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Five friends decide to go for a row in the bay. One of them sinks the boat. Was it cow, donkey, sheep, pig, or mouse?

**Ages:** 2 to 7

**Interest Level:**  
toddler to grade 2

**ATOS Reading Level:**  
2.4

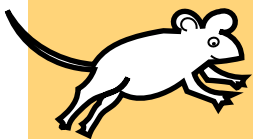
**Lexile:** AD470L

**ISBN:** 9780698113732

**Copyright:** 1982

**Genre:** Fiction

**Classification:** Picture Story Book



# Who Sank the Boat?

*It wasn't the sheep who knew where to sit to level the boat so that she could knit!*

**Topics:** weight, volume, buoyancy, comparisons, predicting

**Math Connections:** Read *Who Sank the Boat?* Ask your child what they think will float and what will sink. Then have fun experimenting to find out! The kitchen sink or a bowl of water is a great science laboratory. Gather a group of objects that won't be ruined if they get wet, for example, an apple, a paperclip, an egg, plastic and metal spoons, action figures, and a piece of wood. Ask your child what other objects they'd like to test and include these too. Fill the sink or bowl with several inches of water. Have your child predict what will sink and what will float. Record these predictions. Put the items into the water one by one. Ask your child what they notice. Did the object float? Did it match their prediction? Make a list together with the name of the object and what happened to the object when it was placed in the water. When you're done experimenting, sort the objects into piles according to what they did, a floating group and a sinking group. What other ways can you sort the objects?

If you have modeling clay, drop a ball of clay into the water. Ask your child to describe what they observed. Challenge your child to change the shape of the clay so it will float. If they aren't successful at first, encourage them to keep trying and to think about the shape of some large objects that float when they are working on new designs.

**Extension Questions:**

1. How would you describe the five friends that went for a row in the bay? How are they alike? How are they different?
2. The book says that the sheep knew where to sit to level the boat. What do you think this statement means? How would you know if the boat was level?
3. What do you think the cow, donkey, pig, sheep and mouse should do next time they go for a row so their boat does not sink?
4. Look at the picture of cow, donkey, pig and sheep sitting in the boat together. What do you notice? Why do you think that the boat sank when the tiny mouse jumped on board?
5. Who do you think sank the boat? Why do you think so? Do you think one animal did it all on its own?

## EARLY MATH PROJECT LITERATURE REVIEW

<b>Vocabulary for Building Math Concepts</b>	all, balanced, before, beside, in, last, late, level, lightest, little, side, tiny, weight
<b>Vocabulary for Extending Math Concepts</b>	buoyancy, density, heavy, volume, weight distribution
<b>Vocabulary for Reading Comprehension</b>	din, flutter, knit, tilted

**Spanish Title:** Not available

**Also available in:** Braille

**Related Books:** *What Floats in a Moat?* by Lynne Berry, *Things That Float and Things That Don't* by David A. Adler

**Find this book at your local library:** <https://www.worldcat.org/title/who-sank-the-boat/oclc/8931227>

### Early Math Project Resources:

[Build a Boat That Floats](#) English

[Construya un barco que flote](#) Spanish

### Online Resources:

[Who Sank the Boat? Lesson Plan from Math at Home](#)

[Who Sank the Boat? Guide from The Little Big Book Club](#)



## EARLY MATH PROJECT LITERATURE REVIEW

Age Level	Related Preschool Foundations and CA State Standards
Infant/ Toddler	<a href="#">Cause and Effect</a> The developing understanding that one event brings about another. <a href="#">Spatial Relationships</a> The developing understanding of how things move and fit in space. <a href="#">Problem Solving</a> The developing ability to engage in a purposeful effort to reach a goal or figure out how something works. <a href="#">Classification</a> The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes. <a href="#">Symbolic Play</a> The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.
Preschool/ TK	<b>Measurement 1.0</b> Children expand their understanding of comparing, ordering, and measuring objects. <b>1.1</b> Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length. <b>1.2</b> Order objects by size. <b>Mathematical Reasoning 1.1</b> Begin to apply simple mathematical strategies to solve problems in their environment.
Kindergarten	<b>Measurement and Data K.MD 1 K.MD 2</b> Describe and compare measurable attributes. <b>MP.4 Model with mathematics</b>
Grade 3	<b>Measurement and Data 3.MD.2</b>

**“Was it the little mouse,  
the last to get in,  
who was lightest of all?**

**Could it be him?”**

