

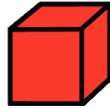
# Science Task 1: Balance Scale

## Materials and Setup

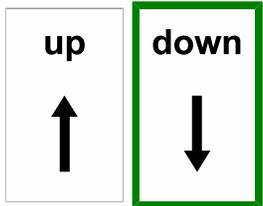
### Item 1

balancing scale

1 cube

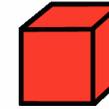
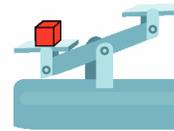


(teacher provided) (teacher provided)

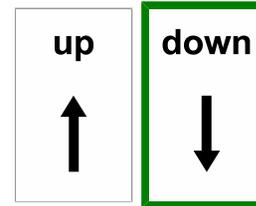


### Item 2

1 cube

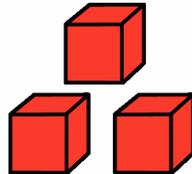


(teacher provided) (teacher provided)

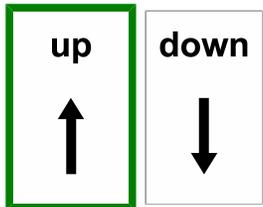


### Item 3

3 cubes



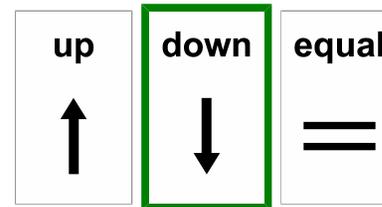
(teacher provided) (teacher provided)



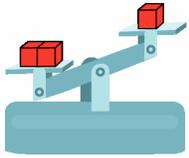
### Item 4



(teacher provided)



Item 5

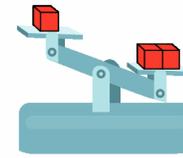
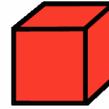


(teacher provided)

up ↑	down ↓	equal =
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Item 6

1 cube



(teacher provided) (teacher provided)

up ↑	down ↓	equal =
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**Access Limitations**

N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)

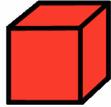
Science Task 1:

Balance Scale: Item 1

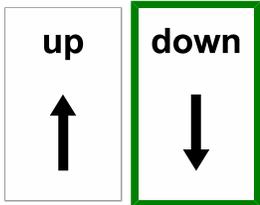
Setup

balancing scale

1 cube



(teacher provided) (teacher provided)



Script

Say: ***We're going to work with measuring mass.***

Say: ***Here is a balance*** (indicate the balance). ***It is used to measure mass.***

Say: ***Show (tell) me, what will happen when we put one cube on this side*** (indicate the cube and the left side): ***the side will go up*** (indicate the up card) ***or the side will go down*** (indicate the down card)?

Do: Allow the student to respond.

Do: Then place one cube on the left side.

Say: ***The side went down.***

**TRY 1**

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record N	→	Next Item

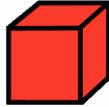
Science Task 1:

Balance Scale: Item 2

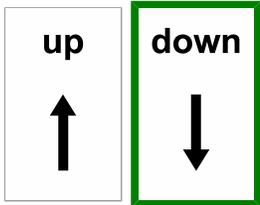
Setup



1 cube



(teacher provided) (teacher provided)



Script

Say: ***There is a cube on this side*** (indicate the one cube on the left side).

Say: ***Show (tell) me, what will happen when we put another cube on this side*** (indicate the cube and the left side): ***the side will go up*** (indicate the up card) ***or the side will stay down*** (indicate the down card)?

Do: Allow the student time to respond.

Do: Then add the cube on the left side.

Say: ***The side stayed down.***

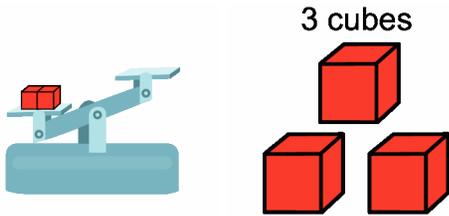
**TRY 1**

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record N	→	Next Item

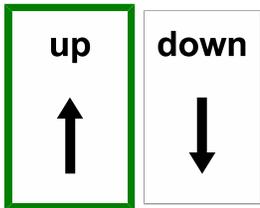
Science Task 1:

Balance Scale: Item 3

Setup



(teacher provided) (teacher provided)



Script

Say: **There are two cubes on this side** (indicate the two cubes on the left side).

Say: **Show (tell) me, what will happen when we put three cubes on this side** (indicate the three cubes and the right side): **this side** (indicate the left side) **will go up** (indicate the up card) **or this side** (indicate the left side) **will stay down** (indicate the down card)?

Do: Allow the student time to respond.

Do: Then add the three cubes to the right side.

Say: **The side went up.**

**TRY 1**

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record N	→	Next Item

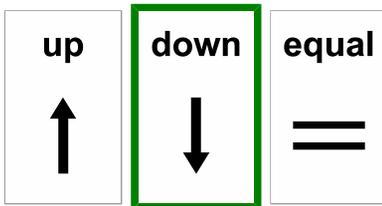
Science Task 1:

Balance Scale: Item 4

Setup



(teacher provided)



Script

Say: **There are two cubes on this side** (indicate the two cubes on the left side) **and three cubes on this side** (indicate the three cubes on the right side).

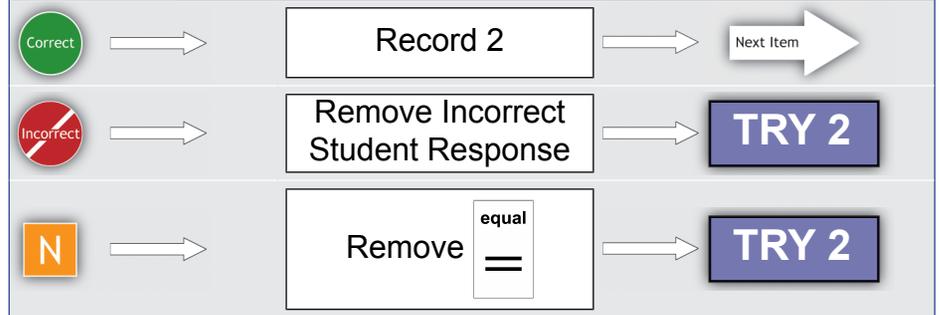
Say: **Show (tell) me, what will happen when we remove two cubes from this side** (indicate two cubes on the right side): **this side** (indicate the left side) **will stay up** (indicate the up card), **this side** (indicate the left side) **will go down** (indicate the down card), **or both sides will be at equal heights** (indicate the equal card)?

Do: All the student time to respond.

Do: Then remove two cubes from the right side.

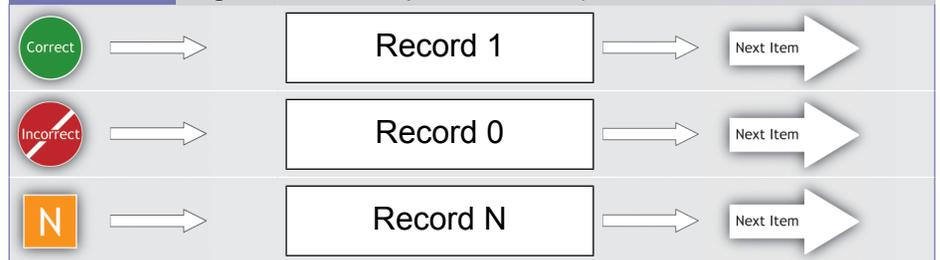
Say: **The side went down.**

TRY 1



TRY 2

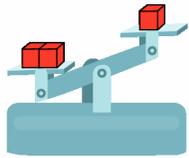
**Show (tell) me, what will happen when we remove two cubes from this side** (indicate two cubes on the right side): (indicate each remaining option in the original order of presentation)?



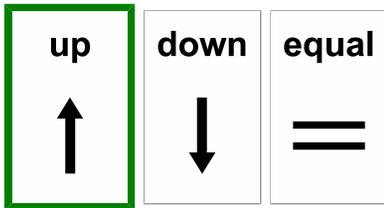
Science Task 1:

Balance Scale: Item 5

Setup



(teacher provided)



Script

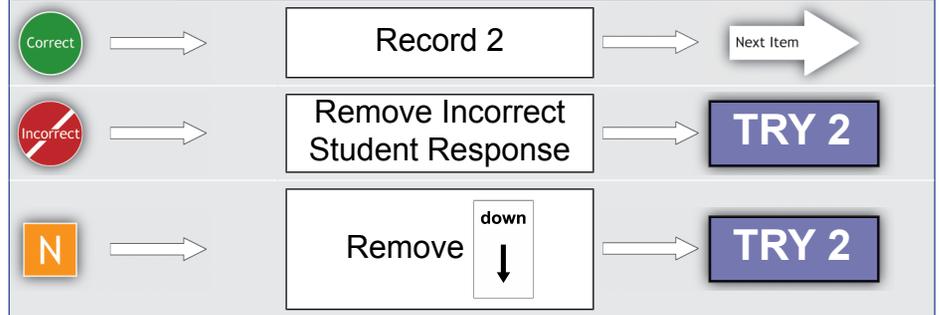
Say: **There are two cubes on this side** (indicate the two cubes on the left side) **and one cube on this side** (indicate the one cube on the right side).

Say: **Show (tell) me, what will happen when we move one cube from this side** (indicate one cube on the left side) **to this side** (indicate the right side): **this side** (indicate the left side) **will go up** (indicate the up card), **this side** (indicate the left side) **will stay down** (indicate the down card), **or both sides will be at equal heights** (indicate the equal card)?

Do: Allow the student time to respond.

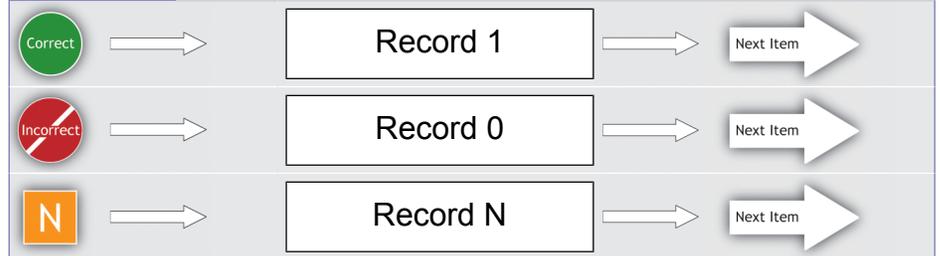
Do: Then move one cube from the left side to the right side.

TRY 1



TRY 2

**Show (tell) me, what will happen when we move one cube from this side** (indicate one cube on the left side) **to this side** (indicate the right side): (indicate each remaining option in the original order of presentation)?



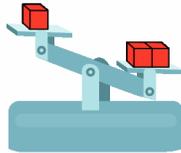
Say: ***The side went up.***

Science Task 1:

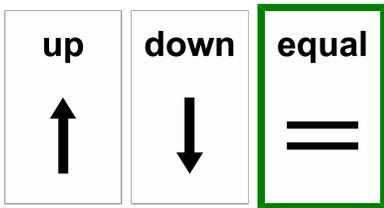
Balance Scale: Item 6

Setup

1 cube



(teacher provided) (teacher provided)



Script

Say: **There is one cube on this side** (indicate the one cube on the left side) **and two cubes on this side** (indicate the two cubes on the right side).

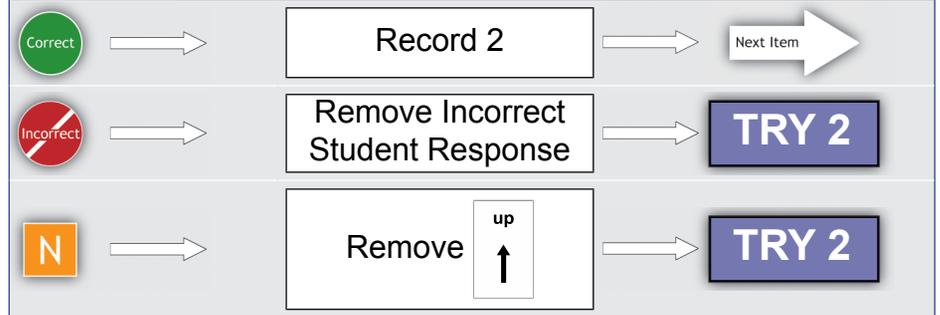
Say: **Show (tell) me, what will happen when we add one cube to this side** (indicate the one cube and the left side): **this side** (indicate the left side) **will stay up** (indicate the up card), **this side** (indicate the left side) **will go down** (indicate the down card), **or both sides will be at equal heights** (indicate the equal card)?

Do: Allow the student time to respond.

Do: Then add one cube to the left side.

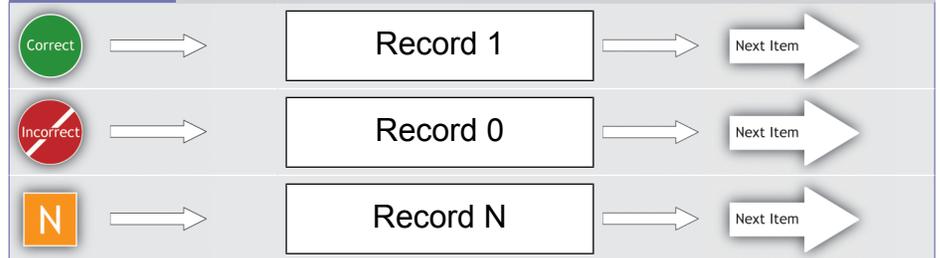
Say: **Both sides are at equal heights.**

TRY 1



TRY 2

**Show (tell) me, what will happen when we add one cube to this side** (indicate the one cube and the left side): (indicate each remaining option in the original order of presentation)?



At the completion of the task say: ***We're finished working with measuring mass.***