**Topic B**

**Comparison of Weight**

**PK.MD.1**

<table>
<thead>
<tr>
<th>Focus Standard:</th>
<th>PK.MD.1</th>
<th>Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Days:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Coherence  -Links to:</td>
<td>GK–M3</td>
<td>Comparison of Length, Weight, Capacity, and Numbers to 10.</td>
</tr>
</tbody>
</table>

Topic B begins with children using correct vocabulary, *heavy* and *light*, to describe weight (again, as opposed to *big* and *small*). In Lesson 6, students choose an object from a prepared bin of heavy and light objects (brick, stuffed animal, feather, mallet,) and describe it as heavy or light (PK.MD.1): “This brick is heavy; it is hard to pick up!” Afterward, students work cooperatively to find or draw pictures of heavy and light things and sort objects into a collage.

Students use their new vocabulary to compare weights in Lesson 7 using *heavier than*, *lighter than*, and *about the same weight* as statements. Students hold two objects, one in each hand, and state, for example, “The quarter feels heavier than the dollar.” Students are led to lower the hand with the heavier object as a precursor to using a balance in Lesson 8. The teacher records these informal comparisons on a chart to use in the following lesson.

In Lesson 8, students check the informal weight comparisons charted from the previous day by weighing the same objects using a balance scale. This process highlights the need to use appropriate tools strategically and attend to precision (MP.5, MP.6). The lesson is intentionally designed such that students discover that some of their informal comparisons (Lesson 7) were incorrect. Students record one of their findings by drawing the two objects being compared on a balance scale template.

In Topic B Fluency Practice, students count and record quantities up to 10 with tallies; establishing these prewriting skills lays the foundations for writing numerals in Module 5. Students also continue rote counting to 15 by counting drumbeats, which encourages them to keep track of the count mentally.
### A Teaching Sequence Toward Mastery of Comparison of Weight

**Objective 1:** Identify the attribute of weight by describing objects as heavy or light.  
(Lesson 6)

**Objective 2:** Compare weight using *heavier than, lighter than, and about the same as*.  
(Lesson 7)

**Objective 3:** Compare weight using *heavier than, lighter than, and the same as* with balance scales.  
(Lesson 8)