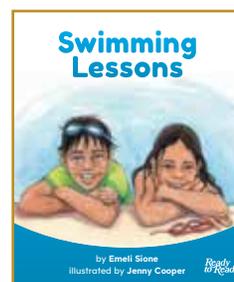


Swimming Lessons

by Emeli Sione
illustrated by Jenny Cooper

This text is levelled at Yellow 2.



Overview

Pati and Tusi enjoy their swimming lessons and are keen to learn to “float like starfish” and get a new sticker on their certificates. When they show Dad their stickers, they are surprised to find out that he has never learned to float but they come up with a helpful suggestion. Students will have met this family before in *T-shirts from Nana*.

Swimming Lessons supports the development of a self-extending reading processing system, requiring students to “search and use interrelated sources of information” and use a “range of word-solving strategies and comprehension strategies to make or confirm meaning” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Cross-curriculum links

- Health and physical education (level 1)
- safety management: Describe and use safe practices in a range of contexts and identify people who can help;
- physical activity: Experience creative, regular and enjoyable physical activities and describe the benefits to well-being;
- personal identity: Identify personal qualities that contribute to a sense of self-worth

Related texts

- Stories about the same family: *T-Shirts from Nana* (Red 1)
- Stories about having fun in water: *At the Pool* (Red 2); *Monster in the Pool* (Yellow 1)
- Stories about learning something new: *Getting Ready for the Visitors* (Red 3); *Feeding the Birds* (Yellow 2)

Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes below.

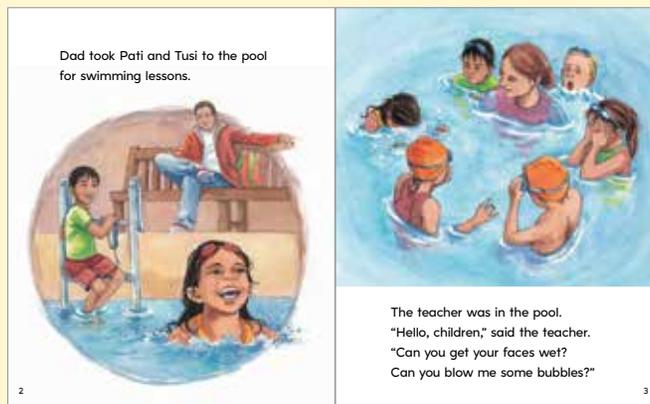
Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions (for example, on the title page, about what the third sticker might be for) and inferences (for example, on page 2, that Tusi and Pati like their swimming lessons)

The context and setting (swimming lessons at a pool), which is likely to be familiar to many students

Sentences that run over more than one line but do not split phrases and several lines of text on every page

Dialogue between easily identified speakers

Interest words (“arms”, “blow”, “bubbles”, “faces”, “float”, “floated”, “legs”, “pool”, “starfish”, “Stick”, “stickers”, “swimming lessons”, “teacher”, “wet”) that are likely to be in a reader’s oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations



Illustrations that support and extend the meaning but may not exactly match the words

A range of punctuation, including speech marks, commas, question marks, and exclamation marks to support phrasing and meaning

Many high-frequency words (for example, “and”, “are”, “can”, “Dad”, “for”, “get”, “go”, “like”, “Look”, “looks”, “me”, “my”, “No”, “said”, “some”, “the”, “They”, “this”, “was”, “you”), several of which are repeated

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when Pati and Tusi go to swimming lessons.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the story to make predictions and inferences
- identify (summarise) the main events in the story
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- notice errors in their reading and take action to self-correct.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures (for example, “are”, “arms”, “bubbles”, “can”, “children”, “float”, “for”, “get”, “Good”, “Hello”, “Here are”, “legs”, “like”, “need”, “pool”, “shouted”, “some”, “starfish”, “teacher”, “They”, “took”, “wet”, “you”) that students are likely to have met before through previous reading and writing.

For English language learners, before reading the book with the group, you could use the cover, the title page, and the illustrations on pages 2–3 to introduce some of the topic vocabulary (for example, “blow bubbles”, “float”, “pool”, “starfish”, “swim”, “teacher”, “stickers”), including words that are not actually in the text (“certificate”, “goggles”, “towel”). You could have some of these items on hand. Encourage the students to practise using these words in conversations about the illustrations. You could make links to other books with similar topics or settings, such as *At the Pool* and *Monster in the Pool*. If possible, use the words in their first language as well as English.

- Use the title and cover illustration to generate a discussion about what happens at swimming lessons.
- Read the children’s names on the inside front cover. Remind the students they met Tusi and her family in *T-shirts from Nana*. Have a copy handy so that the students can find Pati (her older brother) in the illustrations.
- Share the purpose for the reading.
- Look at the certificate on the title page and read the stickers together. Encourage the students to predict what the third sticker could be for.
- Use the page 3 illustration to discuss what the children are doing in the pool. Encourage the students to make connections to their own experiences of swimming lessons and to the stickers on the title page. (This also provides support for the idea of the teacher saying “Good work” on page 4.)
- Rephrase their responses or use prompts to draw out (or feed in) language structures and vocabulary that you feel may need support. For example, to support “Hello”, you could ask: *What might the teacher say when she sees the children?*
- On pages 4 and 5, use the page 5 illustration to clarify why the teacher and the children are sticking out their arms on page 4. You could get the students to try this themselves.
- On pages 6 and 7, encourage the students to review their predictions about the third sticker. (They will need to read the story to confirm this.)
- To alert the students to the new idea they will read about on page 7, model your thinking: *I can see a question mark on this page. I wonder what Pati is asking Dad.*
- On page 8, support the students in reading the headings on the poster. Spend some time discussing the idea that not all mums and dads have learned to swim. Some students may make a connection to the question Pati was asking on page 7. Remind the students that they can find out for sure when they read the story for themselves.

Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their ability to use print information (in particular, initial letters or blends, inflected endings, and punctuation) and to read the high-frequency words and groups of words together in phrases. Look for any instances of self-monitoring, cross-checking, and self-correction. Provide support to individual students as necessary. For example:
 - on page 3, to support “Hello, children”, point out the speech marks and prompt the student to think about what the teacher is saying to the children
 - on page 4, if a student needs support for “Stick” (or “Stick out”), you could say: *What are the teacher and children doing? How will they make themselves look like starfish? Look at how the word starts.*
- If a student makes an error without noticing, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice and fix it themselves. Use the appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
“Today I want you to float.”	“Today I went you to float.”	<i>Did that make sense? Try that again.</i>
“Stick out your arms. Stick out your legs.”	“ Float out your arms. Float out your legs.”	<i>Check the picture. Are they floating? What is the teacher telling the children to do?</i>
“Good work, children.”	“Good job , children.”	<i>That made sense and it sounded right, but does it start like job?</i>
“And you can get stickers, too!” said Tusi.	“And you can get a sticker , too!” said Tusi. (The student rereads and self-corrects both errors.)	<i>I noticed you stopped here. Then you went back and fixed it. Well done.</i>

- Other prompts you can use to encourage monitoring include: *Are you sure?; Think about what would make sense.; Look at the beginning of the word.; If that word was ..., what would you expect to see at the beginning/end?; Were you right?; You said ... Can we say it that way?*
- Remember to base your prompts on what you know about your students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes, vocabulary, or syntax to know the answer. In this case, an explanation and further examples would be more effective.

- Reinforce attempts to problem-solve whether the student is successful or not, for example, *You noticed that word wasn’t “went” and fixed it, well done!*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing the story

- You can reread this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the discussion points listed here also lead naturally into “After reading” activities.
- Remind the students of the reading purpose and, together, summarise what happened in the story. *What were the children learning to do in the pool? What was the third sticker for? What did the children find out about Dad?*
- Encourage the students to make connections to their own experiences. *Can you float like a starfish? How do you feel when you learn to do something new?*
- Encourage them to think critically. For example, you could discuss:
 - when and how they worked out what the “missing” sticker on the title page would be for
 - what the children might learn to do next
 - whether Dad will go to the swimming lessons for mums and dads
 - why it’s important to be able to swim.
- Have the students reread the text, stopping to discuss points of interest. You could draw attention to such features as:
 - the feelings of Tusi and Pati
 - the use of speech marks to indicate dialogue, and the attributions to clarify who the speaker is (Encourage the students to read the dialogue so that it sounds like talking.)
 - the sentences with added phrases (“for swimming lessons”, “for the mums and dads”) on pages 2 and 8. Discuss the need to read to the full stop, even when it sounds like the sentence is already finished.
 - the words with inflected endings (“floated”, “shouted”) or words with the same initial blend (“starfish”, “Stick”, “sticker”, “stickers”).

After reading: practice and reinforcement

After-reading tasks may be linked directly to the text read during the lesson or to the wider literacy programme (for example, further reading, oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas. Provide many opportunities for students to read (for example, books from browsing boxes, big books, poem cards, books from the library corner, and texts generated from language experience and shared writing).

Select from and adapt these suggestions, according to the needs of your students.

- Ask the students to reread the story to a partner. You could listen in, noting aspects that may need further attention or use this time to do a quick running record to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Build vocabulary by creating a word web about swimming or swimming lessons. Use the illustrations to generate ideas. You could suggest categories such as swimming places, swimming gear, and swimming activities.
- The students could construct a group picture of themselves in the pool and add captions or speech bubbles about what they are doing (referring to the word web for support), or they could write and illustrate their own stories about their swimming experiences.
- Support summarising by having the students draw and write about two things Tusi and Pati did. Or have them draw and describe something that is the same as (or different from) their own experiences of swimming lessons.
- The students could make their own “stickers”, identifying one or two things they can do in the water. Check that the stickers are big enough for the children to write in.
- The students could work in pairs to make a poster about why it’s important to learn to swim.

- Build the students’ knowledge of word structure by exploring inflected endings. Write “floated” and “shouted” on the whiteboard and read the words together. *What is the same about the endings of these words?* Support the students to identify the root words “float” and “shout”. *Show me how to write “floating”.* Create a table of word families together using familiar, regular verbs. Have the students choose two or three words from table to use in sentences.

float	floated	floating
shout	shouted	shouting
look	looked	looking
play	played	playing
jump	jumped	jumping

- Have word games available that reinforce automatic recognition of high-frequency words or that involve sorting or matching (for example, making words with magnetic letters, sorting words by common characteristics, such as initial letters, or matching words ending in “ed” or “ing” with their associated root words).



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