

LESSON TOPIC: "I Can Swim"

WIDA Grade Level Cluster 1-2

Reading: Match voice to print by pointing to icons, letters, or illustrated words.

Distinguish between general and specific language (e.g., flower v. rose) in context.

Listening: Mimic gestures or movement associated with statements (e.g., This is my left hand).

Carry out two- to three-step oral commands (e.g., Take out your science book. Now turn to page 25.).

Match people with jobs or objects with functions based on oral descriptions.

Speaking: Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

Entering, Emerging

LANGUAGE – Students will be able to use pictures and movement to help understand key words in the selection.

CONTENT – Students will be able to read "I Can Swim" fluently in Reading Assistant.

jump	kick
splash	duck
float	fish
leaves	frogs
blow bubbles	

- Selection text with pictures, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible

Today we will look at pictures to help us learn new words in a story called 'I Can Swim.' Do you like swimming? Can you swim?

Have students talk about their experiences swimming. If they have never been swimming, tell them that they will learn all about swimming today when reading "I Can Swim."

We're going to practice our reading today. Why is practice reading important?

Have students Think-Pair-Share their responses.

In the first picture, what is the girl doing?

If students don't know the word after you give wait time, provide the answer.

'The girl is jumping.' Let's say 'jump' together.

Point to the word as students say it and as you say it. If students want, have them jump as they say the word. This may take modeling.

Have students see if they can find another picture showing jumping. Talk about what the kids are doing and how it feels to jump in the water. Have students use sentence stems if they struggle to come up with their own sentences. For example:

It feels ____ when I jump in the water.

The water is ____ (cool/warm/fun).

I like to _____.

My favorite thing to do when I go swimming is _____.

Repeat these steps for "splash," "float," "blow bubbles," and "kick." See if students can come up with movements for each verb. Have students show you each picture that shows these verbs.

What animals are in the story?

See if students can look at the page and find the word that is an animal. If not, direct them to "frogs" and have them practice saying "frog" and repeat for "duck" and "fish." If students have the oral language, ask them why the author might have put duck and frogs and fish in the selection (because the kids swimming are doing the same things as the animals).

Read the selection aloud with students pointing to the words as you say them. Have students use the movements you came up with as they read.

Have students complete the selection in Reading Assistant. Celebrate any high scores.

1. Have students compare and contrast their swimming experience with the characters in the selection, either in speaking or in writing sentences. Did they have a brother and sister they swim with? Do they like to jump or blow bubbles too? What do they like to do when they are swimming that they didn't show in the selection?

Supplemental Material: Selection text with pictures (page 1 of 5)

I Can Swim

I can jump.

I can jump in the water.

My sister can jump.

My brother can jump.

Now I can jump, too.



We jump together.

Jump, jump, splash.

We are like frogs.

We jump in the water.



Supplemental Material: Selection text with pictures (page 2 of 5)

I can float.

I can float in the water.

My sister can float.

My brother can float.

Now I can float, too.



We float together.

Float, float, splash.

We are like leaves.

We float in the water.



I can blow bubbles.

I can blow bubbles in the water.

My sister can blow bubbles.

My brother can blow bubbles.

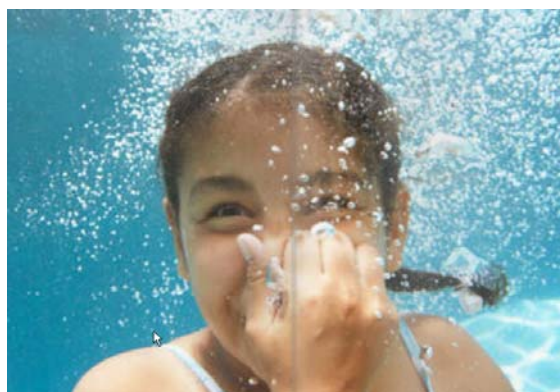
Now I can blow bubbles, too.

We blow bubbles together.

Bubble, bubble, splash.

We are like fish.

We blow bubbles in the water.



Supplemental Material: Selection text with pictures (page 3 of 5)

I can kick.

I can kick in the water.

My sister can kick.

My brother can kick.

Now I can kick, too.



We kick together.

Kick, kick, splash.

We are like ducks.

We kick in the water.



Supplemental Material: Selection text with pictures (page 4 of 5)

My sister can dive.

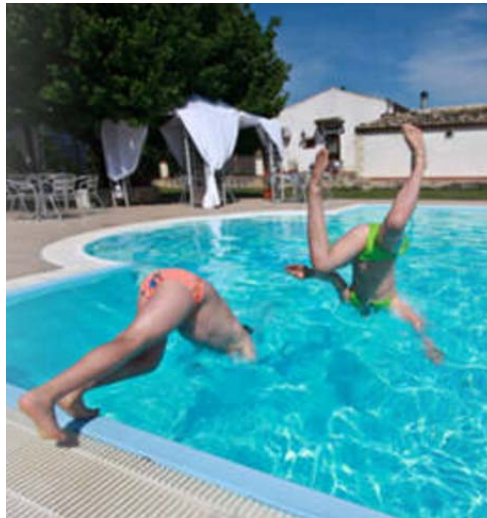
My brother can dive.

They are like dolphins.

They dive in the water.

Can I dive, too?

Can I dive like a dolphin?



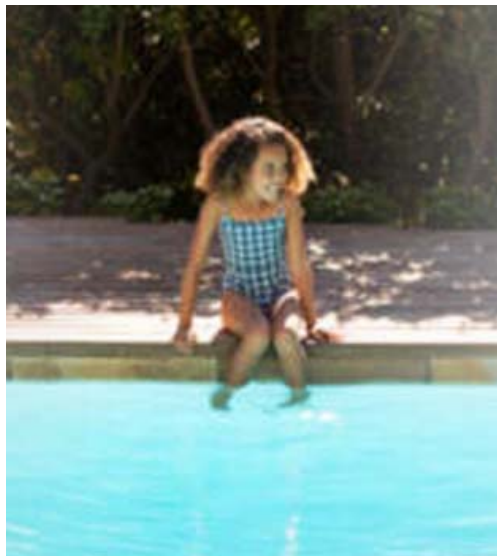
I do not know how to dive yet.

I will practice.

I will practice and learn.

I will learn to dive like a dolphin.

Then we will dive together.



Supplemental Material: Selection text with pictures (page 5 of 5)

We can swim.

We can swim in the water.

My sister can swim.

My brother can swim.

Now I can swim, too.



We swim together.

Splish, splish, splash.

I can swim.



Supplemental Material: Vocabulary

jump
splash
float
leaves
blow bubbles
kick
duck
fish
frogs