

**➤ Notes for parents.****The purpose of the activity is to help your child to:**

- Compare objects by weight.
- Use language associated with weight, such as “lightest”, “heaviest”, “heavy”, “light”.
- Apply logic to put objects in order of weight.

**Here is what to do:**

Look at the activity page together. Ask your child to describe what the person in the picture is doing. Look for them to say that the person is finding out which object is heaviest. Ask, “*How will she know that that object is heaviest?*” Children usually describe how it feels when one object is heavier, e.g. “*It pushes down harder.*” That is a good way to talk about weight since it is the force of gravity acting on an object.

Let your child select three items from around the house that they think weigh about the same. This task should raise some important issues such as:

*“Are bigger objects always heavier?” “Are smaller objects always lighter?”*

Next ask your child to find the heaviest object of the three. Let them attempt that task with minimal input from you. Look for some important skills and ideas.

Can they hold one object in each hand to decide which is heaviest?

What can they say about the object that is not heaviest? (Negation is important logic).

Can they order all three objects in sequence of heaviness when only two can be compared at a time?

**Points to note:**

Weight is an attribute, that is, it is a characteristic that objects have. Weight is a tangible attribute because we can feel it. However, the appearance of objects can be deceiving as sometime objects look bigger than others, but they are actually lighter.



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At this stage we want our children to be able to compare objects using that attribute, weight. So we are not worried so much about units of measure. That does not stop us from discussing measures on objects, like 500g on a can of spaghetti.

Ordering three objects by weight is logically more challenging than it first looks. That is because only two comparisons can be made at one time. This opens up nice questions. Suppose your child has worked out this:

*A is heavier than B and B is heavier than C*

*“Can you predict which is heavier, A or C?”*

Putting three objects in order takes co-ordination of a lot of information. Support your child to organise the data. Placing the objects on a line can help.



Of course putting more than three objects in order by weight takes even more co-ordination. Once the three objects are ordered, consider introducing a fourth object of your own. Ask your child where the new object fits in the order.



Look at this person. What is he doing?  
He is holding one potato in each hand to see which is heaviest.

Which potato looks the heaviest?



Look around your house to find three objects that you think weigh about the same. The objects might be cans or packets from the kitchen, toys from your bedroom, or objects from the garage.

What are your objects called?  
If they are the same kind of object you might label them.



Hold one object in each hand. Which object is the heaviest?  
Which object is the lightest?

Can you put all three objects in order of weight?