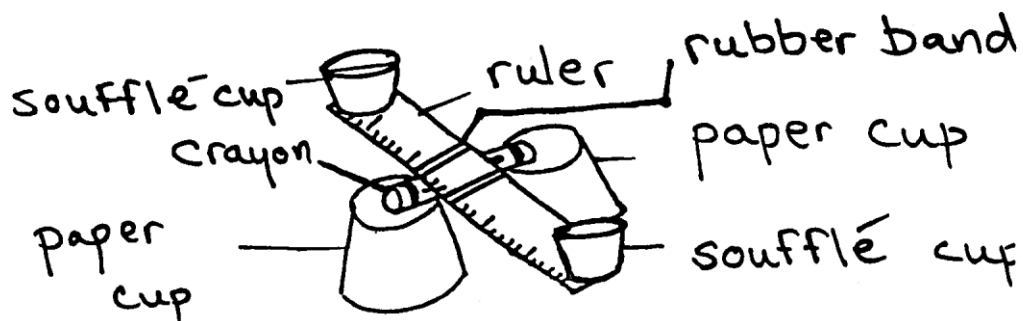


Directions for making the "Which is Lighter?" balance

1. Double the rubber band by twisting it into a figure 8 and folding it over.
2. Place the crayon on the numbered side of the ruler, on the 6 inch designation.
3. Loop one end of the rubber band over the crayon. The rubber band then goes under the ruler and over the other side of the crayon.
4. Take two paper cups and cut a notch in the bottom lip of each one. These notches will be the grooves for the crayon to be set in.
5. Using loops of tape, place a soufflé cup on each end of the ruler.
6. Place the crayon in the grooves so that your balance looks like the diagram below.



**Which is Lighter?
Data Table**

My Predictions	My Findings	My Predictions	My Findings

Lighter than a penny



Heavier than a penny



Which is Lighter?

It is recommended that the bags of materials not be distributed to students until directions for the activity have been given.

The activity is designed for upper elementary students. If it is done with younger students, you may wish to construct the balances ahead of time so that students can concentrate on the predicting and measuring aspect of the activity.

Even if working with upper elementary students, it may be a good idea to have one or two balances constructed to show them.

It may also be a good idea to demonstrate the construction of a balance for students.

A worksheet of directions for constructing a balance has been written. Several copies are included in the kit and are enclosed in sheet protectors.

There is a student worksheet with this activity. It is important that the worksheet be used to guide students as they complete the activity.