

It Can Float

by Ellen Adams



Running words: 77

Book Summary

This book shows objects and animals that are able to float on water.

The last page breaks the repeated sentence pattern and provides a surprise ending.

Building Basic Skills

High-frequency words – This, is, a, It, can, on, the, I

Content words – alligator, crane, duck, insect, leaf, plane, ship, water

Repeated phrases – This is a _____. It can float on the water.

Phonics and phonemic awareness – consonant blends: fl, cr, pl, sh

Punctuation – full stops, comma, exclamation mark

Special feature

The content of the book has cross-curricular links to the science topic of floating and sinking.

Skills and Strategies

It Can Float can be used to introduce and reinforce the following skills and strategies:

- recognising the relationship between words and images
- pointing one-to-one at each word to ensure an appropriate match
- asking questions of the text
- making connections with own experiences.

Materials

- copies of words and punctuation from the Word Cards reproducible for this book, cut and ready for use
- copies of the BM, scissors, glue, pencils

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Introducing the Text

Encourage discussion by talking about different things that float.

Ask questions such as:

- *Where is this leaf? What's happening to it?*
- *What other animals float on the water?*
- *What kind of plane is this?*

Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *In this book, we're going to read about all kinds of things that float.*

Page 3 – *What season might this be? How can you tell?*

Page 5 – *What kind of insect is this? How can it float on the water?*

Page 7 – *Have you seen ducks floating like this? How do they move on the water?*

Page 9 – *Where does this animal live? What does it look like? (a log)*

Pages 11 to 15 – *Discuss the animals and objects that appear in the photographs, and how and why they are floating.*

Page 16 – *Where is the boy floating? Can you float on your back like that? What can you use to help you float? (arm bands, rubber ring)*

Reading the Text

Hand one book to each child. Together, read the title and the name of the author on both the cover and the title page.

Page 2 – Clarify where to begin reading and ask the students to point to each word as you read the sentence aloud together.

Page 4 – Read this sentence aloud together and observe the accuracy of the students' one-to-one matching and their return sweep between lines.

Pages 6 to 16 – Ask the students to read these pages quietly to themselves. If a student has difficulties, encourage the use of reading strategies such as attempting the initial sound of a word. Note the exclamation mark at the end of the final sentence and encourage expressive reading of this sentence.

Revisiting the Text

Discuss each animal and object and how and why it floats. Ask the students to think of other things that might float.

- *Would a pencil float?*
- *Would a stapler float?*
- *Can an ordinary crane float?*
- *Why not?*

Ask the students to identify the high-frequency words, "This", "is", "a", "It", "can", "on", "the", and "I" from a variety of pages in the book.

Using the Words Cards for this book, reassemble the sentences with the students.

Following Up

- Using the BM for this story, the students can cut and paste the names for the object and animals on to the page and then complete the sentences.
- Each student can write the name of their own object or animal to complete the sentence, "This ____ floats on the water", and then draw the object or animal.
- In pairs, students can take turns to read pages of the story to each other.