**Float or Won’t Predictions**

**Activity:** Children will make predictions about an object’s buoyancy and conduct simple experiments to test their predictions.

**Objective**

Children will demonstrate knowledge related to the properties of water.

**Targeted Standards**

**VI. Scientific Inquiry**
- VI. D.1. Demonstrates knowledge related to the dynamic properties of earth and sky
- VI. A.3. Uses Understanding of causal relationships to act on social and physical environments

**Materials Needed**
- Clear plastic sensory bin or basin
- Water
- 12-15 objects that can be immersed in water (see above)
- Poster board and markers to create a 2 column Sink/Float chart (see above)
- Digital camera and printer

**Checking for Understanding**

Children will demonstrate their understanding of the lesson by determining if an object sinks or floats and placing the object in the corresponding column.

**Extensions**
- Invite the children to brainstorm other objects that may sink or float and conduct their own investigation.
- Send a note home encouraging families to conduct their own sink/float experiments with their preschoolers.
- Place related books in the reading center. Some titles to explore:
  - *Who Sank the Boat?* by Pamela Allen
  - *Things that Float and Things that Don’t*, by David A. Adler
  - *Floating and Sinking*, by Amy S. Hansen

**Scaffolding**

Some children may benefit from having an adult stretch their thinking through questioning. Some questions to consider: “Why do you predict the penny will sink?” “What did you notice?” “Was your prediction correct?” “How do you know?”
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Targeted Standards

VI. Scientific Inquiry
VI. D.1. Demonstrates knowledge related to the dynamic properties of earth and sky
Benchmark a. Describes properties of water including changes in the states of water
VI. A.3. Uses Understanding of causal relationships to act on social and physical environments
Benchmark a. Makes predictions and tests their predictions through experimentation and investigation
Benchmark b. Collects and records data through drawing, writing, dictation, and taking photographs
http://flbt5.floridaearlylearning.com/standards.html#d=VI&a=four_year_olds

Procedures

1. Assemble a group of 12-15 objects that can be immersed in water. Be sure to include some that will float (i.e., cork, pencil, unifix cube, ping pong ball, etc.) and some that will sink (i.e., penny, paperclip, key, stone, marble, bolt, etc.).

2. Fill a clear plastic basin or sensory bin half full with water.

3. Create a simple chart with 2 columns and use a blue marker to draw water at the top of each one. Use a black marker to print the word, Float on top of the water in one column and the word, Sink under the water in the other column. Laminate the chart if possible.

4. Invite a small group of children to work together to predict whether each item will sink or float. Ask them to place each item in the corresponding column. Take a picture of the completed chart and print it out for later use.

5. Encourage the children to test their predictions by placing each item in water to determine if it sinks or floats. Instruct them to place the item in the corresponding column.

6. Once they have tested all the items, show them the picture of their original predictions. Were they surprised? What did they learn?