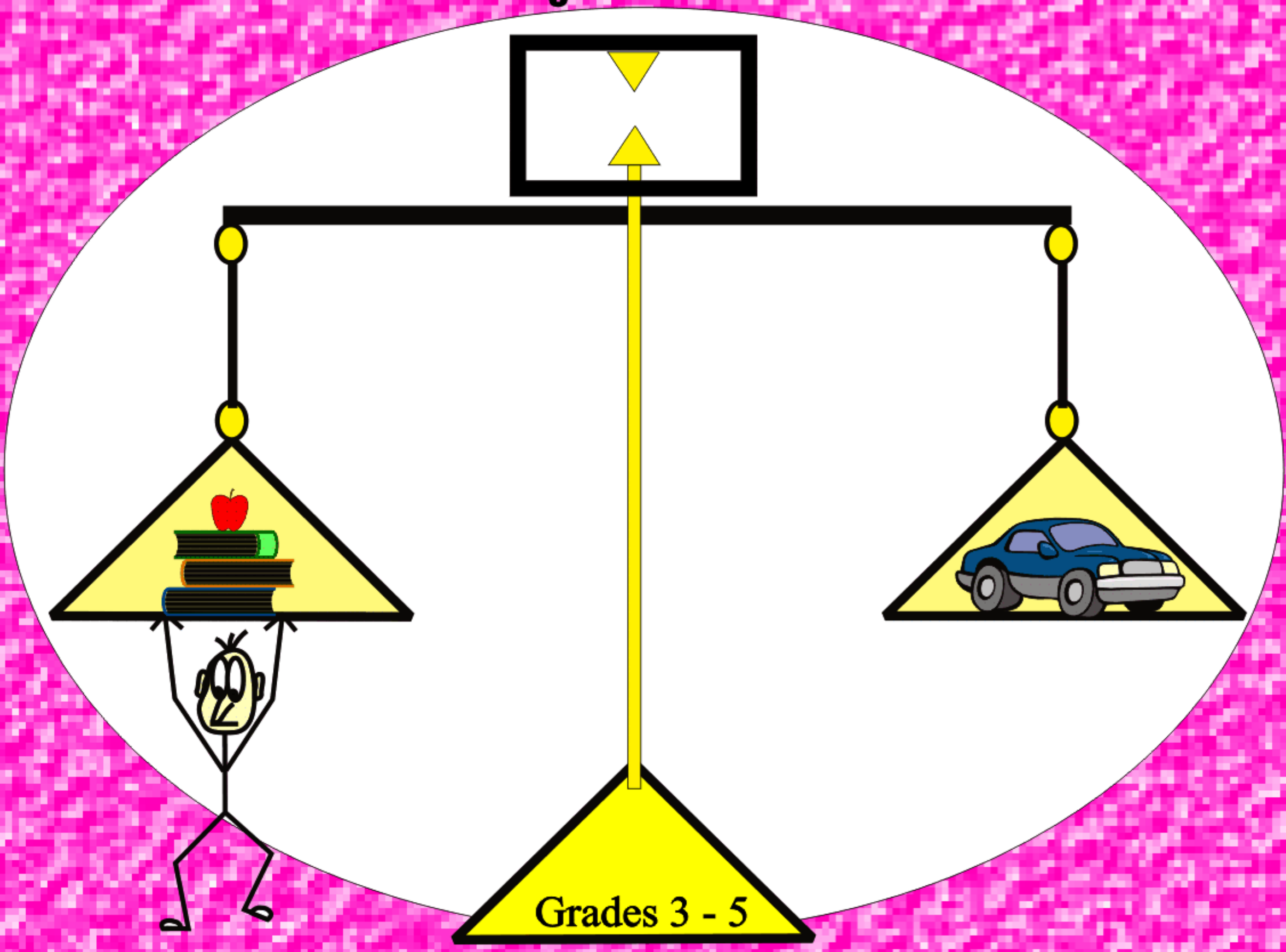
From the 'Just Turn & Share' Centers Series

VOLUME 16

Weight & Mass

From the *Just Turn & Share*™ Centers Series

Kathryn Robinson



Real-World Mathematics

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Just Turn & Share™
Math Centers Series

Weight & Mass

Volume 16

(Grades 3 – 5)

Real-World
Mathematics
that
students
understand

Kathryn Robinson

WriteMath Enterprises
Valrico, Florida

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- I dedicate this series to **my husband, Steve Robinson,** for advising, supporting, guiding, and editing years of work and making my dreams possible.

- I would also like to dedicate this series to **my brother-in-law, Michael Ghormley,** for his expert mathematical advice, patience, and willingness to answer my constant questions over a period of several years.

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Introduction

Weight & Mass is a great center in the 'Just Turn & Share' Series. This series gives students **daily** practice in 16 math areas or a math topic of your preference. After gradually working in a center-based atmosphere, students can tackle all 16 centers in half an hour. This program can be used in conjunction with any regular math series. Some students have difficulty attaining proficiency in specific math areas due to the limited practice provided by a textbook. *'Just Turn & Share'* math centers provide real-world practice with mathematical concepts.

The series is designed for center-based review of concepts or as whole-group overhead instruction. These lessons are designed to provide practice for 30 weeks of the school year. The program contains three-week sets worth of practice in each concept. Each concept is covered for three weeks before a new concept is introduced to the students. During each three-week period, only the numbers change - not the concepts. The first week is designed as a review of the concept, the second provides further practice, and the third is set apart for mastery of the concept. As your students become more proficient in one particular concept, you might choose to eliminate the third week set to move to a new concept. The third week then serves as a review during the last ten weeks of the year or intensive practice prior to standardized testing.

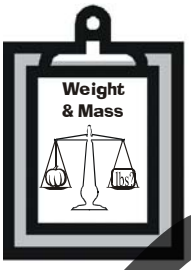
The new concept for the week is listed in the *Table of Contents*. At the onset of a new concept, we recommend that teachers conduct a mini-lesson before releasing students to work the centers. Each center contains concept-information sheets with student-directions about how to perform individual concepts. These information sheets have a third-grade readability level. I recommend that the information sheets remain at the centers as long as possible to accommodate new students entering the class throughout the year. Many weeks in the series contain reference sheets that contain data that students will need to perform certain operations. Both the information sheets and reference sheets are located at the beginning of each week.

This center contains:

1. An information sheet designed to remain at the center.
   It relates pertinent information about the concepts of weight & Mass.
2. Daily student activity sheets

Suggestion:

Each center sheet should be placed in a plastic protective cover.



Each center is designed for grades 3 through 5 as follows:

(*) Grade 3 students calculate the single asterisk activities
(**) Grade 4 students calculate the double asterisk activities
(***) Grade 5 students calculate the triple asterisk activities

If you are using more than five centers in the classroom, I recommend using the answer sheet to help students keep track of the completed centers. Accompanying each complete set is a set of corrected answer sheets that help students self-correct their responses. Students self-correct their answer sheets three out of the four days. Self-correction prevents embarrassment and allows students time to practice each concept before an assessment. I place a sign-up sheet in the classroom to allow students to sign up for assistance in their less proficient areas. I assist those that have signed up for help during the next day's *Center Time*. The fourth day of each week is teacher-corrected and entered in a grade book. If you have any questions please feel free to e-mail us on our website:

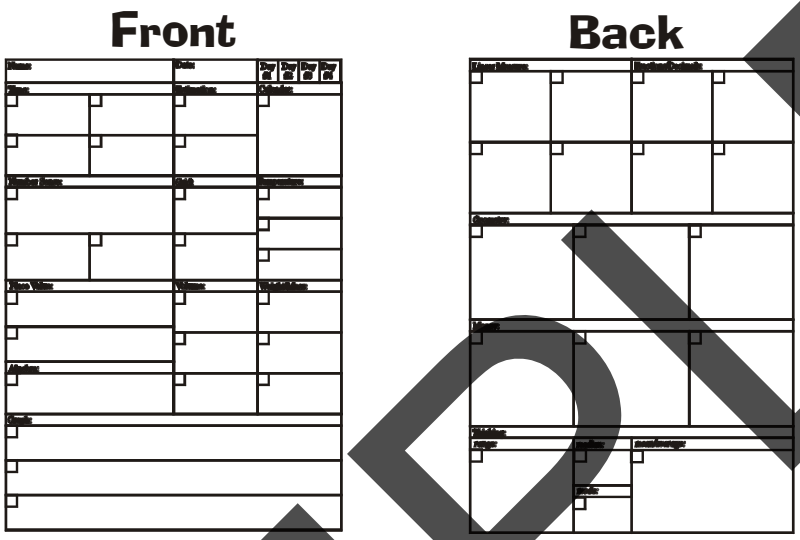
www.writemath.com.

I know that you will have as much fun employing this program as I have had designing it. Remember the program is as simple as *turning each page and sharing* the activities with your class. So go ahead just…

Turn & Share

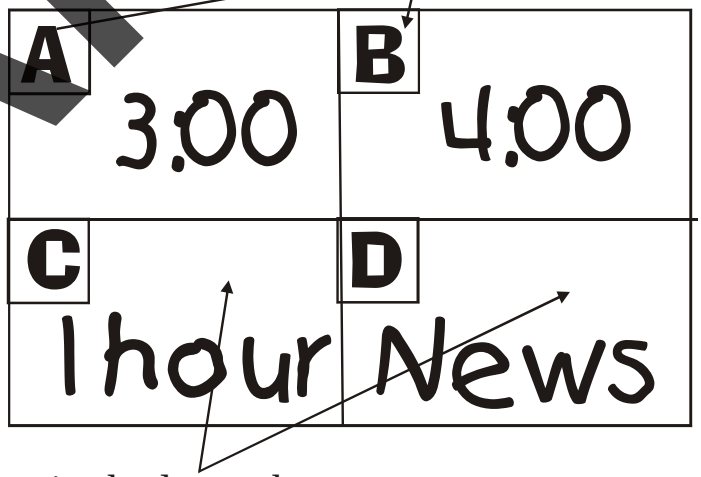
with your students

Just Turn & Share Answer Sheets



1. Each sheet is divided into sections according to the names of the centers. *(e.g. Time)*

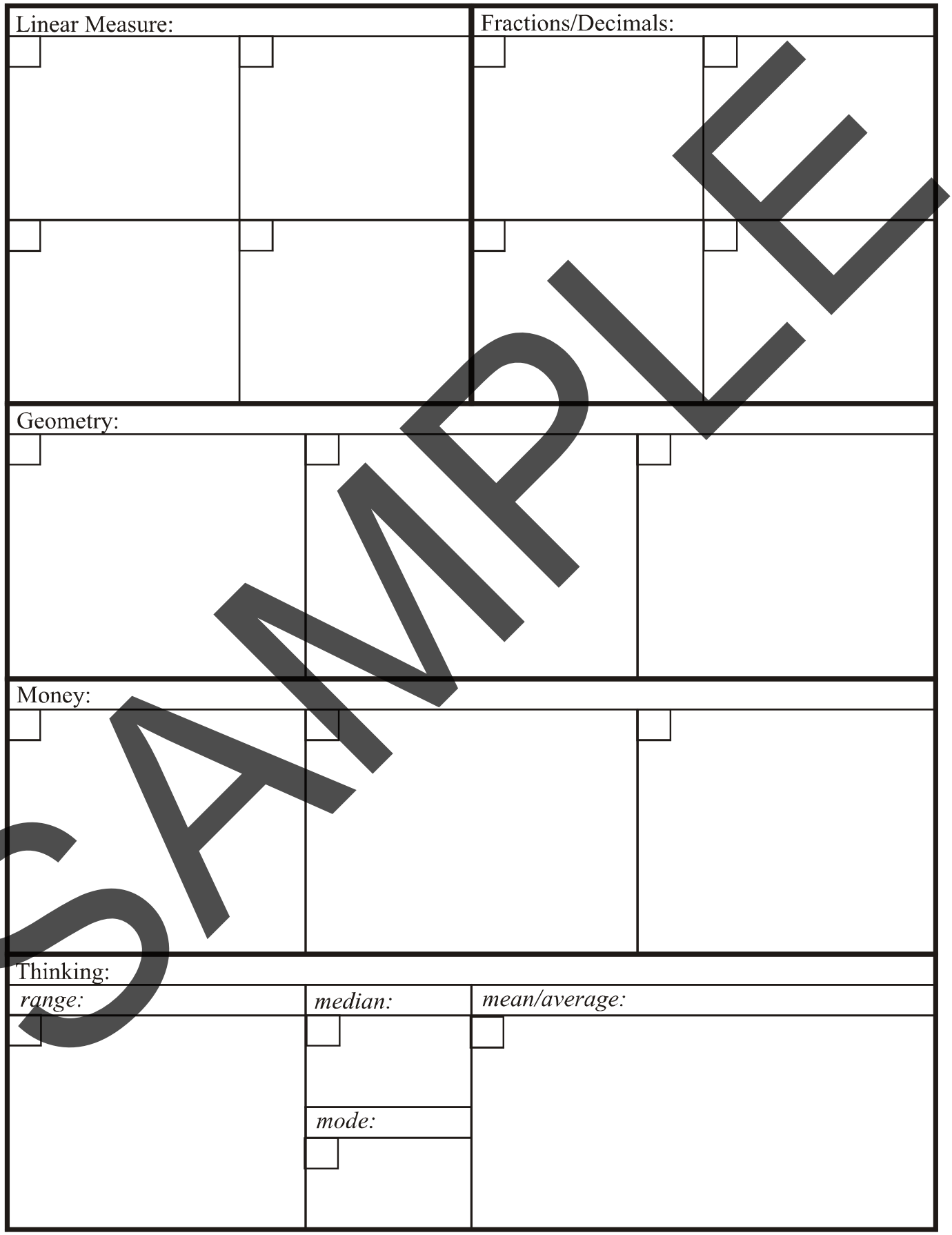
2. Students write the letter for the problem in the smaller box.



3. Students write the answer in the larger box.

4. Students check the sheet to determine whether or not they have completed all of the centers.

Name:	Date:	Day #1	Day #2	Day #3	Day #4
Time:	Estimation:	Calendar:			
Number Sense:	Grid:	Temperature:			
Place Value:	Volume:	Weight/Mass:			
Algebra:					
Graph:					


Linear Measure:
Fractions/Decimals:
Geometry:
Money:
Thinking:
range:
median:
mean/average:
mode:

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Centers in the 'Just Turn & Share' Math Center Series:

1. Algebra
2. Calendar
3. Estimation
4. Fractions & Decimals
5. Geometry
6. Graph
7. Grid
8. Linear Measure
9. Money
10. Number Sense
11. Place Value
12. Temperature
13. Thinking: Range, Median, Mode, Mean
14. Time
15. Volume
16. Weight & Mass

For more information:

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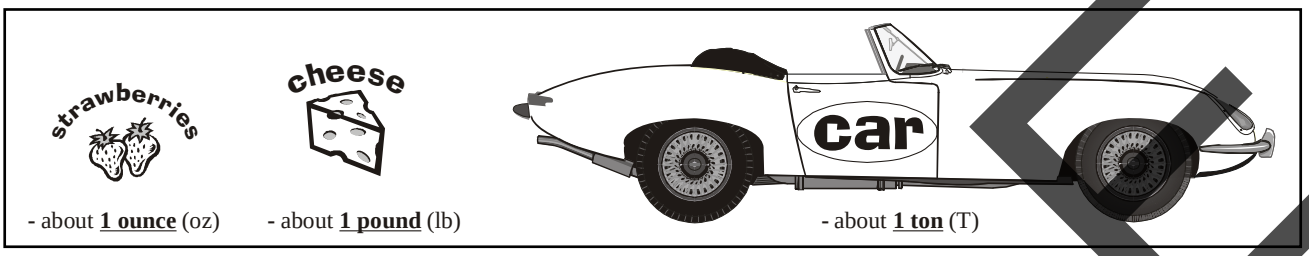
Weight & Mass

(Day #1)



- about **1 ounce** (oz) - about **1 pound** (lb) - about **1 ton** (T)

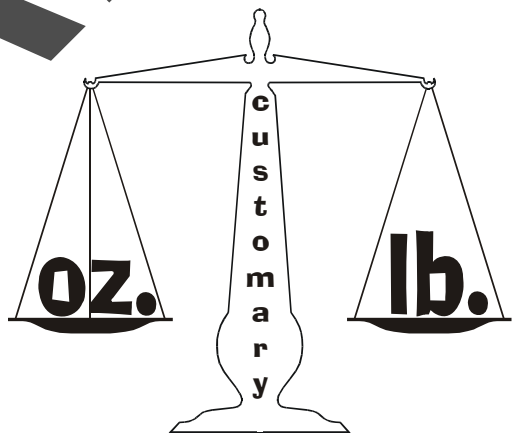
A. Prove that 16 ounces *(oz.)* are in one pound *(lb.)*.

Prove weight by placing 'ounce' weights on the scale until the pointer registers "one pound".

Place the designated object on the scale:

B. How much does the _____ weigh?

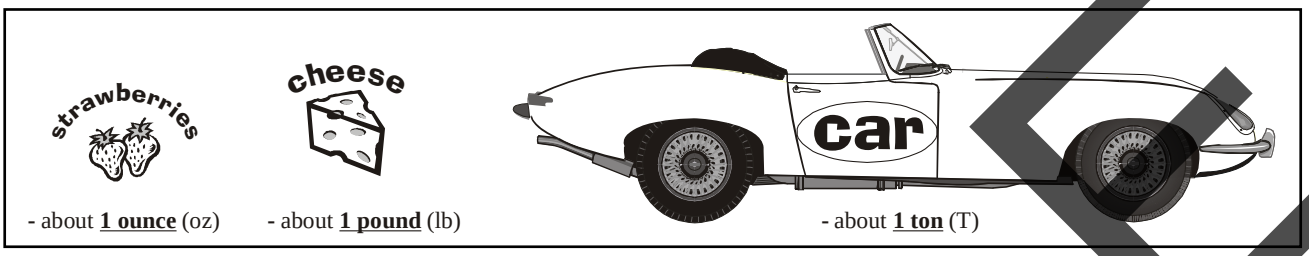
C. Is a 1-pound (lb.) carton >, <, or = to a 10-ounce (oz.) carton?



EVERYONE: **A**, **B**, & **C**

Weight & Mass

(Day #2)



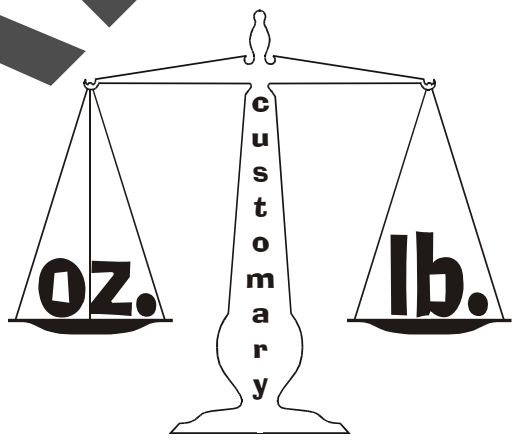
- about **1 ounce** (oz) - about **1 pound** (lb) - about **1 ton** (T)

A. How many ounces are in **half** of a pound?

Place the designated object on the scale:

B. How much does the _____ weigh?

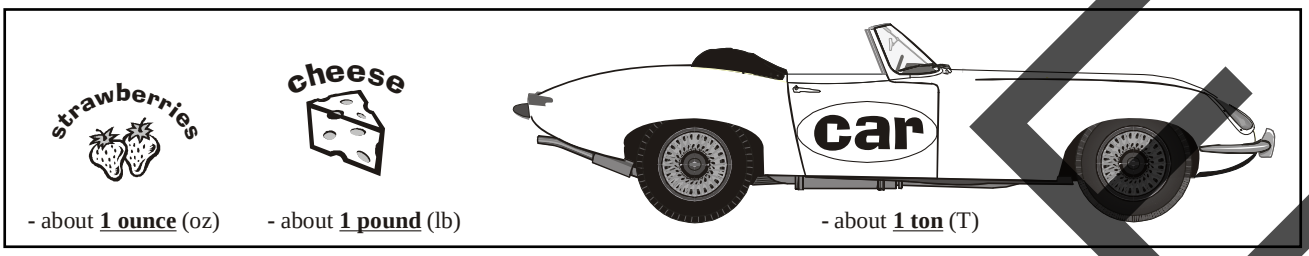
C. Is a 1-pound (lb.) carton >, <, or = to a 16-ounce (oz.) carton?



EVERYONE: **A**, **B**, & **C**

Weight & Mass

(Day #3)



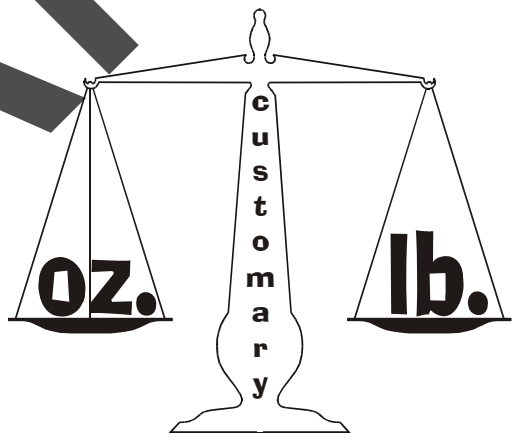
- about **1 ounce** (oz) - about **1 pound** (lb) - about **1 ton** (T)

A. What is the abbreviation for an ounce?

Place the designated object on the scale:

B. How much does the _____ weigh?

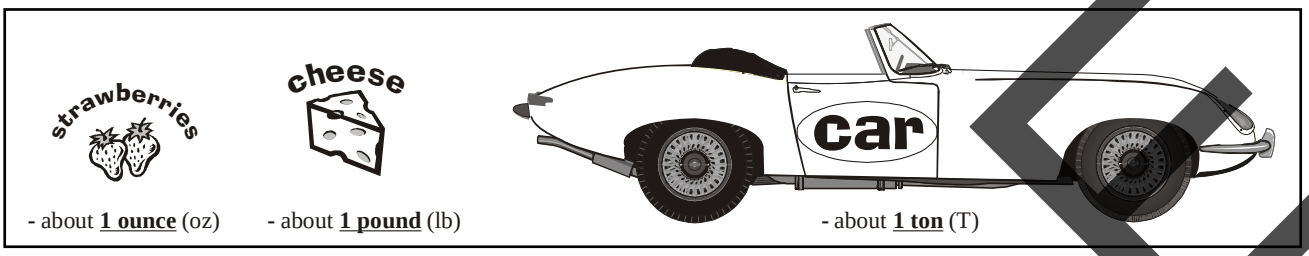
C. Is a 1-pound (lb.) carton >, <, or = to a 20-ounce (oz.) carton?



EVERYONE: **A**, **B**, & **C**

Weight & Mass

(Day #4)



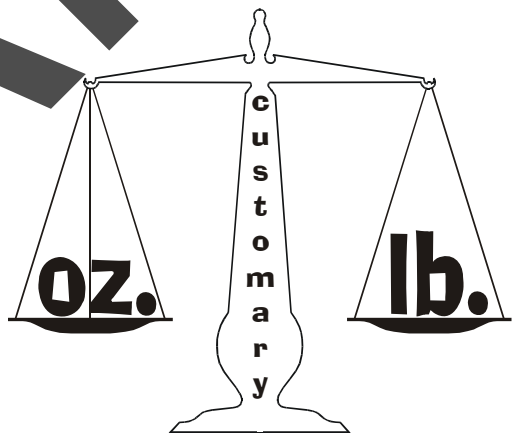
- about **1 ounce** (oz) - about **1 pound** (lb) - about **1 ton** (T)

A. What is the abbreviation for a pound?

Place the designated object on the scale:

B. How much does the _____ weigh?

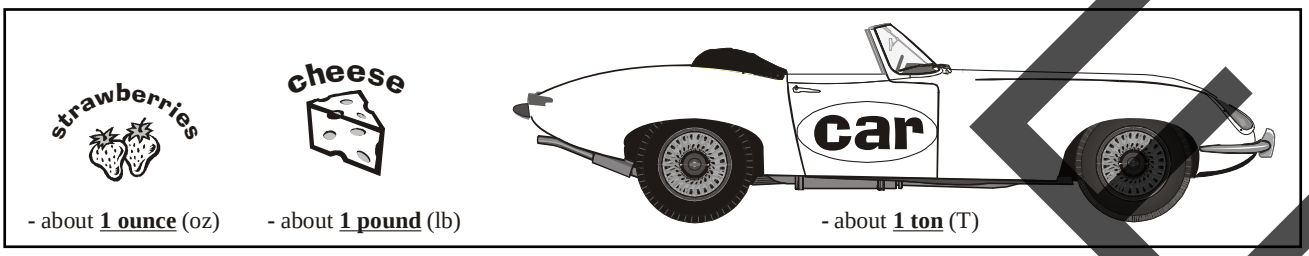
C. **1 pound** (lb.) = _____ **ounces** (oz.)



EVERYONE: **A**, **B**, & **C**

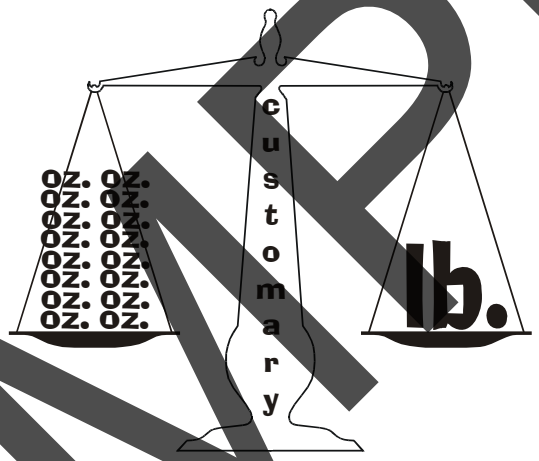
Weight & Mass

(Day #1)



- about **1 ounce** (oz) - about **1 pound** (lb) - about **1 ton** (T)

A. How many ounces *(oz.)* are in **half** of a pound *(lb.)*.



Place the designated object on the scale:

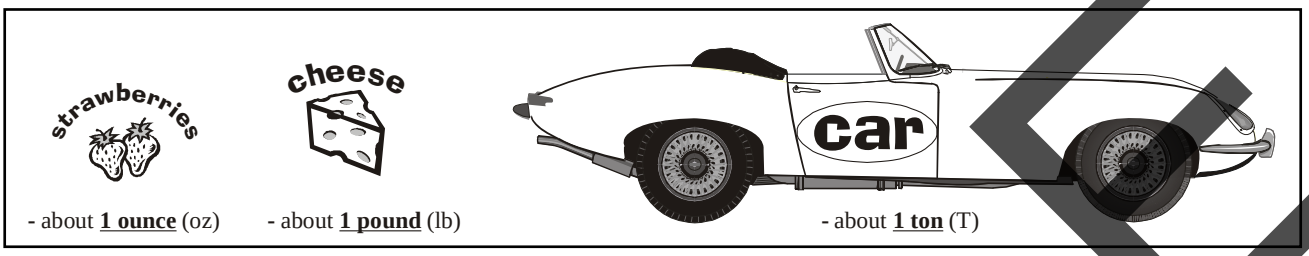
B. How much does the _____ weigh?

C. Is a 2-pound (lb.) carton >, <, or = to a 16-ounce (oz.) carton?

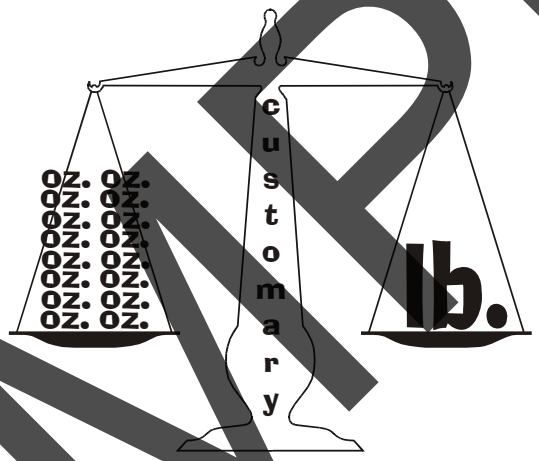
EVERYONE: **A**, **B**, & **C**

Weight & Mass

(Day #2)



A. How many ounces *(oz.)* are in **quarter** of a pound *(lb.)*.



Place the designated object on the scale:

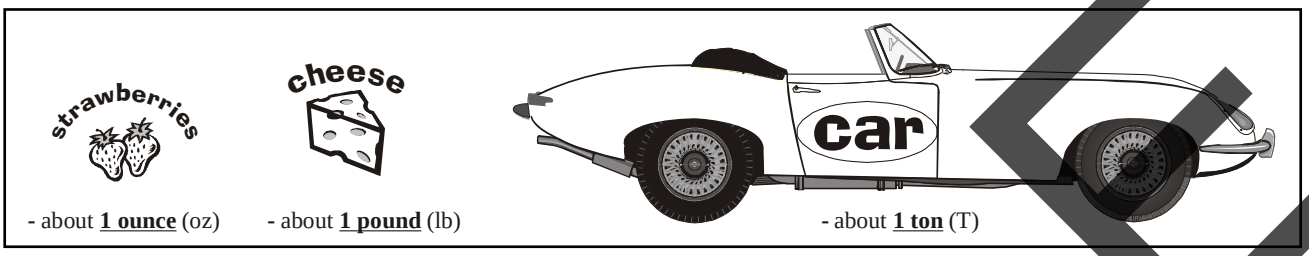
B. How much does the _____ weigh?

C. Is a 2-pound (lb.) carton >, <, or = to a 24-ounce (oz.) carton?

EVERYONE: **A**, **B**, & **C**

Weight & Mass

(Day #3)



A. How many ounces *(oz.)* are in 2 pounds *(lb.)*.

Place the designated object on the scale:

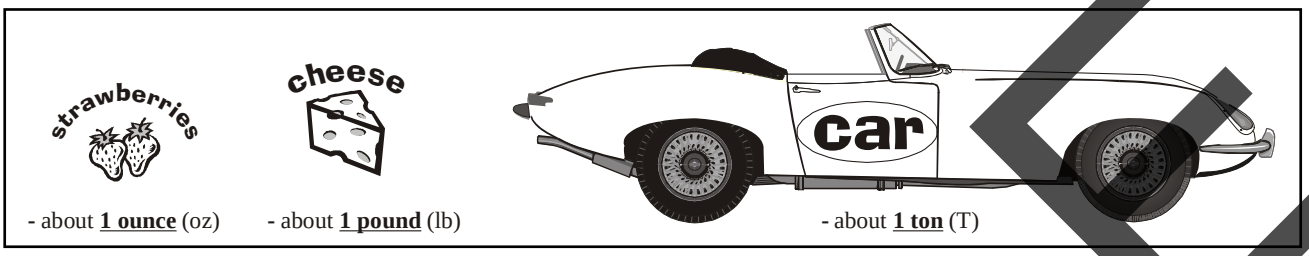
B. How much does the _____ weigh?

C. Is a 2-pound (lb.) carton >, <, or = to a 32-ounce (oz.) carton?

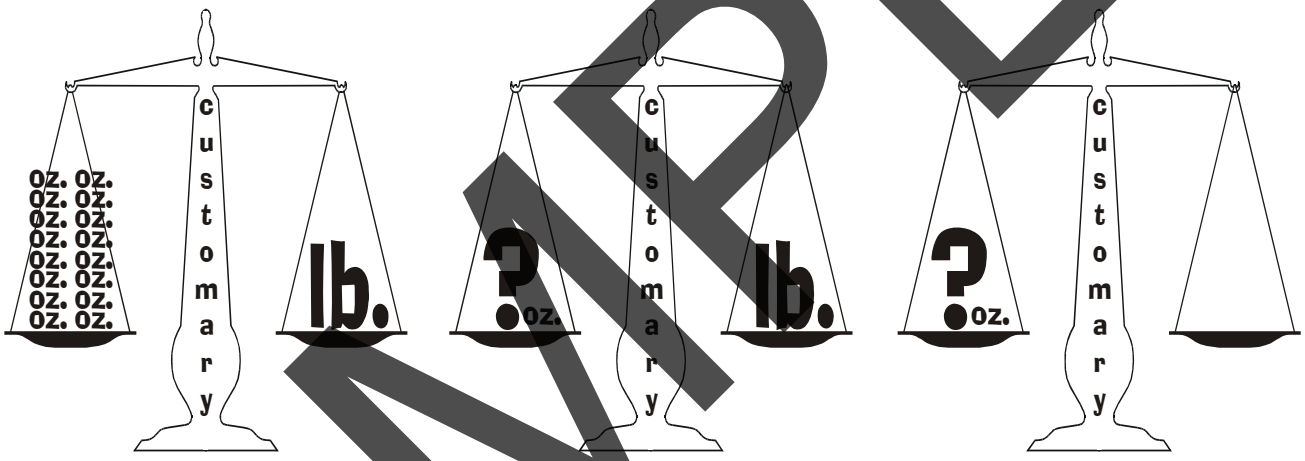
EVERYONE: **A**, **B**, & **C**

Weight & Mass

(Day #4)



A. How many ounces *(oz.)* are in **3** pounds *(lb.)*.



Place the designated object on the scale:

B. How much does the _____ weigh?

C. Is a 2-pound (lb.) carton >, <, or = to a 40-ounce (oz.) carton?

EVERYONE: **A**, **B**, & **C**

