

Preschool Lesson Plan: Sink or Float Science for Toddlers

Learning Objectives:

Children will be able to:

1. Identify the difference between sinking and floating objects
2. Use observation and simple reasoning to make predictions
3. Use hands-on science play with water and household objects
4. Use vocabulary words like "sink," "float," "heavy," and "light"
5. Begin developing the basic science process skills: predicting, testing, and observing

Materials Needed:

- Large, transparent tub or basin of water
- A waterproof towel or spill mat
- General household items (rubber duck, spoon, coin, sponge, plastic cup, rock, toy boat, wooden block, leaf, ball)
- Printable prediction chart or plain drawing worksheet
- Crayons or markers
- Smocks or aprons (optional)

Introduction (10 Minutes):

1. **Warm-Up and Welcome:**
Begin with a brief welcome song. Have the children sit in a circle and introduce today's theme: science fun with water!
2. **Hook Question:**
Show a rock and a toy boat and ask:
 - "What do you think will happen if we put this in the water?"
 - "Will it sink to the bottom or float on top?"
3. **Introduce the Concept:**
Explain: "Today, we're going to do Sink or Float – Simple Science for Toddlers. That means we'll test different things to see what stays on top of the water and what goes to the bottom."

Main Activity – Sink or Float Exploration (30 Minutes):

Step 1: Make Predictions (10 Minutes)

- Show each object to the group one at a time.
- Ask: "Do you think this will sink or float?"
- Have each child point to "sink" or "float" on a simple visual chart or raise their hand.
- Use language that toddlers can understand:
 - "Do you think this will float on top like a duck, or sink like a rock?"

Step 2: Conduct the Experiment (15 Minutes)

- Have each child gently drop something into the water.
- Observe together to see what happens.
- Record the result on the chart in pictures or symbols.
- Say aloud: "The sponge floats! Let's place it on the float side."

Step 3: Simple Explanation (5 Minutes)

- Keep the explanation short and age-related:
 - "Some things are filled with air, and that's why they float."
 - "Heavy objects or objects with no air will usually sink."
- Use a ball and a spoon to demonstrate and compare.

Group Discussion and Review (10 Minutes):

- Get each child to tell you something they discovered:
 - "What floated?"
 - "What sank?"
- Reinforce with vocabulary:
 - "You're correct, the coin sank as it's heavy!"
- Use this moment to encourage children to be curious and amazed.

Reinforcement Activities (10 Minutes):

1. Sink or Float Colouring Worksheet
Children colour the objects that floated one colour, and those that sank another.
This is for a visual reinforcement of the concept.

2. Story Connection

Read a book like *Things That Float and Things That Don't* by David A. Adler.
Bring the story back to the activity for the day.

Assessment:

Monitor and document each child's participation:

Name Predicted Participated Understood Sink/Float Used Vocabulary

Sam

Ann

Use open-ended questions to check comprehension:

- "Why do you think the ball floated?"
- "Can you show me something that sinks?"

Setting Up the Learning Space:

- A water tub
- Floating toys
- Towels and aprons
- A chart board for predictions
- This encourages free exploration during playtime.