

## What Weighs the Same?

### Purpose

Students will compare objects according to weight using non-standard units.

### Materials

*For each pair of students:* paper clips, pencils, crayons, interlocking cubes, pattern blocks, record sheet, student balance scales

### Activity

#### A. Introduction

1. Tell students that they are going to be using a balance scale to find items that weigh the same.
2. Model by showing students that a group of one type of object can weigh the same as a group of another type of object (e.g., three crayons weigh the same as two other objects).

#### B. Student Activity

1. Provide pairs of students with paper clips, interlocking cubes, pattern blocks, a recording sheet, and a balance scale.
2. Have students find equivalent weights of two different objects.
3. Tell the students to record their findings on the record sheet.
4. Have the students explain in writing why they know that the different items weighed the same/more/less in comparison.

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across the  
curriculum**



#### Visual Arts

Have students make mobiles that balance, using different size shapes, a clothes hanger, straws, and string.

**EXTENDING  
THE  
ACTIVITY**



Have students use a balance scale and a standard unit (e.g., 1 centicube weighs 1 gram) to find the actual weight of the objects used in the activity.


**Standards Link  
1.1.1**


## Questions for Review


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### Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 How do you tell if objects weigh the same?

 Which object do you think weighs more: [*insert object*] or [*insert object*]?

 How did you decide which object was heavier?

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