

Teacher: Now I want you to try one more before we do the fruit. Put it around your head. See if it will go around your head. Will it? Does it go all the way around?

Child: No.

Teacher: No, it doesn't. Does yours go all the way around? Try it this way. See if it -- does it go around your head? It doesn't go around your head, does it?

Child: It's too bigger.

Teacher: What's too big?

Child: My head.

Teacher: Great. Your head is too big.

Child: It can go around your neck.

Teacher: It will go around your neck, but now I want you to measure the fruit.

Oh wow, this one is really, really light. I'm going to give that one to you so you don't strain yourself. That one is pretty light. Do you know what light means? What does light mean? What does light mean, Androv? No, "light" means it doesn't weigh much, so that one doesn't weigh much. Oh, my goodness. Oh, wow.

This is very heavy. That means -- that means...

Child: It's bigger.

Teacher: It is big. And it also means, how much does it weigh if it's heavy?

[Children's responses, inaudible] That means it's bigger, that means it weighs a lot. See if it will go around, Androv. See if the pipe cleaner goes around it.

Child: Yep.

Teacher: It does? Okay. It goes around it, so we'll put it...

Child: Right here.

Teacher: ...on this side. Terrific. Okay. Androv, does your pipe cleaner go around? Okay, I'll hold it and you put it around. Does it go around?

Child: No.

Teacher: Look, look at it. Look. Here. You hold that and I'll do this part. You hold the fruit. Does it go all the way around?

Child: Yes.

Teacher: Look. It's touching, so that means it does go all the way around. So where will we put it?

Child: Over there.

Teacher: Ok. We'll put it on this side. Katie, did this one..? Look at this, guys, look at that. Hold it over there. I'll hold it over here. Does it go all the way around?

Child: No.

Teacher: It doesn't go all the way around. You want to try it with that? Let's see. Does it go all the way around?

Child: No.

Teacher: No, it doesn't. Go ahead and try yours. Is it going all the way around?

Child: No.

Teacher: No, it's not. So where will we put this one? We'll put it over here.

It's big. And this one is also kind of heavy, it's big. So do you think it will

float or sink?

Child: Float.

Teacher: Float. Androv, what do you think? Will the pear sink or float?

Androv: Um, it will swim.

Teacher: Sink or float? Will it go to the bottom and sink or will it stay on top and float?

Child: Um, get up and then they would swim.

Teacher: So would you say it floats, it will stay up, or go all the way down?

Child: Float.

Teacher: It'll float, it'll stay on top? Ok. Katie, do you think this one will sink or float?

Katie: Sink.

Teacher: Sink? You think it will sink, it will go to the bottom and sink? Let's try it, put it in.

Katie: It goes up.

Teacher: Wow. What is it doing?

Children: It's doing nothing, going... hanging.

Teacher: Okay, but did it sink to the bottom or is it floating?

Child: Floating.

Teacher: It is floating. Let's check Androv's now, he's got the watermelon. How is the weight of it? Light or heavy?

Child: Big.

Teacher: It's big and it's --

Child: Heavy.

Teacher: Heavy, or is it light?

Child: Maybe it's heavy.

Teacher: It's heavy. Now, do you think it's going to float or sink? I'm going to... Do you think it's going to sink to the bottom or will it float on top?

Child: No, well, maybe.

Teacher: I asked you do you think it will sink to the bottom or float on the top?

Children: [inaudible]

Teacher: What did you say, Androv?

Androv: Float.

Teacher: It'll float. Katie, do you think it will float? What do you think it's going to do?

Katie: Float.

Teacher: Float? I think it's going to sink because it's so heavy. Will you put it in and try? Wow!

Child: We were right.

Teacher: Well, I was wrong, but all three of you are right. It is... what is it doing?

Child: Swimming.

Teacher: Floating. It's floating. Katie, wow, that's pretty heavy. Do you think it's going to sink or float?

Katie: Sink.

Teacher: You think it will sink? I think so too. Wait a minute, let's ask the other people. You think it'll float? Androv, do you think it sinks or floats?

Child: Maybe it swims.

Teacher: Well, you know, to swim it needs arms and legs, right? So will it sink or will it float?

Child: Float.

Teacher: It'll float? It'll stay on top and float? Let's check.

Child: Sink.

Teacher: Let's check. Put it in. Wow. It does float. So if it stayed up... so when it stays on top of the water, what is that called?

Child: Floating.

Teacher: It's called floating. And the grape -- what is the grape doing?

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