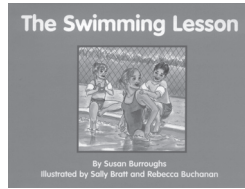


THE SWIMMING LESSON

Written by - Susan Borroughs
 Illustrated by – Sally Bratt and
 Rebecca Buchanan
 Set 8 —163 words

Building Anticipation – Setting the Context

Ask the children to tell about any lessons they take. Draw them out about the teacher, specialized equipment and the structure of the lesson. Ask: *Have you ever been scared when you started a new lesson or had a new teacher?*



Introduction

Introduce the book by showing the cover and saying: *This book is called 'The Swimming Lesson'. In this story Josh and Sarah are going to take swimming lessons. Their swimming teacher is called Kate.*

Give each child a book. Look at the illustration on page 3 to ensure that the children are familiar with the term *bathing suit*. You may choose to have the children find the words *bathing* and *suits* on page 2 after predicting initial and final consonants or letter chunks. On page 6, locate the names *Kate*, *Josh*, and *Sarah* after children predict letters or letter chunks.

After allowing time for an independent book walk, ask children to read the text independently to find out whether the children liked their first swimming lesson.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies that they used.

Ask: *Did Josh and Sarah both like their first day of swimming?*
 Use the text to support their responses. *Why was Josh afraid? (problem) Read the part in the text that tells you. How did Kate get Josh into the pool? (solution) How did Josh feel by the end of the lesson?*

Responding Creatively – Independent Practice

Children can:

- use the reproducible master to list and illustrate 2 swimming safety rules.
- survey their family to find out if they can swim.
- create a poster showing a safety rule for swimming at a pool. Be sure there is text included with the illustration.
- use the rime *ool* from *pool* to make as many new words as they can using magnetic letters or letter cards.

Read Aloud Connection

Chubbo's Pool, by Betsy Lewin, Houghton Mifflin, 1996.

Learning About Language - Focused Teaching

High Frequency Words	let's, after, back, children, two, can't	Write high frequency words on cards and place in a pocket chart. Other known ones can be included. Have children sort them by length, e.g. <i>two</i> , <i>can't</i> , <i>let's</i> .
Letters and Letter Clusters	<i>Nn</i> - new, next, not <i>sw</i> – swim, swimming	Say pairs of words one at a time asking children to listen carefully to determine whether or not the pairs start with the same sound, <i>new-next</i> , <i>not-box</i> , <i>swim-have</i> , <i>swan-down</i> .
Onset and Rimes and Word Families	cool, pool, stool, fool, tool crash, mash, splash, bash, cash, dash, rash, lash	Say the words <i>cool</i> and <i>crash</i> one at a time asking the children to provide word(s) that rhyme with each.
Word Endings	<i>sb</i> - splash <i>er</i> - teacher, after, water	Provide a chart labeled <i>er endings</i> . Have children read around the room recording the words they read that end in <i>er</i> . Later, check the chart with the children.
Compound Words	onto	Make the word <i>onto</i> with movable letters. Take it apart to show two words.
Contractions	let's, can't	Use an erasable board to practice writing the contractions.
Text Features	Bold Font - Splash	Draw Sarah jumping in the pool. Write Splash! on the picture.
Poetry Links	<i>back</i> – <i>Dreaming</i> , <i>My Shadow</i>	Feature these poems in shared reading. Encourage repeated readings to build confidence and build up basic sight vocabulary.

Reproducible Master - The Swimming Lesson

Illustrate and explain 2 swimming safety rules.

