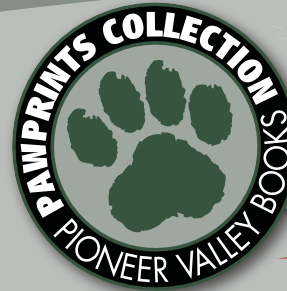




TITLE: WHAT CAN SWIM?

LEVEL: B



## INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about different animals that can swim."
- "Turn to pages 2 and 3. What animal do you see swimming? Yes, Here is a hippopotamus. A hippopotamus can swim. Repeat that with me: Here is a hippopotamus. A hippopotamus can swim."
- "Now turn to pages 4 and 5 to see another animal that can swim. Here is a tiger. A tiger can swim, too. Say can. What letter comes at the beginning of can? Yes, c. Find can and put your finger under it. Say can."
- "Now turn to page 12. This is a picture glossary. It shows you pictures of all of the animals that are in this book. What animals do you know?"
- "Turn back to the beginning and read about what animals are swimming." (If necessary, read the first page together.)

## READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level B Prompting Guide for a list of desired reading behaviors and suggested actions to take.

## DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- There are a lot of different kinds of animals that can swim. (Extend the thought by asking for examples of other animals that can swim.)
- Invite students to talk about animals that live on the land but swim in the water and animals that live in the water.

## FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *can*. Have them make the word *can* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- Turn to page 4 of the book. Talk about how there are two ways to know that it says *tiger*. Cover up the word and ask what letter it starts with. Then reveal the first letter. Say "You know it says *tiger* because the word starts with a *t* and also because there is a tiger in the picture."



## You Will Need:




- Picture cards (bear, cat, cow, dog, fox, pig)
- Pocket chart

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will be saying words and deleting the first sound. This helps students learn to identify sounds in sequence.

### Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).

1. Explain to the students that they are going to learn to say words without some of the sounds.
2. Place a picture card of the bear in a pocket chart or in front of the students on the table.
3. Say "When you say a word you can hear the first sound. Say *bear*. What's the first sound? Say the first sound by itself." (*b*)
4. Say "Now I'm going to say bear without the *b*." (*Bear, ear*)
5. Practice using the other picture cards.
6. You can vary the activity by using students' names. (*Molly, olly*)

## SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that the students know and understand all of the pictures in the new book and the Extend Knowledge of Words and Letters lesson.
- Ask the students to repeat the language structure in the new book several times.

For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).