

# What Can Float?



Written by Kim Toffan

Photographs by Wolf Kutnahorsky

**Text Type:** Non-fiction: Description — Comparison

**Guided Reading Level:** B

**Summary:** This simple text compares objects that float with objects that do not float.

**Word Count:** 24  
**High-Frequency Words:**  
*can, I*

## Text Supports

- ▶ two repeated language patterns
- ▶ consistent placement of text above photos
- ▶ clear photos on every page (indicating objects clearly floating/not floating)

## Possible Text Challenges

- ▶ change in language pattern on page 8
- ▶ blue frame surrounding photos to highlight objects in the water
- ▶ unfamiliar objects on pages 2 and 7
- ▶ water line showing objects above/below water
- ▶ comparison photos on all but last page

### Reading Strategies

#### Comprehension

- ▶ self-monitoring
- ▶ analyzing

#### Working with Words

- ▶ identifying high-frequency words
- ▶ using initial letter to confirm word identification

### Assessment Opportunities

Note each student's ability to:

- ▶ ask questions of themselves
- ▶ analyze to discover why objects float
- ▶ infer from the photo the identity of objects
- ▶ track print using one-to-one matching
- ▶ recognize high-frequency words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



# BEFORE READING

## Activating and Building Background Knowledge

### Analyzing

- ▶ To build background knowledge, ask students to share their experiences playing in the water with objects such as toys, items of nature, or household items.

*Have you played with objects in the bath? A bucket of water? A small wading pool? A water table? What did you notice?*

### ELL Note:

Show actual pictures of children taking baths, playing in wading pools, etc., and also have a few bath toys on hand when asking students about their prior experiences.

### Making connections

- ▶ Hold up a copy of the book and show the front and back covers.

*What is this pinecone doing? What is the little girl doing? Yes, both are floating. Is the little girl floating by herself? What is helping her float?*

### Self-monitoring/infering

- ▶ Talk aloud as you examine the photo on the front cover.
- ▶ Read the title, author, photographer, and text on the back cover. If students do not notice, point out that the title is a question, noting the question word 'what' and the question mark.

*I am asking myself how the life jacket helps the girl to float on the water. It must be made of a material that helps us float – a material that is light.*

### Analyzing/comparing

- ▶ Encourage students to think of what they already know about things that float and share their reasons why an object floated or did not float.

*When I take a bath I know that my soap always floats but my scrub brush goes to the bottom. I am thinking that my brush is heavy and my soap is lighter.*

## Discussing Supports and Challenges

### Tracking print

- ▶ Hand out copies of the book.
- ▶ Reread the title and title page. Encourage students to match the print with their fingers as they read along with you.

### Visual literacy

- ▶ Have students turn to page 2. Discuss the framing of the photo and the clear water line indicating if an object is floating or not floating.

*Did this toy float? Did you expect it would float? Why?*

### Print concepts

- ▶ Have students follow along as you read the initial sentence on page 2.

### Word solving and building

- ▶ After reading the text on page 2 have students put their finger on the word 'can' and name the initial letter.

*Put your finger on the first word. It is the word 'this.' Let's read this page together.*

**Self-monitoring/infering/  
analyzing**

**Word solving and building**

- ▶ Have students look at the photo on page 3. Ask them what they notice.
- ▶ Have students look at the text on page 3 and have them locate the first word.
- ▶ Read page 3 together and explain the pattern change from page 2 by pointing out the extra word 'not.'

*Did the toy float? Did you expect it would not float? Why not?*

**ELL Note:** Add gestures to the reading passage. Nod when reading the word 'can' and shake one's head from side to side to indicate 'can not.'

**Self-monitoring**

**Setting a Purpose**

- ▶ Focus the readers on a comprehension purpose.

*Read the book to find out what other objects can float. Remember to pause on each page and ask yourself: Did I think that would float? Why? Why not?*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

**Tracking print**  
**Self-monitoring  
Analyzing**

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with word solving, vocabulary, punctuation, or sentence structure. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - You ran out of words. Try reading that sentence again. Make sure your finger is on the word 'can' when you say it.
  - What is the object in the photo? Did you expect it to float?
  - Why? Why not?
- ▶ If students finish early, ask them to reread independently or with a partner.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

**Analyzing**  
**Self-monitoring**  
**Self-monitoring**  
**Infering**

- ▶ Revisit the purpose for reading: What objects did we find that can float?
- ▶ Extend comprehension by offering prompts to initiate discussion:
  - Were you always sure about each object in the text?
  - Did any object in the book surprise you with the result?
  - How does the little girl feel on page 8? How do you know?

*We asked questions during our reading and found out we were not always sure an object would float. Sometimes we made connections to objects we knew and that helped us.*

## Self-monitoring

- ▶ Comment on any effective reading strategies that you noticed.

*Ravi read, 'You can float' and then I saw him look back and put his finger on 'I.' He shook his head, put his finger on the first word again and read, 'I can float!' He knew the word 'I.'*

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

### **A Float Centre**

- ▶ Use a water table or place a tub of water on a table. Provide a variety of objects students can use to determine which can float. Provide a chart titled 'What Can Float?' As students discover objects that float have them create a simple drawing of the object on the chart. Students who are able can label their objects.

*Did you expect that this would float? Why?*

## Making connections/ inferring/analyzing

### **ELL Note:**

Provide ELLs with the objects in the text and perhaps a few additional ones for first-hand observation.

## High-frequency words

### **Word Building**

- ▶ Provide students with small chalkboards or white boards and have them print the words 'can' and 'I.' Provide the text or word cards for reference.
- ▶ Using plastic or magnetic letters, ask students to build the word 'can.' Ask students to remove the letter 'c' and put a letter 'p' at the beginning of the word. Encourage students to generate and build 'an' pattern words (e.g., 'man,' 'fan,' 'tan,' and 'ran.') providing prompts as needed.

## Word solving and building



### **Home Links**

Provide students with a copy of the take-home text. See Additional Resources at [www.lpey.ca](http://www.lpey.ca)

## What Can Float?



Written by Kim Toffan

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**Text Type:** Non-fiction: Description — Comparison

**Summary:** This simple text compares objects that float with objects that do not float.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Kindergarten Reading Guide.

### Text Features

#### Visual Literacy

- ▶ blue frame surrounding photos to highlight objects in the water
- ▶ water line clearly showing objects above/below water
- ▶ comparison photos on all but last page
- ▶ repeated photo on cover page and last page of text

#### Print Concepts

- ▶ two repeated language patterns
- ▶ consistent placement of text and photos
- ▶ change of language pattern on page 8

## First Reading

### Reading Strategies

#### Comprehension

- ▶ self-monitoring
- ▶ inferring

#### Working with Words

- ▶ recognizing high-frequency words

### Assessment Opportunities

Note each student's ability to:

- ▶ self-question
- ▶ track print using one-to-one matching
- ▶ analyze to discover why objects float
- ▶ infer from the photo the identity of objects

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



## BEFORE READING

Making connections

### Activating and Building Background Knowledge

- ▶ Show the front and back covers. Read the title and back cover text.

*What is the pinecone doing? What is the little girl doing? Yes, both are floating. Is the little girl floating by herself? What is helping her float?*

Self-monitoring/infering

- ▶ Talk aloud as you examine the photo on the front cover.
- ▶ Read the title, author, and text on the back cover. If students do not notice, point out that the title is a question, noting the question word 'what' and the question mark.

*I am asking myself how the life jacket helps the girl to float on the water. It must be made of a material that helps us float – a material that is light.*

Analyzing

- ▶ To activate background knowledge, ask students to share their experiences playing in the water with objects such as toys, items of nature, or household items.

Analyzing

- ▶ Encourage students to think of what they already know about things that float and share their reasons why an object floated or did not float.

*When I take a bath I know that my soap always floats but my scrub brush goes to the bottom. I am thinking that my brush is heavy and my soap is lighter.*

Self-monitoring

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Let's read the book together to find out what can float. We will be asking ourselves questions as we read. That is what readers do.*



## DURING READING

Print concepts/  
tracking print

- ▶ Hand out the books so each student has a copy. As you handle the book, read with the students and use prompts to weave print concepts into your talk:
  - Let's look at the cover and read the title together as I match each word with my finger. My finger is on the first word and I am ready to read. You read with me.
  - Let's turn to page 2. Where do we start reading? Notice the words are at the top of the page in this book. My finger is on the first word. Let's begin to read.
- ▶ Encourage the students to join in with the reading, as you match words one-to-one on each page.

**Teaching Tip:** It is important to model the tracking of print at this level, by using your copy only on the first read. Ensure that the text is visible to all students in the group. Students use their own text on second and subsequent readings.

## Self-monitoring/inferring

- ▶ During the reading, focus on the use of self-monitoring and inferring. Model pausing to ask questions and infer after you read each page. Remember to track the print by matching one-to-one.

## Evaluating

- ▶ Emphasize comprehension further by pausing to model self-monitoring:
  - Page 2: Did I expect this green toy to float? I am not sure what this object is, but when I look closely at the photo, I remember I have a ball that has points like this and it is very light. I think it would float, just like this toy.
  - Page 3: Did I expect the bulldozer to float? No, toy bulldozers are heavy.
  - Page 4: Did I expect the balloon to float? Yes, because balloons are light.
  - Page 5: Did I expect the rock to float? No, because I know rocks are heavy.
  - Page 6: Did I expect the pencil to float? Yes, because I have dropped one in the water before. They are light and float.
  - Page 7: I have to look closely at this photo. Some of you may not know what this is. It is an eraser. I was not sure if this object would float. I can see from the photo that it cannot float. It must be heavy.
  - Page 8: As soon as I see this photo, I know the girl can float. She is wearing a life jacket, just as I wear when I am in a boat. A life jacket helps me float.



## AFTER READING

### Self-monitoring

- ▶ Provide a prompt related to the purpose set for reading.

*What objects did we find out can float? Did you expect them to float? Why?*

## Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

### Print Concepts, Tracking, and Book Handling

#### Tracking print/print concepts

- ▶ Continue to use your copy of the book to demonstrate and verbalize key ideas (e.g., tracking print, following repeated language patterns, and pointing out the question mark).
- ▶ Use prompts to help students track, e.g., first word, last word, top of the page, and assist individual students as needed. Possible prompts include:
  - Put your finger on the first word.
  - Match each word with your finger as you read.
  - Is your finger on the word 'can' when you say it?
  - Is your finger on the word 'I' when you say it?

### Focusing on Comprehension

#### Self-monitoring

- ▶ Invite students to reread the text with you with a focus on pausing and asking questions as they compare pairs of objects, for example, the rubber fish and the toy bulldozer. Help them realize that the author has paired the objects except on the last page.

## Self-monitoring/analyzing

- ▶ During reading, pause and offer prompts:
  - You knew the balloon was light when we read page 4 the first time. What else do you know about balloons? What is inside a balloon?
  - You knew the rock was heavy when we read page 5 the first time. What else do you know about a rock? Yes, it is hard and solid. We know from reading this book that light objects float and heavy objects do not. A rock is heavier than a balloon.
  - You knew that the pencil was light when we read page 6 the first time and it can float. What else do you know about a pencil? Yes, it is made of wood and most woods float. We have seen pieces of wood floating in a puddle after it rains.
  - We were not sure about the eraser when we read page 7 the first time. We found out it cannot float. Do we know anything else about an eraser? We found out it must be heavier than a pencil because it did not float.

**Teaching Tip:** You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Predictions/making connections you may decide to ask, “What do you think would happen if we put a feather in the water? Would it float?” For more information, see the Small-Group Shared Reading Teaching Plan Outline on the Toolkit at [www.lpey.ca](http://www.lpey.ca).

## High-frequency words



### Home Links

Provide students with a copy of the take-home text to chorally read with family members. See **Additional Resources** at [www.lpey.ca](http://www.lpey.ca).

## Making connections/ inferring/analyzing

## Working with Words

- ▶ Focus on word recognition by framing one or two high-frequency words with a word mask (e.g., ‘can,’ ‘I’).

## Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner. They can take turns tracking print.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

### *A Float Centre*

- ▶ Use a water table or place a tub of water on a table. Provide a variety of objects students can use to determine those that can float. Provide a chart titled ‘What Can Float?’ As students discover objects that float, have them create a simple drawing of the object on the chart. Students who are able can label their objects.

**ELL Note:** Provide ELLs with the objects in the text and perhaps a few additional ones for first-hand observation.

## Word solving and building

### *Word Building*

- ▶ Using plastic or magnetic letters, ask students to build the word ‘can.’ Ask students to remove the letter ‘c’ and put a letter ‘p’ at the beginning of the word. Encourage the students to generate and build ‘an’ pattern words (e.g., ‘man,’ ‘fan,’ ‘tan,’ and ‘ran.’) providing prompts as needed.