# Lesson 29 Teacher's Guide

## Sink or Float?

by Olivia Kress

**Fountas-Pinnell Level E**

**Nonfiction**

### Selection Summary

Some things sink and some things float. Surprisingly, a heavy pumpkin floats because it is full of air.

### Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
</table>
| Text Structure | Question/answer structure  
• Surprise ending: A pumpkin floats. |
| Content | Objects either sink or float in water.  
• Weight of objects |
| Themes and Ideas | An object’s weight and shape help determine whether it will sink or float.  
• Some objects have characteristics other than weight that determine whether they will sink or float. |
| Language and Literary Features | The author directs statements and questions to the reader: Hello! Why did they sink? |
| Sentence Complexity | Both simple and complex sentences  
• Repeated question (Will it sink or will it float?) and sentence (Turn the page to find out.)  
• Exclamation: The keys sink! |
| Vocabulary | Key vocabulary words: sink, float |
| Words | Objects: block of wood, keys, leaves, pumpkin  
• One- and two-syllable words  
• Highlighted high-frequency words: almost, any, behind, gone, happened, hello, idea, leaves |
| Illustrations | Simple color illustrations with little distracting detail |
| Book and Print Features | Nine pages of text, illustrations on every page  
• Some sentences carry over two lines. |

Sink or Float? by Olivia Kress

Build Background
Read the title to children and talk with them about what the cover illustration shows. Help them identify which objects sink, or fall to the bottom of the water, and which objects float, or stay on top of the water. To prepare for reading, ask: What do you think you will learn about sinking and floating from this book?

Introduce the Text
Guide children through the text, helping with unfamiliar words so they can read the text successfully. Here are some suggestions:

Page 3: Explain that this book tells why different things sink or float.
Suggested language: Turn to page 3. The boy has a tub of water and a block of wood. He wants to test whether the wood will sink or float. What do you think he will do?

Page 4: The last sentence reads: Wood almost always floats. Find the word almost and put your finger under it. What does the word almost tell you about whether or not wood always floats?

Page 5: Remind children that they can use information in the pictures to help them read. What do you think the girl will do with the keys? The third sentence on the page reads: Will they sink or float?

Page 6: Look at the picture. What happened to the keys? Where have they gone?
Page 7: Do you think the leaves will sink or float? Why or why not? Say the word leaves. What letter would you expect to see first in the word leaves? Find the word leaves and put your finger under it.

Now go back to the beginning and read to find out why some things sink and some things float.

Words to Know
Have children turn to the Words to Know at the back of the book. Read each word aloud and then together. Explain any unknown words. Tell children to look for these words as they read.

almost behind happened idea
any gone hello leaves
**Read**
As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

**Respond to the Text**

**Personal Response**
Ask children to share their personal responses to the book. Begin by asking what they liked best about the book, or what they found interesting.

*Suggested language:* Do you think the book shows a good way to test whether something will sink or float? Why?

**Ways of Thinking**
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Things that are light, such as a block of wood and leaves, often float.</td>
<td>• Some things will sink or float based on their weight and shape.</td>
<td>• The author asks the reader to predict whether things will sink or float. (<em>Will it sink or float?</em>)</td>
</tr>
<tr>
<td>• Things that are heavy, such as keys, often sink.</td>
<td>• Some things will sink or float based on what is inside.</td>
<td>• The pictures show what happens when things are placed in water.</td>
</tr>
<tr>
<td>• A heavy pumpkin floats because it has air inside.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Choices for Support**

**Concepts of Print**
Practice early reading behaviors such as saying one word for one group of letters and understanding the concept of a sentence.

**Phonemic Awareness and Word Work**
Provide practice as needed with words and sounds, using one of the following activities:

- **Delete the Initial Sound** Say the word *sink* and have children repeat it. Tell children: *Say sink without the /s/.* (*ink*) Repeat the procedure, having children take away the initial sound in these words: *float (loat)*, *block (lock)*, *turn (urn)*, *page (age)*, *will (ill)*.
- **Sort Words** Materials: index cards. Write the following words on index cards: *means, leaves, bread, neat, head, breath, team.* Have children read the words. Ask them to sort the words according to vowel sound—one pile for long *e* and one pile for short *e.*
Writing About Reading

Vocabulary Practice
Read the directions and have children complete the Vocabulary questions on BLM 29.1.

Responding
Have children complete the vocabulary activity on page 11.

Building Vocabulary
Fruit
Build on the word pumpkin in Sink or Float? Explain that a pumpkin is a fruit.
Suggested language: Let's think about fruit. Name some different kinds of fruit. As children suggest fruit, write their words and sentences on the board or on chart paper. Begin the list with the words This is a/an.
(Possible suggestions: peach, cherry, apple, plum, orange, mango, grapefruit, pear)
After children have made their suggestions, read the list aloud together, pointing to each word. We know a lot of words for fruit!

Writing Prompt
Read aloud the following prompt. Have children write their response, using the writing prompt on page 6.
Why do you think the author wrote this book? What did you learn about why things sink or float? Write what you learned.
English Language Learners

Reading Support Review that *float* means something stays on top of the water. Use the illustration on page 4 to help children understand the position word *top*. Then review that *sink* means something falls to the bottom of the water. Use the illustration on page 6 to help children understand the position word *bottom*.

Oral Language Development

Check the children's comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

<table>
<thead>
<tr>
<th>Beginning/Earnly Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker 1</strong>: Where is the block of wood?</td>
<td><strong>Speaker 1</strong>: Name something that floats.</td>
<td><strong>Speaker 1</strong>: Why do the keys sink?</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: [Points to the block of wood.]</td>
<td><strong>Speaker 2</strong>: Possible answers: block of wood, leaves, pumpkin</td>
<td><strong>Speaker 2</strong>: They are heavy.</td>
</tr>
<tr>
<td><strong>Speaker 1</strong>: Does the block of wood sink or float?</td>
<td><strong>Speaker 1</strong>: Name the things that sink.</td>
<td><strong>Speaker 1</strong>: Why does a pumpkin float?</td>
</tr>
<tr>
<td><strong>Speaker 2</strong>: sink</td>
<td><strong>Speaker 2</strong>: keys</td>
<td><strong>Speaker 2</strong>: It has a lot of air inside.</td>
</tr>
</tbody>
</table>

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**Words to Know**
Answer each question with a word from the box:

1. Which word goes with *tree* or *plant*?
   - **leaves**
2. Which word goes with *good-byes*?
   - **hello**
3. Which word goes with *thought*?
   - **idea**
4. Which word goes with *nearly*?
   - **almost**
5. Which word goes with *in front of*?
   - **behind**
Sink or Float?

Why do you think the author wrote this book?
What did you learn about why things sink or float?
Write what you learned.
Words to Know

Answer each question with a word from the box

1. Which word goes with tree or plant?
   ________________________________
   ________________________________
   ________________________________

2. Which word goes with good-bye?
   ________________________________
   ________________________________
   ________________________________

3. Which word goes with thought?
   ________________________________
   ________________________________
   ________________________________

4. Which word goes with nearly?
   ________________________________
   ________________________________
   ________________________________

5. Which word goes with in front of?
   ________________________________
   ________________________________
   ________________________________
### Lesson 29: Sink or Float? Grade 1

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### Sink or Float? • LEVEL E

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Some things sink. Some things float.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you have any idea why they sink or float?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let’s find out why.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Hello! This is a block of wood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will it sink or float?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Turn the page to find out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The block is on top of the water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>That means that it floats.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wood almost always floats.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\# \text{ words read correctly}}{55} \right) \times 100 \%
\]

### Self-Correction Rate

\[
\text{Self-Correction Rate} = \left( \frac{\# \text{ errors} + \# \text{ Self-Corrections}}{\# \text{ Self-Corrections}} \right)
\]

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### Behavior Table

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>@ cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

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### Behavior Errors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut cat</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut cat</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the cat</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

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Grade 1

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