



SINK OR FLOAT

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify different vegetables.
- › Children will make and test predictions about which foods will sink or float.

MATERIALS:

- › Clear container (at least 8 inches deep)
- › Water
- › Various real vegetables (see chart for suggestions)
- › Large paper or poster board with line down the middle and words "Sink" and "Float" at top of each column



PROCEDURE:

1. Display vegetables on a table beside the container of water. Explain that the children will explore which vegetables will sink and which will float in water. Suggested phrases:
 - a. *Does anyone know what float means? Can you think of something that floats in water?*
 - b. *What does sink mean? Have you seen things sink in water?*
2. Invite the children to predict whether each vegetable will sink or float before placing it in the water. Suggested phrases:
 - a. *What food is this? Yes, it is a green bell pepper, and it's a vegetable that is a healthy food.*
 - b. *Do you think the green bell pepper will sink or float?*
3. Encourage children to place items in the water. After observing whether the item sinks or floats, have children place the item on the corresponding section of the poster board. Repeat these steps for each of the food items. Suggested phrases:
 - a. *What happened?*
 - b. *Is it sinking or floating?*
4. After children have tested all of the vegetables, help them understand why some float and why some sink, ask the children follow-up questions. Clarify as needed. Suggested phrases:
 - a. *How many items floated? How many sank?*

Day 5: Vegetables

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b. Everything is made up of tiny parts called molecules. When vegetables have molecules that are very close together, they are denser than water and they sink. When fruits and vegetables have molecules that are farther apart, they float because they are less dense than water.

5. (Optional) Repeat the activity with fruits (see chart).

ADAPTATIONS/EXTENSIONS:

Nutrition: Allow children time to explore the foods after being taken out of the water. With supervision, children can peel, cut, examine and taste the foods to better understand them.

DOES IT SINK OR FLOAT?

As you are planning this activity, be sure to include fruits and vegetables that both sink and float. This chart will help you choose some common ones. Feel free to add others.

SINK	FLOAT
CELERY SLICE	WHOLE BELL PEPPER
CARROT	WHOLE RED ONION
CORN KERNEL	ZUCCHINI
ENGLISH PEA	CORN ON COB
GREEN BEAN	BROCCOLI FLORET
LIMA BEAN	MUSHROOM
BELL PEPPER SLICE	OKRA
POTATO	CUCUMBER
TOMATO	LETTUCE
GRAPE	ORANGE
KIWI	CHERRY
	STRAWBERRY
	BANANA
	LIME
	MANGO
	PEAR
	APPLE
	LEMON