How do I use these in my classroom?
You may choose to use this as a center in your classroom. You could change out the activity each week, for 10 weeks of measurement centers. This way, you only need one balance and one set of materials. Plus, you will only need to print one set of task cards.

One reason I like keeping a measurement center in my room is that it makes planning easier. I don't have to think, "Hmm. What centers will I have this week?" I just have to think, "Ok, what will we do in the measurement center this week?" It helps me focus my planning.

How can I differentiate instruction?
Centers are naturally differentiated because students can work at their own pace. You can also choose to set up different centers according to individual student needs. Each answer sheet has a bonus question for students who finish early. I also like to leave blank index cards so that students can create their own task cards to challenge themselves and their classmates if they finish early.

Another thing I like about task card centers is that no matter how much time you give students, they spend that time engaged in hands-on practice of measuring mass. If you only have 10 minutes, even if they don't finish all of the cards, they still spend 10 valuable minutes using science tools. If you have a student who perhaps works at a slower pace, that is ok. Again, he or she may not complete all of the tasks, but even if they complete a few, that is hands-on practice that they will remember.

What if my students act crazy when we do centers?
Students do get excited when working with groups, especially when they get to use real science tools. Try to channel this excitement into learning and not just playing. The first time you do math or science centers of any kind, you will need to spend time reviewing and practicing your expectations for students. Then, each time, briefly review what you expect. The best thing you can do is do lots of hands-on practice. The more they do it, the more they will learn what is expected of them, and the more they will treat seriously. You also want to reiterate that the materials are tools and not toys. If it gets to out of hand, don't be afraid to stop and regroup, and try again tomorrow. Don't worry if things don't go perfectly the first time. You will get the hang of it, and your students will reap the benefits!

I hope that you and your students enjoy these activities!

Sarah
More Than a Worksheet

Credits:
https://www.teacherspayteachers.com/Store/Fonts4teachers

Comparing Mass Center
Teacher Guide

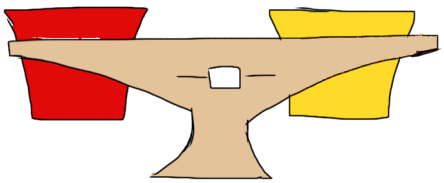
This is a simple center that gets students accustomed to working with the balance. Each task card lists two items for students to put on the balance. Students will place one item on the red side and one on the yellow and tell which object has the most mass.

Objective:
Students will compare the mass of various objects, using the student balance to determine which has more mass.

Prerequisite Skills:
Students should know how to use the student balance and how to tell which side has the most mass when comparing two objects. (The side that is furthest down.)

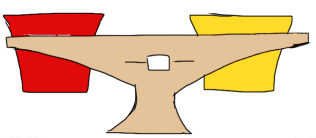
Teacher Prep:
1. Print and cut the task cards.
2. Laminate them. (Optional)
3. Print answer sheets for each student (or you can have students record answers in their science notebook.)
4. Gather the classroom materials.
5. Hang the Center Sign.
6. Arrange everything on a desk, table, or floor space.

Materials:
-Student Balance
-Task cards
-Answer sheets (optional)
-Center sign
-Classroom Materials:
- empty crayon box
- full crayon box
- pair of scissors
- colored pencils
- pencils
- glue bottle
- glue stick
- scissors
- paperclip
- penny
- paper
- pen
- marker
- eraser
- dime
- whiteboard eraser
- whiteboard marker



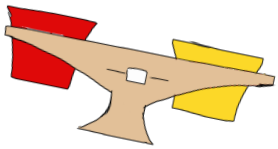
Comparing Mass

1. Read the task card.
2. Find the two objects.
3. Put one in the left side of the balance, and put the other in the right side of the balance.
4. Which one causes the balance to move down more? This one has the most mass.
5. Record your answers on your answer sheet.



Name_____Date_____

Comparing Mass

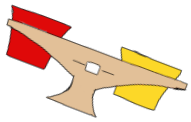


Put one object on each side of the balance. Determine which object has the most mass. Record your answers below.

Task	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

Bonus-On the back of this page, write your own "Comparing Mass" questions and solve.

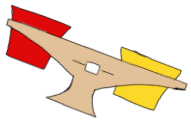
Comparing Mass



Which has more mass:
an empty crayon box
or
a full crayon box?

1

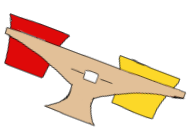
Comparing Mass



Which has more mass:
a pair of scissors
or
your pencil?

2

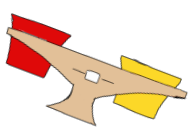
Comparing Mass



Which has more mass:
a colored pencil
or
a crayon?

3

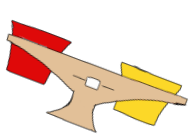
Comparing Mass



Which has more mass:
a crayon
or
a pencil?

4

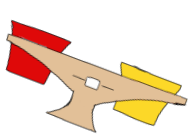
Comparing Mass



Which has more mass:
a glue bottle
or
a glue stick?

5

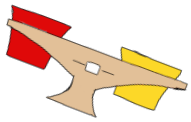
Comparing Mass



Which has more mass:
a glue stick
or
a pair of scissors?

6

Comparing Mass



Which has more mass:

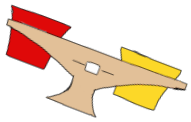
a paperclip

or

a penny?

7

Comparing Mass



Which has more mass:

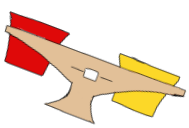
a folded piece of paper

or

paper that is not folded?

8

Comparing Mass



Which has more mass:

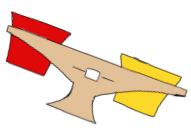
a pencil

or

a pen?

9

Comparing Mass



Which has more mass:

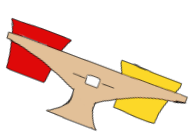
a crayon

or

a marker?

10

Comparing Mass



Which has more mass:

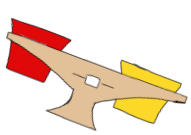
an eraser

or

a pencil?

11

Comparing Mass



Which has more mass:

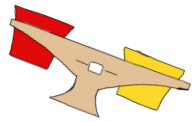
a glue bottle

or

a box of crayons?

12

Comparing Mass



Which has more mass:

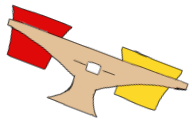
a penny

or

piece of paper?

13

Comparing Mass



Which has more mass:

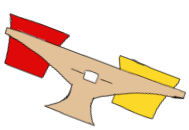
a paperclip

or

a piece of paper?

14

Comparing Mass



Which has more mass:

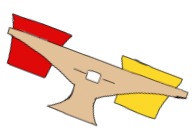
a penny

or

a dime?

15

Comparing Mass



Which has more mass:

a glue stick

or

a marker?

16

Comparing Mass

Which has more mass:

a whiteboard eraser

or

a whiteboard marker?

17

Comparing Mass

Which has more mass:

a glue bottle

or

a whiteboard eraser?

18

Overview of Student Balance Centers

Each of these centers can be completed individually without the others, and this chart lists them in order of complexity with the most basic first. You may choose to go in order, or you can pick and choose what you need based on your students.

Center	Objective	Materials
Comparing Mass	Students will put two items on the balance and determine which one has more mass based on the balance. **Standard Measurement**	student balance various school supplies
Penny Mass	Students will use pennies to measure mass. **Nonstandard Measurement**	student balance pennies various school supplies
Paperclip Mass	Students will use paperclips to measure mass. **Nonstandard Measurement**	student balance paperclips various school supplies
Measure the Mass	Students will measure the mass of various items. **Standard Measurement**	student balance gram stackers various school supplies
Find an Item	Students will find items that measure a given mass. **Standard Measurement** **Critical Thinking**	student balance gram stackers various school supplies
Find the Difference	Students will measure the mass of two items and use subtraction to find the difference. **Standard Measurement** **Subtraction**	student balance gram stackers various school supplies
Compare and Order Mass	Students will measure the mass of 10 objects, compare the mass, and then put them in order from least to greatest mass. **Standard Measurement** **Place Value Skills** **Critical Thinking**	student balance gram stackers various school supplies
Mass Multiplication	Students will measure the mass of 1 o multiplication or repeated addition to multiple items. **Standard Measurement** **Multiplication**	
Balancing Mass	Students will measure the mass of giv objects **Algebraic Thinking** **Critical Thinking**	
Balancing the Balance	Students will use the balance to find c masses of various objects **Algebraic Thinking** **Nonstandard Measurement** **Critical Thinking**	

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Sarah

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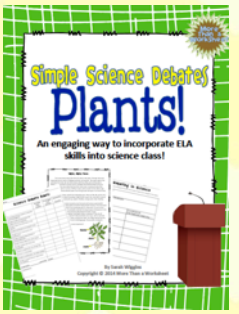

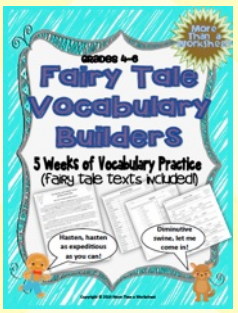

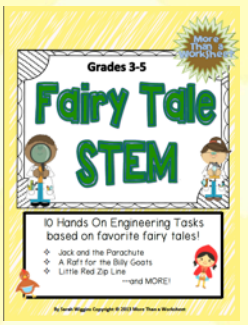

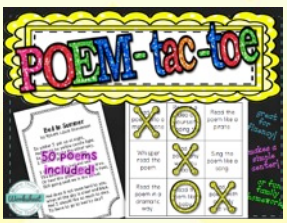

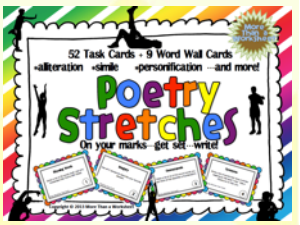

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