

# Why Does This Float?



Level: D10      Word Count: 89

Little Books of Answers

Curriculum Connection	Matter
Content Vocabulary	boat, bottom, coins, dry, duck, floats, heavier, lake, leaf, light, lighter, plastic, pond, raft, rubber, sank, sink, stand, stones, sunk, water, wet, wood, wooden
Visual Literacy Element	table
Critical Thinking	experiment
Comprehension Strategy	applying knowledge
High-Frequency Words	and, are, got, in, is, it, made, of, than, the, they, this, so, very

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss sinking and floating. Bring to the classroom a bowl of water and some small objects that sink or float (preferably not those that are the subject of this book). Invite the students to predict what will sink and what will float. Test their predictions. Ask them if they know any other objects that sink or float.

- Give each student a copy of the book *Why Does This Float?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out why some objects sink and others float.
- Discuss the cover photo. Ask questions such as – *What is this? What is it made from? Would it still float if it was full of water? Why or why not?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Explain that the labels tell them the name of the objects that either sink or float. They will find out why each object sinks or floats as they read the book.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite them to read them with you.
- To extend understanding and vocabulary say things such as – *Babies often float ducks like this one in their bath water. A raft is a floating platform. It is often made of logs of wood strapped together.*
- Discuss the table on page 15. Explain to the students that the table shows the same information as the book in a different way. Have the students read the table with you.

## **Read the Book**

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*Does a raft sink or float?*  
*Why do stones sink?*  
*What is plastic and floats?*  
*What happens when the leaf gets wet?*
- Check inferential comprehension by asking these questions:  
*Do you think other plastic things would float? Why or why not?*  
*What is the same about the raft and the boat?*  
*What is the same about a wet leaf and a coin?*  
*Why do people float?*
- Talk to the students about applying the knowledge they now have about sinking and floating to other objects. Ask questions such as, *Do all wooden things float? If so, why? Do all metal things sink? If so, why?*
- Invite volunteers to choose an object in the classroom and ask a sink/float question about it, for example, *Will this pencil float? Why or why not?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to conduct an experiment. They have to find out what these objects are, put them in water, and see if they sink or float.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students draw something that either sinks or floats. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# Why Does This Float?

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Name:



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Draw a plastic duck.

Label your picture with these labels –

duck      plastic      water

# Why Does This Float?

Level: D10

Name:



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## Read and Draw

You can stand on this wooden raft.

You can go on the lake in this rubber boat.

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