



## Found Objects – Does it Sink or Float?

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Final Group Project: Lesson Plan

**Unit Title:** Exploring Properties

**Subject:** Does it Sink or Float? (Science)

**Grade:** Kindergarten

**Essential Questions:**

- How do we observe and describe objects?
- What does an object look like when it sinks?
- What does an object look like when it floats?

**Standards:** CCLS: (speaking and listening) SL.1a, SL.1b, SL.2, SL.3, SL.6

NYC Science Scope and Sequence (kindergarten): PS3.1f

Danielson's Framework for Teaching:

- Domain 1: 1e
- Domain 3: 3a, 3b, 3c, 3d, 3e

**Teaching Point:** Students will gather objects and identify whether they sink or float.

**Connection:** Students will have learned many ways to describe objects using properties (heavy, light, smooth, rough, color, etc.). In this lesson students will investigate another property (sink or float) that they can use to describe objects.

**Teach:** Show a scissor and ask students to use some of the properties that they have learned to describe the scissors. Introduce the terms and definitions of *sink* and *float*. Hold up a feather and a metal spoon. Show the feather and think aloud whether it will sink or float. Place the feather in a clear basin of water and observe whether my prediction was correct or incorrect. Repeat with the spoon.

**Active Engagement:** Show a tennis ball and ask children to turn and tell a partner whether it will float (stay on top of the water) or sink (go down to the bottom). Record students' responses on a chart. Select a student to place the tennis ball in the basin of water. Record responses. Repeat with a plastic bead. Record predictions and findings on the chart.

**Link:** Tell children they will go on a neighborhood walk to Prospect Park to find and gather 5 objects to bring back to the class. Students will then test whether the objects sink or float.



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**Independent Practice:** Give each student a plastic bag. Students will walk to the park and look for 5 different objects to collect. When they return to the class students will record the objects that they found, by drawing and/or labeling, on the worksheet. They will predict whether each object will sink or float and then put the objects in a basin of water to test their predictions. They will record their findings.

**Share:** Children will turn and tell a partner about one object that they found that floated and one object that sank.

**Differentiated Instruction:** The worksheet will be differentiated for 3 levels. The lower level students will circle the word *sink/ float* with picture support. Students who are on level will circle the word *sink/float* without picture support. Higher level students will write the words independently.

**Follow Up:** In the next lesson, during read aloud, we will read “Will It Float or Sink?” by Melissa Stewart. In writing, children will create a “Sink or Float” book. They will write about objects that sink and objects that float.

**Homework:** Students will visit the website <http://sciencenetlinks.com/lessons/sink-or-float/> with their parents’ help. Together, they will find objects in their home that sink or float.

### Resources:

Technology:

<http://sciencenetlinks.com/lessons/sink-or-float/>

Literary:

“Will It Float or Sink?” by Melissa Stewart

NYC Cultural Connection:

Students will take a neighborhood walk to Prospect Park.

Worksheet 1

Objects	Prediction	Check
		
		
		
		
		



**Found Objects – Does it Sink or Float?**

Worksheet 2

Objects	Prediction	Check
	Sink Float	Sink Float



## Found Objects – Does it Sink or Float?

### Worksheet 3

Objects	Prediction	Check