



Running words: 77

# It Can Float

by Ellen Adams

## 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

## 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.