

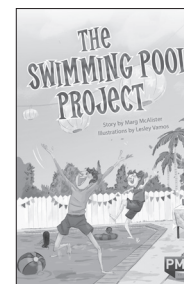
The Swimming Pool Project

PM Level 25

Emerald

Text Type Narrative (Imaginative)

Running Words 1735



Preparing for Guided Reading

Prior knowledge

- Discuss students' experiences of swimming lessons, and the safety concerns that arise when children swim in pools or at the sea.
- Ask students if they have ever really wanted something that their parents could not afford. Did they come to understand their parents' point of view in the end?

Orientation to the text

- In this story, Lincoln really wants his parents to install a pool in the backyard, in time for him to have a pool party for his birthday. His parents prove very hard to convince, until they see how much some other children have benefited from having a pool in their backyard.

Building the Balanced Reader

Grammatical conventions

- Discuss similes, e.g. *It was like a game of sardines.* (p. 14)
- Talk about the purpose of rhetorical questions, e.g. *Who could resist a pool on a hot summer's day?* (p. 28)

Vocabulary

Key vocabulary

approach, birdbath, brilliant, chlorine, excited, expensive, fertiliser, inflatable, practise, resist, sardines, squashy, trampoline

Spelling

- Talk about silent letters seen in words in the book, particularly in the name *Lincoln*, and the words *uncle* and *bored*.
- Talk about the homonyms, *board* and *bored*. Ensure students understand the separate meanings of each.

Visual literacy

- Draw students' attention to the illustration of Dad on p. 10. What can we anticipate about his response from the expression on his face?

Focusing on the book – guided reading

- Talk about some of the common activities enjoyed at pool parties, and why Lincoln would want a pool party to celebrate his birthday.
- Pause after reading pp. 6–7, and talk about some of the reasons why Lincoln's parents might not want to put a swimming pool in the backyard.
- Ask students if they think Lincoln and Riley will truly never be bored if they have a pool to swim in.
- After reading p. 9, have students guess what sorts of things might be on Lincoln and Riley's list of ideas.
- What do students think Lincoln hopes to achieve by setting up the paddling pool on pp. 14–15?
- Direct students to look at the illustration on pp. 15–16. Ask if they think the boys might be over-acting a little.
- Ask students if they think the jobs Lincoln and Riley offer to do will convince Dad to spend the money to install the pool.
- Discuss why it would be a big commitment for Lincoln's parents to install a pool, particularly in terms of the expense, and maintenance that will be required.
- Ask students what they think finally made Dad change his mind about the pool.

Comprehension

- Why did Dad take the boys to swimming lessons? (*Literal*)
- Why wasn't the new pool ready in time for Lincoln's birthday? (*Inferential*)
- Why should all children have the opportunity to learn to swim? (*Applied Knowledge*)

Follow-up activities

- Have students draw/write a copy of the note on p. 22, and add as many other ideas as they can to it to convince Mum and Dad to install the swimming pool.
- Have students draw a design for a swimming pool cake that Lincoln could have at his next birthday.
- Direct students to write a list of regular tasks that will need to be done to keep the new pool in good condition.

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Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

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