

HOW MUCH IS A POUND?

A weight lesson

Episode 204: Blossom and Snappy Go to the Farm, Part Two
4th Grade

Georgia Performance Standards

- M4M1a Use standard and metric units to measure the weight of objects
- M4M1b Know units used to measure weight (gram, kilogram, ounces, pounds and tons)

Objectives

- The students will estimate whether objects weigh more or less than a pound.
- The students will weigh objects using a balance.
- The students will identify food items sold by the pound (lb.).

Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 204
- Balance scale
- 1-pound weights
- White/black board
- 1-pound bag of candy
- Newspaper ads of food items
- Stapler
- Pencils
- Classroom items (paper clips, markers, decoration, white/black board erasers, rulers, marbles, counters, tubes of paint, boxes of crayons, etc.)
- Hand-out to record weights and food items found in newspaper clippings

Procedure

Opening

- Show the students a 1lb. bag of candy.
- Write “pound = lb.” on the board, and let students know that lb. is the abbreviation for pound.
- Allow students to take turns holding the bag of candy to get a sense of what a pound feels like.
- Show the students a balance scale (do not explain it, let them explore it momentarily).
- Place a stapler in one side and a few pencils in the other.
- Ask students: Which object weighs more? How can you tell?
- Show students *Count on It!* 204 clip “Farmer’s Market” (VHS 12:22 – 16:31).
- Ask the students where Snappy and Blossom went to find out how food was sold (farmer’s market).
- Ask the students how the food was sold (by weight).

- Ask the students what items in the video did they weigh using pound (tomatoes, nuts, potatoes).
- Tell the students we are going to estimate if an object weighs more or less than a pound and then weigh the object using a balance scale to determine the correct answer.

Work time

- Pass around a pound weight (you can re-circulate the bag of candy as well) for the students to hold to get an idea of what a pound feels like.
- Have small groups of students (3 works great) select different objects from around the room that they can hold in their hands.
- The students will hold the pound weight in one hand and each of the items in the other, one after another (depending on how many one pound weights you can get your hands on, some students may work from the memory of what one pound feels like from earlier in this lesson rather than having a weight in their hand).
- The students will determine if the object weighs more than or less than a pound and write down their prediction on the hand-out.
- The students will then weigh the items in the balance scale to determine if their predictions were correct (here, do not tell them how to use the balance, rather, let them explore it and figure it out on their own – that way they own their learning).
- Next, give each student newspaper ads.
- Tell the students they must look through the ads and find foods that are sold by the pound.
- Remind them that the newspaper ads will abbreviate pounds (lbs.).
- The students may either list the items on their recording hand-out, or on a fresh sheet of paper, they can cut out and paste the items (with the price).

Closing

- Have several students share what they weighed on the balance and whether or not it was more or less than a pound, and whether or not their prediction was accurate.
- Have several students share what they found in the newspaper ads.

Assessment

- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website) of weighing/balancing
- Correctly completed hand-out