-weigh the 2 items and say which is lighter. • Weigh the bottle of paint using the balance. Which weighing unit do you think is best to use with the balance? • Write the weight of the bottle of paint on the whiteboard. • Weigh the pencil case using the same type of weighing units as were used for the bottle of paint. • Write the weight of the pencil case on the whiteboard. Which was lighter?
• Which do you think will be heavier, the CD player or 5 geography books? Hand-weigh the 2 items and say which is heavier. • Weigh the CD player using the balance. Which weighing unit do you think is best to use with the balance? • Write the weight of the CD player on the whiteboard. • Weigh the 5 geography books using the same type of weighing units as were used for the CD player. • Write the weight of the 5 geography books on the whiteboard. Which was heavier?	• Which do you think will be lighter, a mug or a plate? Hand-weigh the 2 items and say which is lighter. • Weigh the mug using the balance. Which weighing unit do you think is best to use with the balance? • Write the weight of the mug on the whiteboard. • Weigh the plate using the same type of weighing units as were used for the mug. • Write the weight of the plate on the whiteboard. Which was lighter?