

Swimming Across the Pool

PM Level 17

Turquoise

Text Type Narrative

Running Words 363



Preparing for Guided Reading

Orientation to the text

- Re-read *Swimming with a Dragon* (PM level 14). Encourage students to recall occasions when they have succeeded at something that was difficult to master. Encourage them to talk about their feelings of excitement and accomplishment.

Prior knowledge

- Yasmin is very proud of herself when she swims across the pool for the first time. Students who recall their own efforts when they accomplished a new skill will understand her delight.

Building the Balanced Reader

Vocabulary

Key vocabulary

head, lesson, often, practise, stood, swimmers, think

Content Words

ahead, anyone, even, halfway, nearly, proud, while

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations.
- Ask students to read pp. 2–5 to find out why Yasmin had been unable to swim across the pool. This directed reading for information, reinforces meaning and facilitates discussion.
- Talk about the skills taught during swimming instruction. Discuss the need for practice when learning a new skill.
- Applaud the motivation that encouraged Yasmin to *have another try*. Ensure that students understand that turning her head to take in air

was the new skill that she had to master. Discuss the gradual mastery of skill development, e.g. a baby's first steps, learning to read, etc.

- Discuss Yasmin's disappointment when she thinks no one has been watching!
- Talk about the pleasure Yasmin felt when her effort was recognised by her teacher and friends. Have students talk about times when they have experienced similar feelings.
- Yasmin said she was *so proud of herself*. Talk about the phrase in relation to what she mastered. Discuss the feelings associated with achieving a goal.
- Examine words that begin with a common prefix, e.g. *another, along, across, ahead*.
- Establish the link between new words and known words, e.g. *swim, swimming, swimmers; other, another*.
- Revise words that end with *-en*, e.g. *often, children*.
- Discuss compound words used in the text, e.g. *sometimes, someone, everyone, halfway*.

Comprehension

- What did Miss Lee let the children do at the end of every swimming lesson? (*Literal*)
- How did Sarah help Yasmin to try swimming across the pool? (*Inferential*)
- Why did Yasmin smile at Miss Lee? (*Inferential*)

Follow-up activities

- Discuss how this story could be written from Yasmin's point of view. Write the first part of the story together, and then ask students to finish it independently.
- Have students write about a skill they had to 'work at' until they were successful. Talk about what they did to learn the skill, and how they felt when they were finally successful.
- Discuss how to write a retell of the story. Have students complete this activity.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

| Student's name | Reading focus | Observations/notes | For follow-up |
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