UNIT 3: WIND AND WATER / WEEK 2

Let's Find Out About It

Sink and Float

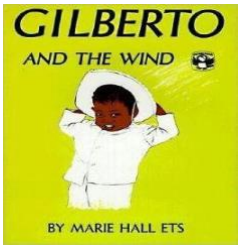
Standard Connection:
ELA.W.PK4.8
ELA.RI.PK4.1
M.MD.PK4.1
S.PS.PK4.2
S.PS.PK4.4b
PD.SHS.PK4.5

Enduring Understanding(s):

- Gathering information helps us make decisions.

Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
• *Gilberto and the Wind* • marker cap • wooden block • quarter/ nickel • pencil • rock • construction paper • variety of other materials for testing buoyancy • clear plastic bin or bucket • chart paper • stick • marker • sample child's sailboat • sample child's clay boat	**sink:** go underwater **float:** stay on top of water **buoyant /boy-uhnt/:** how well something floats	

Let's Find Out About It:

Preparation: *Draw a grid on the chart paper with two columns, one for 'sink' and one for 'float'. Make a row with a quick illustration for each material that will be tested. Fill clear plastic bin with 4-5 inches of water. Set up materials at the whole group meeting area.*

"In *Gilberto and the Wind*, the wind blew Gilberto's sailboat."	**Show** illustration.
"You sailed boats in Science."	**Show** child's sailboat and clay boat.
"It is important for boats to ***float*** near the top of the water - if a boat starts to ***sink*** or go down into the water, it will get too wet, and it won't be able to move. If there are people on the boat, they might get wet."	**Demonstrate** floating child's sailboat in a bin with water. **Guide** children to see how it is floating on the top or near the top of the water.
"Today, we will conduct an experiment to find out if materials ***sink*** or ***float*** when we put them in water. Remember, ***float*** means something stays near the top of the water. ***Buoyant*** means something ***floats*** very easily. ***Sink*** means when something goes down under the water." "We will record results on chart paper. First, we will test ___."	**Show** sample materials. **Point** to the chart paper.
"How does it feel? What do you notice?"	**Pass** item around the circle and let children feel it. **Children respond.**
"Do you think it will ***sink*** or ***float*** when we put it in the water?"	**Children respond.**
"Why do you think the _____ ***sank/floated***?"	**Children respond.**
"I will record our results on our chart paper."	**Place** a check mark in the box on the chart paper that corresponds to the material and whether it sank or floated. **Continue** until all materials have been tested.