



Save The River® / Upper St. Lawrence RIVERKEEPER®

Protecting the St. Lawrence River now, and for generations to come

Explore Sink–Float with *My Little Book of Painted Turtles*

After the Read Activities

Materials from home or school: A clear basin ½ full with water, aluminum foil, a coin(roll of coins), a paperclip, cork, small piece of wood, toothpick and any other items you select. In a class setting it is best to have multiple basins allowing small groups of children time to explore the concept of sink – float.

Natural Materials collected outside: twigs, small stones, pinecone, acorn other small items.

Start the Conversation

Preschool & Kindergarten – You may open by saying, “Remember in the story we saw things both on the surface of the water as well as the bottom of the pond? Can you recall any of these?” Encourage exploration of the concept sink-float by encouraging children to make a prediction with their friends before dropping an item into the water.

Closing – Invite the children to share their discoveries after they have had ample time to explore.

Grades 1-3 STEM Activity

Reflect on the portion of the video that showed a stone dropped in the water next to the boat (the stone sank) and then a stone placed in the boat (the boat remained afloat). Challenge the children to make a boat using a piece of aluminum foil; allow each child to make their own boat. Next, have the children test their boat with stones (or pennies) to see how much weight their boat can handle.

Closing – Invite each child to show their boat and explain what they discovered during this activity after they have had ample time to explore.

Save The River envisions a healthy Upper St. Lawrence River that provides safe drinking water, is home to a thriving range of indigenous species and supports sustainable economic activity.

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Solid-Liquid

Preschool & Kindergarten – Refer to the pages in the story when the turtles were under the ice. There is a page that shows the water and chunks of ice that leads nicely to this simple exploration of a solid (ice) and a liquid (water).

Materials: An ice cube for each child, a small bowl or cup of water for each child, towels or paper towels.

Provide each child the time to simply explore and talk about their experience – with their ice cube and water. You may ask: How does each feel? What do you notice? What is happening to your ice cube? When do the turtles begin to awaken from hibernation?

Add to this exploration – Have an ample supply of ice cubes for this activity. Invite children into a discussion about the ice cube – “Where might we place various ice cubes then time how long they take to melt?” Ideas may include near the heater, out in the sun, out in the cold (if winter), in a sunny place indoors, gather ideas from the children. Continue the discussion with questions such as:” Why do you think the ice cube on the radiator melted more quickly than the ice cube on the table? Did the ice cube place in a sunny place melt more quickly than the one in the shade? Children can assist with questions they want to explore as well.

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