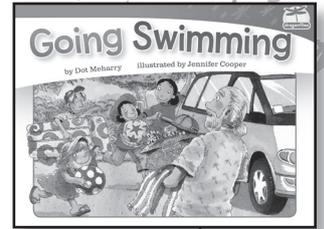


# Going Swimming

by Dot Meharry

illustrated by Jennifer Cooper



## Overview

On a hot day, a family goes swimming, but they visit a variety of places before they decide on one that suits them all.

## Suggested purposes

This book supports the comprehension skills of making connections with real-life experiences and making and confirming predictions. A repetitive text structure provides support, allowing the students an understanding of speech and expressive phrases.

**Text features** (Focus on only one or two per session.)

- the high-frequency words – *can, go, like, said, we, went*
- the repeated initial consonants – *w, m, d*
- the contraction – *we'll*
- the adverb – *too*
- the opposites – *hot, cool*
- the use of direct speech
- the family members' feelings expressed clearly through the illustrations
- the relationship between the text and illustrations (finding cues for unfamiliar words)

## Setting the scene

Ask the students to look at the cover illustration and predict what the story might be about. *What do you think this family are doing? What are they carrying? Where could they be going?*

Focus on the title. Encourage the students to make the link between the equipment and the word "swimming". Brainstorm where the students like to go swimming and list the places on the board. Ask the students to predict where this family will go swimming.

Read the names of the author and illustrator.

**Back cover** – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

## The first reading

**Title page** – Read the title together. *Why do you think the children want to go swimming? Why do you go swimming?* Discuss the different reasons, such as for fun, sport, lessons, or to cool down. *Look at the faces of the family. Does it look as though they enjoy going swimming? Do you like going swimming? Why/why not?*

**Page 2** – Cover the text, then discuss the illustrations. *How are the characters feeling? How does the illustrator show us that they might want to go for a swim?*

Read the page together. Some students may need help with "swim". Write it on the board. Examine "swimming" in the title and identify the differences between the two words.

Look at "let's". Write the expanded form and discuss the use of the word here.

**Page 3** – *Why do you think the family might be taking the van? What do you take when you go swimming?*

**Page 4** – Look at “too”. Ask the students if they notice anything different about the way it looks and the way it sounds. Introduce the difference. Some students may find this challenging.

Ask the students to examine the illustration. *Do the family look happy at the swimming pool? Why might it be too noisy?*

**Page 5** – *Ask the students to look carefully at the illustration. Where have they gone to swim? Do you think the family will go swimming here? Do you think they like the beach? What don't they like about the beach?*

Read the text together. *Who doesn't like it at the beach?* Encourage the students to identify that on the previous page Mum wasn't happy and this time it's Dad. Discuss how the whole family will need to agree on where they will swim. *Where else could they go swimming? What will it have to be like?* (quiet, shady, relaxing).

**Page 6** – Discuss where the family has gone. Look at the illustration. *Do you think they might stay? Why?* Look at “cool”. Identify the two meanings of the word and discuss how they are used. *What do you think Mum might mean?*

**Page 7** – *What is good about this place for swimming?* Discuss the repetition to show that both Mum and Dad are happy.

**Page 8** – Write “we'll” and “we will” on the board. Discuss the contraction. *Can they think of other examples?*

Look at the exclamation mark. *Why is there an exclamation mark here? How should we read this sentence?* Ask the students to practise reading this with expression in pairs.

Using the words and punctuation cards for this book, reassemble the sentences with the students.

**Ideas for revisiting the text** (Choose only one or two per session.)

- Ask the students to reread the text and observe their expression and use of reading strategies.
- Revisit the words “swim” and “swimming”. Ask the students to think of other words that end in “ing”.
- Have them find “we”, “went”, and “said” in the text. Ask them to write the words without looking at the text.
- Ask the students to write sentences with these words, following the same structure as the book. For example: “We went to the shops,” said Sarah. “We went to the airport,” said Mark. As an extension, the students can replicate the text and the illustrations to include their own experiences.

## **Suggestions for further activities**

- Discuss water safety. *What do we have to be careful of? What are the rules around water at your house?* Look at the illustrations of the pool and the beach. Ask the students to identify if they are safe areas and what they would change to make them better. Write up a list of rules, symbols, or illustrations for each location.
- Discuss safety in the sun. Look at the illustrations and identify what precautions the people would need to take in the sun. Make a poster as a group or in pairs showing what the students use to keep safe, for example, sunscreen, hat, shade, water to drink.
- Make speech bubbles for the other members of the family.
- Dramatise the text. Choose pages for the students to act out, focusing on expression and the correct use of speech.

- BLM word activity: practise writing word endings

The students can add the word ending “ing” to the end of each verb. They can write the new word in the spaces at the bottom of the page.

- BLM comprehension activity: record the main points from the story

The students can identify the three places that the family went swimming. They can write them in the spaces provided. They can then draw a picture of the place in each box.