

To Sink or Swim When Floating Stock

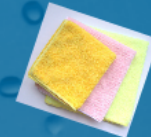
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5E Lesson Plan
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Second Grade Science Lesson

Total Time: 30-40 minutes

Standards: SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

5E



Evaluate
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Have students refer to their journal about items that sink or float. Have them draw a picture of their favorite item and whether it was sinking or floating.



Explore

Show the students the items you have brought in and talk about each item.

Pass the items around the room and allow students time to look them over.

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Explain

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Have students discuss in groups of three what they were told and when they were wrong in their predictions.

Ask students if they had an item that surprised them (was there an item they thought would sink but did float).

Ask them if they know why.

Discuss the control factor and ask them to guess what items sink and not the other (Sugar content makes it different).

Introduce the terms buoyancy and density. Talk about what each word means and allow students to ask questions.

Take paper Marlin and molly. Does this matter when determining if an object sinks or floats?



Engage

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Set up a large bowl or tank of water before students arrive for the day.

Ask students:

- What do you like to do during the summer time? (prompt them to say swimming).
- What do you like about swimming?
- What does it mean when I say the word float and sink?
- When you swim do you sink or float?
- Can you think of anything that floats or sinks? (have them tell you if the objects are large or small and if it will sink or float).



Elaborate

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Play Will it float

Allow students in groups of 3 to explore the classroom and locate items that they think will sink OR float.

Explain that students may not run, push, fight over objects and to only gather items that can be kept safe and not be ruined after being in the water.

Allow the teams to come up and place their object in the water after the class decided if the item sink or float.

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- What do you like about swimming?
- What does it mean when I say the word float and sink?
- When you swim do you sink or float.
- Can you think of anything that floats or sinks? (have them tell you if the objects are large or small and if it will sink or float).



Explore

Show the students the items you have brought in and talk about each item.

Pass the items around the room and allow students time to look them over.

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Explain

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Have students discuss in groups of three where they were right and where they were wrong in their predictions.

Ask students if they had an item that surprised them that they thought would float but did not.

Ask them if they know why.

Discuss the correct items and ask them to guess why one sinks and not the other (longer, rounder, heavier, etc.)

Introduce the words buoyancy and density. Talk about what each word means and allow students to ask questions.

Take about water and water. Does this matter when determining if an object sinks or floats?



Evaluate
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Have students write in their journal about items that sink and float. Have them draw a picture of their favorite item and whether it was sinking or floating.

Finalist
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Elaborate

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Play Will It float

Allow students in groups of 3 to explore the classroom and locate items that they think will sink OR float.

Explain that students may not run, push, fight over objects and to only gather items that can be kept safe and not be ruined after being in the water.

Allow the teams to come up and place their object in the water after the class decided if the item sink or float.

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Materials

- Can of Coke
- Can of Diet Coke
- Lemon and Lime
- Marbles
- Ping pong balls
- Sunglasses
- Toy boat
- Wash cloth
- Tennis ball
- Tank for water
- Red and blue crayon

Engage

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Set up a large bowl or tank of water before students arrive for the day.

Ask students:

- What do you like to do during the summer time? (prompt them to say swimming).
- What do you like about swimming?
- What does it mean when I say the word float and sink?
- When you swim do you sink or float.
- Can you think of anything that floats or sinks? (have them tell you if the objects are large or small and if it will sink or float).

Explore

Show the students the items you have brought in and talk about each item.

Pass the items around the room and allow students time to look them over.

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Have students create a T chart with sink on one side and float on the other.

Tell students we are going to predict if the items will sink or float.

Allow the student's time to fill in their chart.

Have students take out a red and blue crayon.

- Take one predetermined item at a time and place it into the water.
- Students will determine if their predictions were correct.
- Circle items that sink with red and items that float in blue.



Sink	Float
• Salt	• Paper
• Metal	• Wood
• Glass	• Plastic
• Oil	• Ice
• Sugar	• Air
• Honey	• Cotton
• Milk	• Styrofoam

Explain

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- Have students discuss in groups of three where they were right and where they were wrong in their predictions.
- Ask students if they had an item that surprised them (was there an item they thought would float but did not).
- Ask them if they know why.
- Discuss the canned sodas and ask them to guess why one sinks and not the other (Sugar content makes a difference).
- Introduce the words buoyancy and Density. Talk about what each word means and allow students to ask questions.
- Talk about Matter and weight. Does this matter when determining if an object sinks or floats?



Elaborate

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Play Will it float



Allow students in groups of 3 to explore the classroom and locate items that they think will sink OR float.



Explain that students may not run, push, fight over objects and to only gather items that can be kept safe and not be ruined after being in the water.

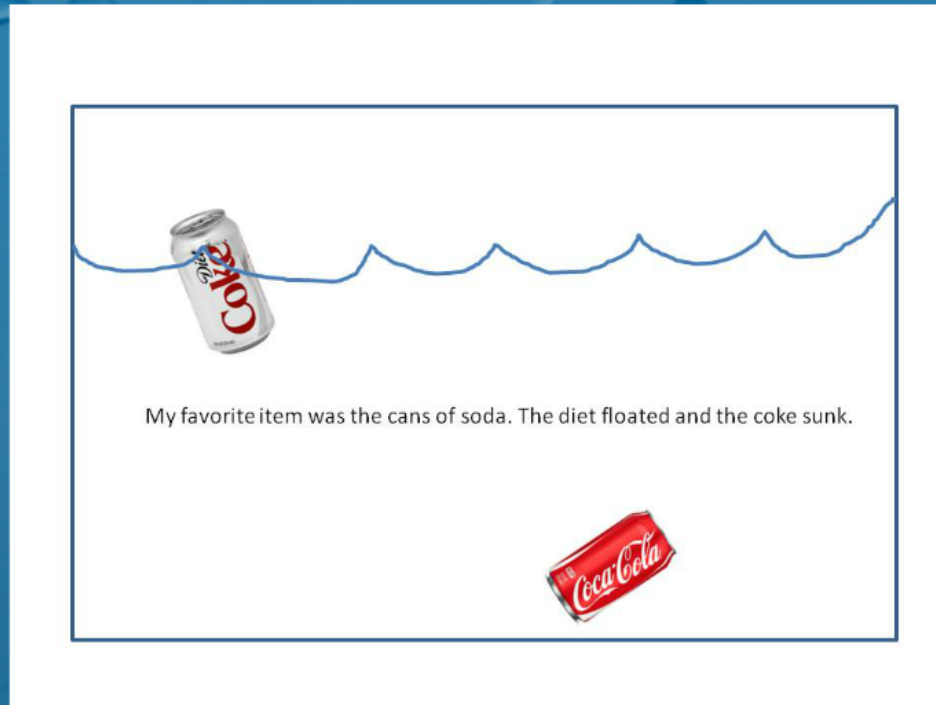


Allow the teams to come up and place their object in the water after the class decided if the item will sink or float.



Evaluate

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Have students write in their journal about items that sink and float. Have them draw a picture of their favorite item and whether it was sinking or floating.

Differentiated Instruction

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- Students are allowed time to explore the classroom to find objects that sink and float.



- Leave water up for the week and students can bring objects in throughout the week to see if they sink or float.

Safety Considerations

- Consider using a plastic tank in case tank gets bumped.
- Have plenty of towels on hand to dry objects, floor, tables and hands.
- Make it clear students are not to push and argue around the water.
- They are not allowed to throw objects into the tank. They must place them gently into the water.

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