

Going Swimming



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Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: F

Summary: Zoe and her mom go swimming at the pool. Zoe put all the things she needs in her backpack, but one item wouldn't fit.

Word Count: 107

High-frequency Words:

a, and, by, do, have, her, here, I, in, is, mom, my, on, put, said, the, them, then, there, went, yes, you, your

Text Supports

- ▶ repetitive language patterns on pages 4 to 9
- ▶ conversation using familiar oral language makes the text accessible

Possible Text Challenges

- ▶ use of quotation marks and commas
- ▶ picture/print connection does not directly support some words: *change room, towel*
- ▶ some unpredictable language structure: "it's right here," "anything else"

Reading Strategies

Comprehension

- ▶ predicting
- ▶ synthesizing
- ▶ making connections: text to self

Working with Words

- ▶ word solving and building: using known words and onsets to read unfamiliar words
- ▶ word solving and building: using word parts to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions based on background knowledge
- ▶ synthesize: integrate information with prior knowledge to create new understanding
- ▶ make text-to-self connections
- ▶ solve unknown words by using information from the pictures and/or building on known words/word parts

Teaching Tip: When assessing students, take the opportunity to observe them not only during the Guided Reading lesson but also when they are activating and building prior knowledge.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title and the author's name. Ask how many have ever gone swimming. (If some have no experience, share a personal experience about swimming). Have students share their swimming stories with a partner. Then give each student a sticky note to draw one thing they need to remember to take when they go swimming. Have all the sticky notes placed on the wall and have students talk about the things they drew.

Word solving and building

Overcoming Text Challenges

As the students prepare to put their sticky notes on the wall, use the language structure that the students will read in the text: Point and say, *Could you put your picture "right here"?* and *(another student's name), do you have "something else"?*

Print concepts

Draw students' attention to the quotation marks on pages 4 and 7. Ask, *Who is talking?* Explain that the author uses quotation marks to show us exactly what a person is saying to someone else in a story. Tell them that these words should sound like talking and will help them when they read.

Word solving and building

Point out difficult words, e.g., *Wednesday* on page 2. Ask students if they know a part of that word, "day." Ask, *Look at the beginning of the word. Can you give me a word that would fit?* Ask, *Are you right? How do you know?* Ask students to look at the word *hook* on page 10 and see if they know a word like that (*look*). Explain that if they know *look*, they will know *hook* because they only have to change the beginning of the new word. Use similar strategies for words such as *change room* on page 4 and *goggles* on page 7.

ESL Note: Introduce challenging words: *Wednesday, swimming, remember, goggles, towel*. The meaning of the words should be discussed.

Predicting

Setting a Purpose

Say, *As you read the book, I want you to think about the things Zoe needs for swimming. One of the things she needs is something she couldn't pack in her bag. Guess what you think that is, but don't tell anyone. Read to see if your guess is right.*



DURING READING

Ask students to begin reading the text independently in a quiet voice. Observe and listen to students as they read the text, noting their reading strategies and prompting them as needed.

If a student is struggling with a language pattern, ask, *What would sound right?*

If a student is having difficulty with a word, say, *What could you do to figure out that word? Look at the picture and put in something that would make sense. Ask, Do you know a word like that? or Do you know a part of the word?*



AFTER READING

Predicting

When all students have finished reading, discuss the story. Ask what Zoe needed that wasn't packed in her bag. Ask, *Why was it important to have a "buddy" when she went swimming?*

Synthesizing/making connections: text to self

Encourage students to talk about "buddies" with whom they swim. Ask, *Why do you swim with a "buddy?"* Lead students to articulate that swimming with someone else is fun, and it's important to have a buddy for safety reasons.

Word solving and building

Revisit one difficult word, e.g., *Wednesday* on page 6, and remind students that they can help themselves by looking at the picture. If the picture doesn't help, they can use what they already know about a tricky word.

Praise good reading behaviours and point out positive reading strategies that you observed during the lesson, e.g., *I like the way you looked at the picture, used word parts that you already knew, and put in something that made sense in that sentence.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Making connections: text to self

Swimming Places

Discuss different places people can go swimming. Have students use the BLM to complete the following sentences: "I would like to swim in _____ because . . ."; "I wouldn't like to swim in _____ because . . ." (Their choice might be the ocean, a lake, a pool, a wave pool, etc.).

Drama

Have individual students take turns acting a swimming experience while the class guesses what that student is doing.

Language predictability

Word Study

Write the following on the board:

I can read the _ook.

I _ook my toy with me.

Who will _ook dinner?

_ook at my drawing.

Hang your coat on the _ook.

As a class or in pairs, have the students decide what letter to use to make the correct word to complete the sentence.

Swimming Places

Name: _____

I would like to swim in _____

because _____

I would like to swim in _____

because _____
