

We Love to Swim

GOALS

Comprehension

Making predictions: Help students to use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. What kind of swimming did they do?

Vocabulary

High-frequency Words: I, my, to, we

Content Words: love, swim, brother, underwater, mother, dive, dog, too

Phonemic Awareness

Recognise and produce words that begin with the same sound: /v/

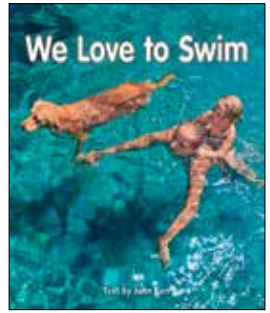
Phonics

Letters and Sounds: v

Words to Blend and Segment: van, vat, vet

Fluency

Practise rereading the text orally with a partner.



The family all love to swim together.

Before Reading

- Help students use the title and cover illustration to make predictions about the text. After reading, check on predictions made at the beginning. What kind of swimming did they do?
- Students look at the cover and describe what they see. Ask: What is the dog doing? What are the people doing? Have you been swimming? Did you enjoy it? Predict what the title might be. Listen to the title and read it together.
- From the cover photo and title predict what the book might be about. Discuss if this will be a fiction or nonfiction text and how they know.
- Read the title page together. Talk about what they see in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask what students think might happen on the last page.

Reading the Text

- Read the cover and the title page together. On page 3 discuss what students see in the picture, then read the words together. They point to the words as they are read.
- Follow this pattern for each page discussing who is swimming before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the information on page 16. How does it compare to predictions made earlier?
- Ask: Would you like to swim underwater or dive? Why?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /v/. Say the following words emphasising the /v/ sound, *van, vat, vet*. Have students repeat these a few times.
- Students indicate when they hear a word with the /v/ sound in a list of spoken words, can, van, man, vet, pet, get, vat, cat, jet, visit, love, dive. Brainstorm other words that begin with /v/ to repeat the procedure, e.g. view, vase, vain, value.

Phonics

- Talk about the name and sound for /v/. Write the cvc words *van, vat, vet* on the board to practise blending and segmenting the sounds together as a group, e.g. /v/ /e/ /t/, vet. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each letter in a word.

Word Study

- Talk about the words *I, my, to, we*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, have students draw a picture from the text. They write the matching sentence from the text, e.g. *I love to swim underwater*.
- Have students make a tree diagram to summarise who went swimming in the text. The tree could start at the top with the word *swimming*. One branch could lead to the girl, another to her brother and so on. Under these people could be another row of branches saying what kind of swimming they did, e.g. diving or underwater.
- Students use the tree to retell information in the text.

Fluency

- Students practise rereading the text orally with a partner.

Writing

- Have students write a new text about swimming and illustrate it, e.g. *My _____ and I love to _____*.
- They write the text and illustrate it.
- Brainstorm things that students love to do. Make a heart web. Start with the heart in the middle with the words “I Love” in it. Draw lines out from the heart with pictures and labels of things or people that students love.

Home/School Link

Take the book home and any related activity done in class to share with family.