

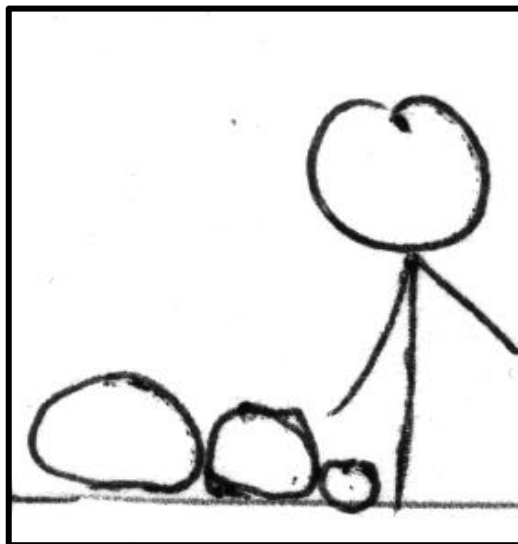
G. WORDS FOR WHAT

Skills practiced: sense of touch/feeling (necessary for writing); reasoning (preparation for math); staying on task.

#G5 How heavy is it?

Needed: about 15 stones (or other items) of different sizes and weights.

Activity: Let a student hold a stone. Is it heavy or light? Give him another stone much lighter or heavier. Let him/her hold it and then describe the difference. Help with the description by mentioning words like big/small, heavy/ light, heavier/lighter, weight/weights.



Discuss what makes a stone or an object heavier (size, type of material). Ask for examples of things that are big but light (balloon, feather) or something small but heavy (metal, stone).

Divide the students in groups of four. Give each group four stones of different weights. Let each person in the group hold each of the four stones.

Then have the students stand with their hands behind their backs. Give everyone one stone. Let them move to make a row ranging from heaviest to lightest. Check it and praise the groups that are in the right order.

Repeat this by letting the students exchange stones with each other, then regroup in a row.

Variation: Use objects other than stones such as potatoes, books of different sizes, plastic bottles with different amounts of water in them, plastic bags filled with different amounts of rice

Optional worksheet: Worksheet #G5 How heavy is it?



#G5 WORDS FOR WHAT: How Heavy Is It?
[Bridging to literacy@yahoo.com](mailto:Bridging%20to%20literacy@yahoo.com)