



Teacher Edition

AlphaWorld

Going Swimming

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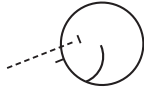
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How to use this book



Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

Selected text features

- Text is written in the first person
- Colour photographs support the text

Vocabulary

edge, floats, goggles, learning, lifeguard, pool, splashes, swimming, teaching, underwater, wobbles

Setting the context

Talk to the children about their experiences of swimming lessons.

Who has had swimming lessons?

What kinds of things did you do?

Who taught you?

Did you enjoy it?



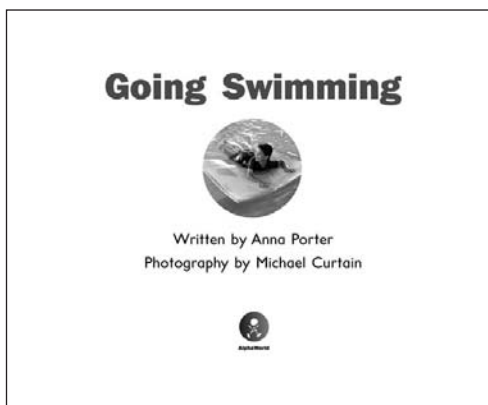
Front cover

Show the front cover of the book.

What is the title of this book?

Who do you think the book will be about?

What things might happen in the book?



Title page

Turn to the title page.

What information can you see on this page?

What is the boy in this photo doing?



Talkthrough

Turn to pages 2–3

Who do you think these people are?

Where are they going?

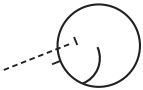
Have you ever been to a swimming pool?

Turn to pages 4–5

The book says that the boy's name is Peter. What is Peter doing in this series of photos?

Why do you think he is unsure about getting into the pool?

What do you think Peter's father is saying to him?



Observe and support

Do the children check a range of information on the page to help with problem solving?

I noticed that you looked at the picture as you were working that out. What did you see that helped you to work out that sentence?

If any of the children are having difficulty, you could say:

Look at the picture. Does it help you?

Look at the word. What sound might it start with?

What would make sense here?

I am learning to swim. My dad is teaching me.
I have all my swimming gear in my swimming bag.
"Hurry up, Dad!" I say. "Let's go swimming!"



I go to the edge of the pool and feel the water
with my toes. The water is cold and I don't want
to get in.



Dad says, "Come on Peter, you can do it!"

So I step into the pool very slowly until I am all wet.





Talkthrough

Turn to pages 6–7

What is Peter learning to do?

How is his dad helping him?

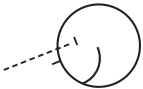
Who might the person walking along the edge of the pool be?

Turn to pages 8–9

What is Peter playing on here?

How might this help his swimming?

Do you think it looks like fun?



Observe and support

Can the children use information in the photographs and text to understand new words such as ‘lifeguard’?

Where is the lifeguard in this photo?

What is a lifeguard?

What is the role of a lifeguard?

How do you know what a lifeguard does?

Dad holds my hands and pulls me along in the water.

I kick my legs and the water splashes all around me.



I even splash the lifeguard who is standing on the edge of the pool. He smiles. I think he is used to getting wet.



Then Dad finds a foam mat that floats on top of the water.

"Climb onto the mat, Peter," says Dad.

I try to climb on, but it wobbles and I go SPLASH into the water!



Dad holds the mat for me so that I can try again. I climb on and lie down, then I float around the pool.

This is fun!





Talkthrough

Turn to pages 10–11

What is Peter's father holding?

Why have the plastic fish been put on the bottom of the pool?

What will Peter have to do now?

Turn to pages 12–13

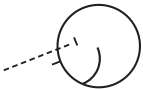
What is Peter putting on?

Why might he need goggles?

What is Peter doing in the photo on page 13?

Why would he need to do this?

Do you think Peter will be able to pick up all of the fish?



Observe and support

Can the children understand the inferences in the text?

Why does Peter's dad want him to go under the water?

Why doesn't Peter want to go under the water?

How is Peter's father helping Peter to go under the water?

Why does Peter put his goggles on?

What does Peter need to do to go underwater?



Dad has some plastic fish that he throws into the water for me to pick up. I reach down under the water to grab the fish, but I can't get them.

Dad tells me to dive underwater to find the fish.



I want to try, but I don't want to put my head under the water. The water will get up my nose and in my eyes.







"Come on, Peter, you can do it!" Dad says.

"I'll try," I say.

First I have to put on my goggles. Next I have to take a big deep breath. Then I have to dive underwater to find the fish.

I hold my breath and get ready to dive underwater to find the fish.





Talkthrough

Turn to pages 14–15

What is Peter doing?

How does this help him get the fish?

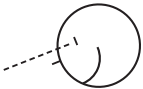
Was he able to get all of the fish?

Turn to pages 16–17

Where is Peter standing?

What does his father want him to do?

Do you think he will jump?



Observe and support

Do the children read the text fluently?

Try to read the text as if you are the boy telling the story.

Do the children pay attention to punctuation to support expressive reading?

Can you point to the parts in the text where Peter and his father are talking?

When you read the text aloud, think about how they might be talking.

I still can't find any of the fish, so I have to go under again and again.

I use my hands to get to the bottom of the pool.

I find a fish, then I find another one, and then two more.

When I come up, Dad claps his hands and says, "Well done, Peter, I knew you could do it!"

"I did it, Dad," I say. "I put my head under the water."



Now I want to try jumping into the pool. Dad stays in the water ready to catch me. I stand at the edge of the pool and get ready to jump. But I am too scared and I can't do it.



Dad puts out his arms. "Come on, Peter, I will catch you."

I try again, but I am still too scared to jump.



Talkthrough

Turn to pages 18–19

He did it! What do you think Peter's father is saying?

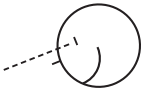
How do you think Peter feels?

How does this activity help Peter learn to swim?

Turn to page 20

What do you think Peter is thinking?

Do you think Peter and his father have enjoyed their time at the pool?



Observe and support

Do the children use an understanding of letter-sound relationships to support their reading?

When any of the children cannot read a word, such as 'splash', you could say:

What letters can you see at the start of the word?

What sound might these letters make?

Look at the end of the word. What sound does this word end with?

What would make sense here?



I really want to do it.

I stand on the edge of the pool, close my eyes
and take a deep breath.

Here I go!

SPLASH! I can do it. Hooray!

I jump in again and again and again.

10



Now I can jump into the pool and I can go underwater.

I love swimming.

11

Going Swimming



After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

Who was learning how to swim?

Who was teaching Peter to swim?

Where did they go for swimming lessons?

What did Peter do at the pool?

What did Peter learn to do during his swimming lesson?

Being a code breaker

Explore the following language features:

- Words ending with the suffix 'ing':
going, jumping, learning, swimming, teaching
- Use of apostrophe for contraction:
can't, don't, I'll, let's
- Punctuation: capital letters, commas, dash, exclamation marks, full stops, quotation marks
- Grammar: words that indicate the text is written in the first person
- Use of verbs: climb, dive, float, jump, kick, reach, splash, step

- Hearing sounds: words with the /sh/ sound – fish, splash; words with the /er/ sound – Peter, water

Being a text user

What type of book is this?

Who is telling us this story?

Do you need to read this book from the start to the finish? Why or why not?


Being a text critic


Do all children have swimming lessons?


Do all children like swimming?

What does the author think about learning to swim?

Responding to text

 The children could work with a partner to act out the book. Encourage them to use expression when they are in character.

 The children could make a poster advertising swimming lessons. They could include the types of activities that the children will do and some reasons why swimming lessons are important.

 The children could draw a picture of themselves swimming and then label their picture using words such as ‘goggles’, ‘bathers’, ‘pool’, ‘edge’, ‘water’, ‘splash’, ‘dive’.

Writing links

You could model rewriting this book from the point of view of Peter’s father. For example, ‘My son is learning how to swim. I am teaching him. I have his swimming gear in my bag. Peter says, “Hurry up, Dad! Let’s go swimming!”’ Ask the children for their ideas as you write.

The children could write about their own experiences of swimming lessons. If they have not had lessons they could write about a time when they went swimming.

Possible assessment focus

Can the children:

- understand the text at the literal level?
- identify words that indicate that the text is written in the first person?
- share their experiences of swimming?
- read the text expressively?



whole text activity



sentence activity



word activity

Going Swimming

Topic: Leisure/ Family

Curriculum link: Study of Society

Text type: Recount

Reading level: 13

Word count: 507

Vocabulary: edge, floats, goggles, learning, lifeguard, pool, splashes, swimming, teaching, underwater, wobbles

Possible literacy focus:

- Identifying the different things that Peter does at the pool.
- Indicating words in the text that show it is written in the first person.
- Reading the dialogue with expression.

ESL possibilities:

- Find and discuss the contractions in the text (can't, don't, I'm, let's).
- Re-tell the story using the past tense.



Summary

In this book, Peter tells us about how his father is teaching him to swim. Peter loves going swimming with his father.

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