



Pre K-2<sup>nd</sup> grade  
Math  
“**Weight Game**”  
By: Kaitlin O’Melveny

During the story, Nate doesn’t want to try new food, so he hides grapefruit in his big head of hair! Help your students find out how heavy those grapefruit really felt!

**OBJECTIVES:**

Students will estimate the weight of different objects, including grapefruit.

**CA STANDARDS:**

- **K-** Reading Comprehension 2.0, Reading Comprehension 2.3, Listening and Speaking 1.1., Measurement and Geometry 1.1, Number Sense 3.1
- **1<sup>st</sup>**- Reading Comprehension 2.0, Reading Comprehension 2.3, Listening and Speaking 1.0,
- **2<sup>nd</sup>**- Reading Comprehension 2.0, Listening and Speaking Strategies 1.4, Number Sense 2.6, Number Sense 3.1, Measurement and Geometry 1.1

**CA DRDP INDICATORS:**

- **Preschool-**29.LIT.2 Interest in Literacy, 27.Math.2 Measurement, 26.Math.2 Classification,
- **School Age-** 1.SOC.4 Interaction with Adults

**MATERIALS:**

- *Nate’s Big Hair and the Grapefruit in There*, by Duke Christoffersen, available at [www.brainfoodgarden.com](http://www.brainfoodgarden.com)
- A balancing scale (if you don’t have one, you can make your own by attaching two plastic bags to either side of a coat hanger)
- A large grapefruit
- Various classroom objects
- Weight record sheet for older students, (see below)

**PROCEDURE:**

After reading *Nate's Big Hair and the Grapefruit in There*, explain that students will be able to see how heavy Nate's grapefruit actually was!

- Start by passing around a grapefruit for students to hold.
  - For older students, ask them to estimate how much it weighs (in lbs.). Have students record their estimations on their worksheets.
  - For younger students, ask them if they think it is a “heavy” grapefruit or a “light” grapefruit.
- Next, put the grapefruit on the scale, to show students its actual weight.
  - Have older students record the weight of the grapefruit on their worksheet.
- Let students choose items around the classroom to compare weights with the grapefruit.
  - For older students, have them estimate the weight of the new object first, and record both weights on their worksheet.
  - For younger students, ask them which one they think will be heavier.
- Repeat this process several times, allowing some items to be heavier, and some items to be lighter than the grapefruit (have older students record as you go).

#### **ASSESSMENT:**

- For younger students, have them choose which item they think is the heaviest, and which item they think is the lightest. Observe their answers.
- For older students, allow them to complete their worksheets, and turn them into you for grading.

#### **EXTENSIONS:**

- For younger students, allow them to sort the objects into “heavy” groups, and “light” groups.
- For older students, you can introduce new measurements of weight, such as ounces, grams, etc.

#### **ADAPTATIONS:**

- **For ELL:** Let the students hold the objects in their hands to help them decide which one is heavier. For older students, allow them to answer verbally, instead of using their worksheet.
- **For Special Needs:** Allow students to hold the objects in their hands. If you need to, physically move their hand holding the heavier object lower and their hand holding the lighter object higher, so the student can better understand how the scale works.

“Weight Game” Recording Sheet

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

Object: Grapefruit	Estimated weight:	Real Weight:
Object:	Estimated weight:	Real Weight:
Object:	Estimated weight:	Real Weight:
Object:	Estimated weight:	Real Weight:
Object:	Estimated weight:	Real Weight:

1. What is the difference between the grapefruit's estimated weight and its actual weight?

\_\_\_\_\_

2. What was the heaviest object?

\_\_\_\_\_

3. What was the lightest object?

\_\_\_\_\_

4. Choose two objects. Find the difference between their *real* weights.

\_\_\_\_\_

\_\_\_\_\_