

## Lesson Plan

**Teacher's Name:** Jennifer E. Litts

**Subject:** Mathematics

**Date:** March 24, 2009

**SOL(s):**

- K.5 The student will count forward to 30 and backward from 10.
- K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).
- K.15 The student will display objects and information, using objects graphs, pictorial graphs, and tables.

**Objective(s):**

The students will use a balance scale and counting bears to determine the weight of objects.

**Materials Needed:** 5 balance scales, counting bears, small classroom objects, data sheets

**Group Size:** Half group

**Duration:** 20 minutes each group

**Set/Introduction: (build background, make connections)**

Ask students to recall the activity we did comparing the weight of objects. What did we use to compare the weight? Ask students to demonstrate using their bodies like balance scales.

**Statement of Objectives to Students:**

Tell the students that today we will not be using the balance scales to just compare what two objects weigh. Instead, we will use the balance scales and counting bears to measure how much certain objects weigh.

**Input: (Step-by-Step Procedure, Questions, Activities)**

1. Ask the students to join you on the carpet in front of the dry erase board. Review yesterday's activity using the balance scale, and then ask students how they can use a balance scale.
2. Demonstrate feeling the weight of a small object and then placing it into one of the baskets of the balance scale. Then show the students how you count one bear at a time until the scale is balanced. Then record the number of bears on

the record sheet. Be sure to tell students that using the counting bears may not make the balance perfectly level and that is alright.

3. Ask a student to join you in the front of the room next to a balance scale. Ask the student to hold a different small object to feel its weight and then place that object in one basket. Ask the student to place counting bears in the other basket one at a time and count as they put them in. Encourage the rest of the class to count along. Have the student also demonstrate recording his data.
4. Divide the students into pairs. Move each pair to the balance scales in the back of the classroom. Each scale should be set up with a set of counting bears, several small objects, and a recording sheet for the data.

**Enrichment/Reteaching:**

Students will be divided into heterogeneous groups and pairs will be made in the same way. Students who have weaker counting skills will be paired with students who have stronger counting skills, but both members of the pair will be asked to count.

**Assessment Activity:**

Formative Assessment: Students will be assessed on their ability to accurately count bears and properly use the balance scale.

**Closure:**

Once students have weighed their objects, bring them back to the carpet to report out what they found. Ask if students with the same objects got the same (or similar) results. Ask several students to explain how a balance scale works (heavy up and light down), and the ways we can use it.

Name: \_\_\_\_\_

Object	Number of 