

Floating and Sinking

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Getting ready for reading

Allow children to experiment to find out whether a range of objects will float or sink.

Draw up a data chart (you could use Blackline Master 7) to record questions children have about floating and sinking.

Questions	Why do boats float?	Why do rocks sink?	Why can I float?
Book 1 Floating and Sinking			
Book 2			

Talking through the book

You could say: *This book is called 'Floating and Sinking'. Which of our questions do you think it might give information about? Turn through the book, focusing on the main point of each double page. What is this truck made of? (metal/plastic)*

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

What affects whether a thing will float or sink?

Do all metal things sink?

Ships are made of metal. Why do they float?

TEXT FEATURES

- **This is an information text exploring the factors that contribute to whether an object will float or sink.**
- **Text contains some repetition.**
- **Text is supported by colour photographs.**
- **Line breaks support phrasing.**

Being a code breaker

Vocabulary

- High-frequency words: *some, what, to, or, is, this, in, the, it, has, of, are, their, into, a, they, go, put*
- Word families: *float - boat, coat, goat, moat*
sink - blink, link, mink, pink, rink, slink, stink, think, wink

Sounds and letters

- Hearing sounds: Children clap when they hear words with long /o/ – *float, potato, go*

Writing conventions

- Punctuation: capital letters, full stops, question marks
- Grammar: present and past verb forms – *sink/sank*

Being a text user

Refer to the data chart started earlier: *Which questions did this text provide answers to? Which questions have not been answered?*

Discuss:

Does this book give information about why an object floats or sinks?

Being a text critic

Discuss:

Is the information in the book accurate? How can this be checked?

What information has the author left out?

Does the information in the book match the things you found out in your experiments?

Literacy learning centres



Book browsing centre

Provide science books containing information about floating and sinking for children to browse through to compare information and add to the data chart.



Word centre

Children can make, break and record words from the text using onset and rime:

float boat coat goat moat

sink blink link mink pink rink slink stink think wink



Interactive literacy centre

Children work in cooperative groups to make a practical demonstration of the information in the book. For example, children can compare what happens when they roll a piece of plasticine into a ball with what happens when it is made into a boat shape, and tell the class what they found.

Keeping track

Audiotapes of children reading can be used for teacher assessment or student self-assessment. Such records provide evidence of fluency.