Floating and Sinking

Written by Honey Andersen and illustrated by Meredith Thomas

KEY IDEA  This procedural text gives instructions for experiments to discover which objects float and which sink.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

RI.1.3  MAIN FOCUS Key Ideas & Details
Sessions 1, 2, 3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4  Craft & Structure
Sessions 2, 3
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6  MAIN FOCUS Craft & Structure
Sessions 2, 3
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7  MAIN FOCUS Integration of Knowledge & Ideas
Sessions 1, 2, 3
Use illustrations and details in a text to describe its key ideas.

RI.1.10  Range of Reading & Level of Text Complexity
With prompting and support, read informational texts appropriately complex for grade 1.

SL.1.3  Comprehension & Collaboration
Sessions 1, 2, 3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.4  Vocabulary Acquisition & Use
Sessions 1, 2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5a  Vocabulary Acquisition & Use
Additional Instruction
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

RF.1.3c  Phonics & Word Recognition
Session 2
Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3c  Phonics & Word Recognition
Additional Instruction
Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.4c  Fluency
Session 2
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.2  Text Types & Purposes
Writing Connection
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.8  Research to Build & Present Knowledge
Sessions 2, 3
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Session 1

PREVIEWING THE TEXT  
5 minutes
Read the title and author and illustrator credits with students. Invite students to study the front and back cover illustration.

Let’s read the title together: Floating and Sinking. Now look carefully at the illustration on the front cover and back cover. What is happening?

It looks like the man in the boat is pulling the word floating and the word is floating on top of the water.

Who can tell us more?

The word sinking is down at the bottom, under the water.

Now let’s read the back cover. . . . What did we learn about the book? Who would like to share an idea?

I think it will be about what floats and what sinks.

It sounds interesting. Let’s get started.

READING THE TEXT CLOSELY  
10 minutes
Invite students to read pages 3–4. Discuss the text and illustrations.

Let’s look at the illustration on page 3. What’s floating? And how do you know?

The boat is floating because it’s on top of the water.

Now let’s look at page 4. What do you think about this illustration? Who has thoughts to share?

I see the anchor is moving down under the water. I think the picture is showing us one thing that sinks. We know anchors are heavy, so we know that it’s moving downward. We know it’s sinking.

What’s the opposite of float?

Sink. The boat stays on top of the water, but the anchor sinks to the bottom.

We’ll think about this connection as we continue to read. The title, Floating and Sinking, tells us what this book will be about. Let’s read on to find out more about floating and sinking.

Explain the learning focuses to students. Have them read pages 5–6. Check to see how well they are doing with the application of the focuses. Provide support if needed.

As we read, we’ll think about connections between pieces of information. We see that the boat and the anchor are both in the water. What happens to each thing?

The boat floats on the top. The anchor sinks to the bottom.

How did the illustrations help you understand these things so far?

I could see the boat floating on the water. And I could see what happened as the anchor dropped down to the bottom.

Corrective Feedback
Have students closely reread the title and pages 3 and 4 to describe connections between ideas. Encourage them to silently reread section by section, stopping to think and talk together about their understandings.

If you are satisfied that students can make connections and use illustrations and details to describe key ideas, set the reading assignment for the session. If you are not, prompt students to return to pages 3–4 to use key details and illustrations to make connections.

Our work as readers today is to look for connections between ideas. We’ll use illustrations and details in the text to describe these connections. This work will help us understand what we read. Let’s finish reading the book.
DISCUSSING THE TEXT 10 minutes

Invite students to describe connections they found. Encourage them to use both illustrations and details as they describe key ideas.

Let’s look at pages 5 and 6. Who can describe the steps of this experiment?

The man is going to put the feather in the water and then put the stone in the water. I think he’ll watch to see which one floats and which one sinks.

What do you think will happen?

I think the feather will float and the stone will sink.

I think you’re right! How are these two things connected?

One floats and one sinks. Opposite things happen.

That’s a good connection between these two pieces of information. How do the illustrations here help you understand this idea?

I can see what these things look like. The pictures helped me make a guess about what will happen.

Does anyone have a question about these ideas, or about anything we are discussing? Remember that it’s important to ask questions to get more information or clarify anything you don’t understand.

I have a question. I wondered why you think the stone will sink?

Can anyone answer?

I know that stones can be heavy—even small stones. Once I threw a small stone into a pond and it sank.

Focus on the word sink.

The word sink is in the title, and we’ll read it many times in the book. Let’s read the sentence on page 4. What does the word sink mean as it is used here?

go to the bottom in the water

That definition is right in the text. How does the illustration help you understand the meaning?

I can see that the anchor is dropping down in the water.

Who knows another meaning for the word sink?

A sink can be a bowl with faucets where you wash something, like your kitchen sink.

That’s right. Many words have several meanings. You’ll need to use context clues and illustrations to find the meaning that makes sense.

Confirm students’ good use of the focuses and encourage them to keep them in mind when they read other nonfiction texts.

You did great work as you made connections between ideas and pieces of information in this book. You used illustrations to describe these ideas. Think about this work when you read other nonfiction books.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

COMPREHENSION: MAKE CONNECTIONS

Formative Assessment Have students use the blackline master on page 10 to describe the connections between things that float and things that sink in Floating and Sinking. Review students’ answers as you evaluate their mastery of the learning focus.
Session 2

RETURNING TO THE TEXT 5 minutes
Ask students to reflect on the text read previously. Guide them to recall how they applied the learning focuses to their reading.

Let’s review our discussion from the last session. Who would like to start?

We read about a man who puts things in the water. Some things float and some things sink. We made connections about what happened.

Right. And the illustrations helped us understand these ideas. We asked each other questions about the experiments, too.

READING THE TEXT CLOSELY 10 minutes
Explain the learning focuses. Invite students to reread pages 5–8 and see if they can make connections between ideas. Also encourage them to distinguish between information provided by illustrations and information provided by the text. Check in to see how well they have understood the focuses. If you are satisfied that students can apply them, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

As we reread today, let’s make more connections about floating and sinking. Let’s reread page 6. Who can tell us what the man is going to do? Let’s first look at what the text says.

He is going to put a feather in the water and see what happens. Then he’ll put a stone into the water and see what happens.

Yes. That’s what the author tells us directly in words. Now let’s look at the picture on page 7. Who can say what it shows?

The feather floats, and the stone sinks. The man is smiling here. I think he’s enjoying this experiment.

Those are great observations. I see that you learned different things from the text and from the illustration. Let’s keep thinking about how they each give us different pieces of information, and let’s keep making connections between the different details and ideas we learn.

Formative Assessment: Phonics and Fluency Listen to each student read a portion of the text. Observe how they decode various spellings of long o in words such as float (page 3) and stone (page 5). Pay close attention to fluency as well. If students need additional practice with decoding or fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after the reading.

DISCUSSING THE TEXT 10 minutes
Support a discussion in which students make connections between ideas or pieces of information. Guide them to differentiate between information provided by illustrations and information provided by words in the text.

I’d like to hear about connections you made between the table tennis ball and the rock when you read page 9.

They are made out of different things. I think a table tennis ball is plastic. They’re different sizes, too.

Those are good comparisons. Now let’s look at page 10. Who can explain the order of events?
The man throws the table tennis ball in the water. Then he throws the rock into the water. He waits to see what happens.

How did you learn about what happened?

I had to look at the illustration on page 11, because the words don’t tell. I saw that the rock is sinking and the table tennis ball is floating.

Let’s use this information to make a connection between the size of different objects and the idea of floating. The rock is big and it sinks. Do all big objects sink?

No. I see that the boat is still floating, and the boat is big.

Who can add to that?

The boat is made out of wood, and it floats. So I think floating depends on what something is made of, not its size.

I like the way you used what you read, the illustration, and what you know to make that connection.

Focus on the phrase table tennis ball on page 9.

I noticed that some of you were a little confused when you read the words table tennis ball on page 9. What could you do if you didn’t understand what they meant?

I didn’t understand them. So stopped and reread the page. The text said the rock was heavy, so I figured out that the ball must be light.

Did anyone else find a clue?

I looked at the picture. It looked like a little white ball.

Has anyone ever seen a ball like that?

My brother has a ping pong table, and this looks like a ping pong ball.

You’re right. This ball is little and light, and you use paddles to hit it back and forth across a table. You all used great strategies to figure this out. You stopped when you were stuck, you reread and looked for information in the picture, and you used what you already knew to figure it out.

Explain to students that as they discussed the text, they described connections between ideas and found different information in the text and the illustrations.

I enjoyed hearing your ideas about floating and sinking, and it was interesting to hear about the connections you made. Why do you think it is helpful to make these kinds of connections when you read informational texts?

It helps us think about how and why things happen. We understand more about what we read.

Confirm students’ good use of the focuses and encourage them to keep them in mind when they read other informational texts.

You did a terrific job as you thought about how different ideas connect to each other. I also liked the way you studied the illustrations to find answers to the questions in the book.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

PHONICS AND FLUENCY FOLLOW-UP

Phonics Practice Write stone and float on a whiteboard or chart paper. Underline the o and e of stone, and the oa of float. Guide students to use the Sound and Say routine to read these words.
Let’s practice reading words with the long o sound using our Sound and Say strategy. We’ll try it together. (Point to underlined letters of the first word.) Sound it. (Students say the underlined sound.) Now say the word. (Repeat for the next word.) Let’s go back to pages 3 and 5 and read these words in our books.

**Fluency Practice** Model self-correcting word recognition by reading aloud and stopping at a key vocabulary word, sharing your thinking as you use context to determine the word’s meaning. Then chorally reread the sentence with students.

**COMPREHENSION: PICTURES AND TEXT**

**Formative Assessment** Have students use the blackline master on page 11 to distinguish between the information provided in the illustrations and the information provided in the words in *Floating and Sinking*. Review students’ answers as you evaluate their mastery of this learning focus.

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

**Formative/Summative Assessment** Have students use page 12 to introduce the constructed response question: *What happens when something floats? What happens when something sinks?* Have students use self-stick notes to mark places in the book that help them answer the question. Point out that the details they include can come from the illustrations as well as the main text. Review students’ self-stick notes as you evaluate their mastery of the learning focus.
Session 3

RETURNING TO THE TEXT 5 minutes

Explain that students will reread the book, focusing on making connections and using information in illustrations and text to describe key ideas.

The author used the text to describe experiments, and then we found more information in the pictures. As we reread today, we’ll continue to make connections between these ideas. How can we do that?

We can think about how and why things happen.

Good idea. Other thoughts?

We can see how one part of the experiment leads to another.

READING THE TEXT CLOSELY 10 minutes

State the learning focuses. Invite students to reread pages 13–15. Check in to see how well they have understood the focuses. Then have them reread the book to continue to make connections, paying particular attention to information in the text and in the illustrations.

What did you learn about floating and sinking as you read about this experiment?

The cork float but the thumbtack sinks.

How did you figure that out?

I had to look at the picture on page 14. I remember that this book has a pattern. I know that the next illustration shows what happens.

Yes. Without the information in the picture, we wouldn’t know what happens with the experiment.

DISCUSSING THE TEXT 10 minutes

Generate a discussion that links the three learning focuses. Remind students to find information in the text and the illustrations as they make connections between ideas.

Turn to a partner and talk about connections that you made between floating and sinking. Did you learn something new as you reread the book? Take a minute to talk with your partner about this... Who would like to share some ideas?

I was surprised to learn that the thumbtack would float if you stuck it in the cork. I never thought about putting two things together to see if that would change what happened.

Did the illustration help you?

Yes. It showed that the cork and thumbtack float when the thumbtack is stuck into the cork.

You made an excellent connection. You thought about how one action would affect what happens next. Did anyone make a different connection?

I thought about the table tennis ball and the big plastic elephant. One was little and one was big, but they were both made of plastic. And they both floated.

LEARNING FOCUSES
RI.1.3, RI.1.6, RI.1.7

Students read closely to describe the connection between two ideas about floating and sinking. They differentiate between information provided by the illustrations and information provided in the text, and use illustrations and details to describe key ideas.

VOCABULARY
RI.1.4

Make sure students ask questions about words they find confusing as they read. It may be helpful to show examples of unfamiliar items used in the experiments, such as thumbtack, cork, pin, and table tennis ball.

SL.1.3

DISCUSSION
Collaborative

COMPREHENSION SHARE

Ask yourself how two events are connected during an experiment. What happens? Why does it happen?
That’s another interesting connection. Does anyone have a question about that idea?

Do you mean that you think all plastic things float? I think they do, but I’m not sure. I’d have to try the experiment with more plastic things to check.

Thanks for explaining your thoughts about that. It’s important to ask each other questions so that we understand each other and so we can get more information.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students use the blackline master on page 12 to write responses to these questions: What happens when something floats? What happens when something sinks? Tell students that they can use their self-stick notes to help them write their answers.

WRITING Connection

WRITING AN EXPLANATION

Summative Assessment Review what an explanation is with students. Students will work independently to write reports that explain what kinds of items float and what kinds of items sink. Before they write, have students work with partners to share facts they gathered on the blackline master on page 12 and make any necessary changes. Students will work independently to write their explanations. Consider having them illustrate and publish their reports and share them with another first grade class.

You have been reading and thinking about what kinds of things float and sink. You will write a report explaining what kinds of items float and what kinds of items sink. You have collected facts to help write this. Work with a partner to go over the notes you made. Add or change details if you missed anything important. Start by telling what your topic is. Then write an explanation about what types of things float and what types of things sink, and why. Be sure to write a clear conclusion, or ending, that retells the most important ideas about things that float and things that sink.
Additional Instruction

WORD STUDY

Compound Words/Syllables Help students decode two-syllable compound words.

Let’s look at the word thumbtack on page 13. Thumbtack is a compound word, or a word made from two smaller words. What are the two smaller words in thumbtack?

thumb and tack

What do you know about the meaning of this word?

It’s like a little nail, and you push it with your thumb. It holds something on a wall or a board.

That’s right. Now let’s say the word together: thumbtack. How many syllables do you hear?

two

Right, we hear two vowel sounds, so we know the word has two syllables.

VOCAVULARY

Categories Help students sort words into categories to gain a sense of the concepts they represent.

This book described different experiments about things in the water. What are two ways we could group the items we read about?

things that float and things that sink

The items that would go into each of these categories are all alike in one way. Work with a partner. Make a picture or word list to show some of the things in each group. You can add other items to each group. Then we’ll compare our ideas.

PHONICS

Use the Sound and Say routine to help students distinguish between long and short o in one-syllable words. Write the following words on chart paper or whiteboard, underlined as indicated: mop, stone, rode, boat, hot, home, float, pot, soak, joke, nod.

Let’s use the sounds of long and short o that we know to read these words. Listen to me sound and say the first word. (Point to the underlined letter o, say the short o sound, then read the word, mop.) Now it’s your turn. (Point to the underlined o and e in stone). Sound it. (Students say the long o sound.) Now say the word.

TEACHING TIP

You may wish to set up a bowl with water if students wish to experiment with classroom objects to add to each category.
Comprehension: Make Connections

Different items mentioned in *Floating and Sinking* are connected in different ways. One way some items are connected is that they all float. One way other items are connected is that they all sink. Think about the different items you read about in this book. Make connections between them by filling in this chart with items you read about.

<table>
<thead>
<tr>
<th>Things That Float</th>
<th>Things That Sink</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: __________
Comprehension: Pictures and Text

Think about what you learned from *Floating and Sinking*. Write two things you learned from looking at the pictures. Write two things you learned from reading the words.

What I Learned From the Pictures

What I Learned From the Words

Score: ________
Constructed Response

What happens when something floats? What happens when something sinks?

Use information from the book *Floating and Sinking* to support your answers. Include examples of things that float and things that sink in your answers.

When something floats

When something sinks

Score: __________