



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: School
Waves
Wonderful



Materials Needed

Swimmy by Leo Lionni
Chart paper
Marker



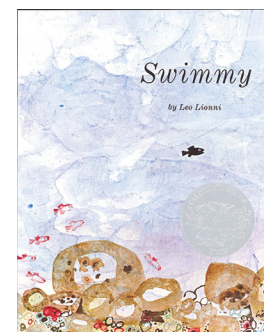
Also Promotes

Science

Swimmy

by Leo Lionni

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Swimmy*. Three novel words will be introduced today: school (page 4), waves (page 7), and wonderful (page 10). Write the following at the top of the chart paper: Words We Understand.



BEGIN: Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Swimmy*.

[Point to and say the name of the author, who is also the illustrator.]

EXPLAIN: Today let's talk about three words that are in our book. One word is school. A **school** is a large group of fish, or other water animals, that are swimming together. Another word in our book is waves. **Waves** are moving water above the surface of an ocean or lake. Our book uses the word wonderful. **Wonderful** means something that is very good.

ACT: I will write these three words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

ASK: *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (about a little fish and how he teaches other fish to look like the biggest fish in the sea as they swim together)
- Who was the main character in our book? (Swimmy)
- What happened first? (a big fish came and swallowed up all the red fish and left Swimmy all by himself)
- What happened next? (Swimmy swam through the ocean looking for friends)

[Point to and read each word on your chart.]

- What is a “school”? (large group of fish or other water animals that are swimming together)
- What are “waves”? (moving water above the surface of an ocean or lake)
- What does the word “wonderful” mean? (something very good)

[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning, or again defining the word. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘school.’ Remember, a school is a large group of fish, or other water animals, that swim together. A happy school of little fish lived in a corner of the sea somewhere.” Point to and describe pictures on pages 4, 10, 12, 16, and 25 that are directly related to the novel words.]

RECAP: Today we read a book about a little fish named Swimmy and his friends. We talked about the words “school,” “waves,” and “wonderful.”



Scaffolding Tips

Extra support ■ Describe something in the room that could be defined as “wonderful.” such as a painting or block structure. Invite children to identify something in the room they think is very good or “wonderful.”

Enrichment ■ Invite children to share any experience they have with seeing a school of fish. Example: “Have you ever seen a school of fish? Where did you see them? Lake? Aquarium? Can you describe what the fish looked like?”



Center Activity

In the water table, provide many little plastic fish (if possible, use a single fish of one color and the rest a single different color to represent Swimmy and the school of fish). Encourage children to have the fish swim in a school, or have Swimmy swim through the waves.



Family Child Care

Provide school-age children paper and other materials to create props to help them retell the story to younger children. Encourage children to make props of the jellyfish, lobster, strange fish, seaweed, eel, and sea anemones.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Swift
Fierce
Scared
Marvel
Strange
Swaying

Review: School
Waves
Wonderful



Materials Needed

Swimmy by Leo Lionni
Words We Understand
chart from Day 1
Marker



Also Promotes

Science

Swimmy

by Leo Lionni

Be Prepared: This is the second of three repeated readings of *Swimmy*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Swimmy*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (about a little fish and how he teaches the other fish to look like the biggest fish in the sea as they swim)
 - Who was the main character in our book? (Swimmy)
 - What happened first? (a big fish came and swallowed up all the red fish and left Swimmy all by himself)
 - What happened next? (Swimmy swam through the ocean looking for friends)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

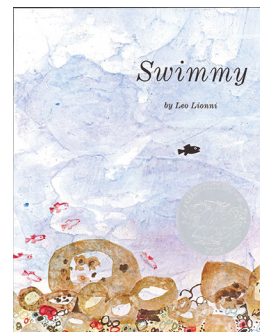
[*Help children recall the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



Examples: "We just heard the word 'scared.' Did everyone hear it? He was scared, lonely, and very sad. Scared means that you are afraid of something. After the big fish swallowed all of the other fish, Swimmy was afraid."

Below are the novel words and their definitions for this session:

- **Swift** (page 6): Moving or able to move very fast
- **Fierce** (page 7): Very hard or powerful
- **Scared** (page 8): To be afraid of something
- **Marvel** (page 10): To feel a great surprise or wonder
- **Strange** (page 14): Something that is different from what is usual or normal
- **Swaying** (page 20): To move slowly back and forth]

EXPLAIN: We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "We are learning about the word fierce. A fierce fish swallowed up all the little red fish. The fish was very powerful. What do we see in this picture (page 7) that tells us that this fish is fierce?" (we can see big teeth; the fish is very big)*
- *Define a word without naming it and ask children to identify the word. Example: "What do we say when someone moves very fast?" (We say that the thing is swift.)*
- *Encourage children to think about a novel word in another context. Example: "In our book, Swimmy saw some sea anemones that were swaying, or moving back and forth? What are other things that can sway back and forth? Trees? Our bodies?"]*

ASK: Our book was about what Swimmy did after his fish friends were swallowed by a big fish. Swimmy found some other little fish who were hiding from the big fish. The little fish learned from Swimmy how to swim like a big fish. Are there things that you have learned from other people?

[Facilitate a discussion of book connections to children's experiences. Examples:

- *"Our book today was about how Swimmy felt after he lost his friends. He felt scared. Have you ever felt scared? What did you do?"*
- *"At the end of our book today, we learned how Swimmy taught the other fish to work together to swim like one big fish. Can you tell us about a time you worked together with someone? Someone in our room? Someone in your family? What did you work on?"*
- *"Today we learned that the word swift means to move very fast. Have you ever had*

to move very fast? Why did you have to move fast?"]

RECAP: We learned more words today when we read *Swimmy*. Let's look at our chart to remember the words we are learning to understand.

[*Say and point to each word on the chart. Invite children to say one thing they know about the word.*]

 **Scaffolding Tips**

Extra support ■ Describe and demonstrate what it means to sway. Invite children to use their bodies to sway. ■ Describe and demonstrate what it means to be fierce. Use your face to demonstrate a fierce look. Invite children to use their face to show a fierce look.

Enrichment ■ Promote children's comprehension of the story by inviting them to describe one or more of the following pictures: page 8, *Swimmy* is by himself and scared; pages 11, 13, 15, and 17, *Swimmy* sees all different kinds of marvels and strange creatures; page 26, *Swimmy* is teaching the other fish how to swim like one big fish. Ask children, "What part of our story about *Swimmy* is shown in this picture?"

 **Center Activity**

Provide paper and drawing tools for children to draw an object, or book character(s), related to the novel word *strange*. Encourage children to draw something *strange* that might live in the water with *Swimmy*; something that is not normal.

 **Family Child Care**

Play a "Let's Pretend" game with preschool and older children with some of the novel words learned while reading *Swimmy*. Encourage children to act out the words: *sway*, *scared*, *fierce*, and *marvel*. Ask children what situations might make them feel this way, and invite them to act it out.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Darting
Escaped
Suddenly
Invisible

Review: School
Swift
Fierce
Waves
Scared
Wonderful
Marvel
Strange
Swaying



Materials Needed

Swimmy by Leo Lionni
Words We Understand chart from Days 1 and 3
Marker



Also Promotes

Science

Swimmy

by Leo Lionni

Be Prepared: This is the third of three repeated readings of *Swimmy*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Swimmy*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (about a little fish and how he teaches the other fish to look like the biggest fish in the sea as they swim)
 - Who was the main character in our book? (Swimmy)
 - What happened first? (a big fish came and swallowed up all the red fish and left Swimmy all by himself)
 - What happened next? (Swimmy swam through the ocean looking for friends)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

ACT: The author and illustrator of our book is Leo Lionni.

[*Point to the name as you identify the author and illustrator.*]

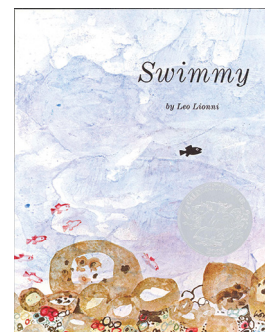
[*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*]

[*Pause to briefly define the four words identified for today's session using the following approach:*]

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



Understanding Words *continued*

Example: "I just read the word 'escaped.' Did everyone hear it? Only Swimmy 'escaped.' The word 'escape' means to get away from a dangerous place or situation. Being near the big fish was dangerous and Swimmy had to escape."

Below are the novel words and their definitions for this session:

- **Darting** (page 7): Moving quickly
- **Escaped** (page 7): To get away from a dangerous place or situation
- **Invisible** (page 22): Something that cannot be seen
- **Suddenly** (page 25): Happening very quickly in an unexpected way]

EXPLAIN: We learned four new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "Look at this picture of Swimmy and the other fish (page 14). Our book says that these fish were pulled by an invisible thread. Can we see a thread pulling the fish in this picture?" (no, it is invisible—we can't see it)*
- *Define a word without naming it and ask children to identify the word. Example: "In our book, Swimmy thought of something very quickly and in an unexpected way. What's another word for very quickly and unexpected?" (suddenly)*
- *Encourage children to think about a novel word in another context. Example: "The big fish came darting through the waves and swallowed all the little red fish. Darting is a quick movement. Let's all stand still and then quickly take one step forward."]*

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- *"At the beginning of the book, a big fish came along and swallowed all of the little fish. Swimmy escaped and was left by himself. What do you think Swimmy felt after all the little fish were gone?"*
- *"Swimmy was happy when he found another school of little fish hiding in the rocks. Why was Swimmy so happy?"*
- *"What happened when Swimmy thought and thought about how the little red fish could swim and play together and see things?"]*

RECAP: We learned more about our book today by talking about why some things happened in our story. We also learned more words today when we read *Swimmy*. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ Use the idea of air to demonstrate what it means for something to be invisible. Example: "We know that we need air to breathe. Can we see the air?" Encourage children to blow at something. "Can we see the air coming out of our mouths? It is invisible. We cannot see it." ■ If you read this book after Week 6, remind children that thinking is how we come up with solutions to a problem (Social-Emotional Weeks 5 and 6). ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about how *Swimmy* taught the little fish to swim together. Point out the illustration on pages 28 and 29, and encourage children to talk about what it looks like with the little fish swimming together. How would this scare the big fish?

Enrichment ■ Invite children to describe a time they worked with others to get something important done. What was it? How did people work together? ■ *Swimmy* liked to see new things by swimming in the ocean. He saw many different kinds of fish and seaweed. Do you think it's a good idea to move around to see different kinds of things? Why?



Center Activity

Provide paper and other art tools (crayons, markers, fish stencils) for children to create their own *Swimmy* art. Encourage children to draw creatures they would see if they were *Swimmy* traveling through the ocean, or the school of fish that *Swimmy* belonged to.



Family Child Care

Encourage children to "read" or act out *Swimmy* by retelling the story using the book's pictures as a guide.