

Strand: Matter

Theme: Weight

Purpose for Reading: To develop an understanding of things that sink or float.

Comprehension Strategies: Predicting, asking and answering questions, comparing and contrasting.

Vocabulary

Dictionary Words: glass things, metal things, plastic things, rubber balls, tank, wooden things

Vocabulary Words: block, coins, comb, jar, marbles, pen, pencils, squash ball, spoon, tennis ball

High-Frequency Words: a, and, are, at, by, can, have, in, look, makes, of, our, see, so, some, them, these, they, which, will, you

Before Reading

- Ask the students what they know about floating and sinking. Make a table with the headings *Float* and *Sink*. Have the students suggest things they think should be in the table and the heading their suggestions should be under.
- Read the title and have the students talk about the cover photo. *What is happening in the photo? Why are the two balls floating? What are they made of? Are they hollow or solid?* Add any new information to the table.
- Read the title page together and ask the students what is happening in this photo. *What is at the bottom of the water tank? Why are they there? Did they sink or float?* Add any new information to the table.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary.

Read and discuss the labels. Ask the students to predict which things from the photo dictionary will float or sink. Add any new information to the table.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and discuss the illustrations. Have them predict which things will float or sink. Add any new information to the table.
- Pages 6–7: Invite the students to discuss the items in the water. *What are they made of? What are they doing? Why might they be doing that?*
- Pages 8–9: Invite the students to discuss the items in the water. *What are they made of? What are they doing? Why might they be doing that?* Read and discuss the labels.
- Pages 10–11: Ask the students to look at the balls in the water. *What are the balls doing? Why might they be doing that? What is the difference between the two balls? What might help them float?*
- Pages 12–13: Ask the students to look at this photo and discuss what they see. *What are the things in the water? What are they made of? What are they doing? Why?*
- Pages 14–15: Ask the students to look at this photo and discuss what they see. *What are the things in the water? What are they made of? What are they doing? Why?* Read and discuss the labels.

Read the Book

- Ask the students to return to the title and read it independently.

- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about any new information about objects that either float or sink they have found out from reading the text. Add any suggestions to the table.
- Prompt them with questions, such as *What did the items made of wood do? What were the coins made of? Did they float or sink?*
- Have the students discuss the similarities and differences between the things that floated and the things that sank. Make a chart.

Vocabulary and Word Recognition

- Have the students find the word *will* in the text. Have them say it aloud and point to it each time they find it. Ask the students to suggest words that rhyme with *will*. Have them write their suggestions on the board.
- Have the students find the high-frequency words *can*, *makes*, *these*, and *will* in the text. Ask the students to write the four words in alphabetical order on a piece of paper. Practise writing each word five times. Have a partner test them on the words. Add the words to a high-frequency word chart or word wall.
- Ask the students to find the words *floating* and

sinking. Discuss the *-ing* ending. Have the students suggest other words ending in *-ing*.

Oral Language

- Have the students work in pairs, using the books. One student asks questions from the book and the other finds the answers. For example, Can you name four things that floated? Can you name four things that sank?

Writing

- Have the students write a *What Am I?* For example, *I am made of wood. You can write with me. I will float. What am I?*

Creative Extension Activities

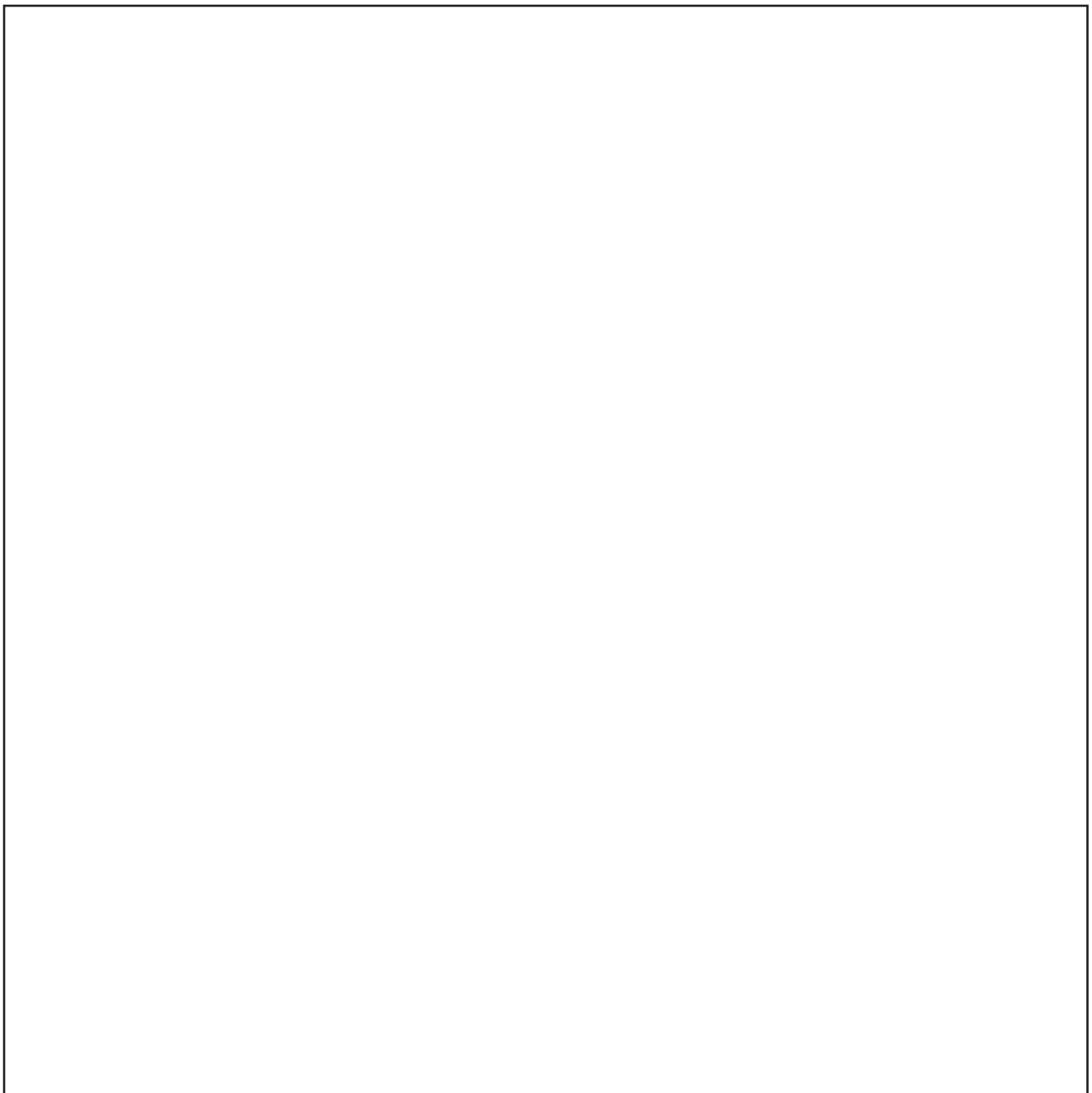
- Find other things around your class. Make a prediction as to whether they will float or sink. Test to check your prediction.
- Make a crayon-and-dye picture of a tank with water in it. Draw different things from around the class. Cut them out and paste them into the correct floating or sinking position in the water.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw a tank of water. Draw three things on the water that can float. Label them.



Name: _____

Write *sink* or *float* beside these things.

block	
coins	
comb	
jar	
marbles	
pen	
pencil	
squash ball	
spoon	
tennis ball	