Read Aloud: *Swimmy*

Enduring Understanding(s):
- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):
- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary		Books
• *Swimmy* • vocabulary word picture cards	**darting:** move somewhere very fast **fierce:** powerful **gulp:** swallow quickly **invisible:** unable to be seen	**marvel:** to be filled with wonder **school:** a group of fish swimming together **swift:** happening quickly; fast **waves:** open water	

First Read

Preparation: *Set up materials.*

Children will:
- listen to a story read aloud for enjoyment
- develop background knowledge

"Today, we're going to read a new book about fish. This book is called *Swimmy* and was written by Leo Leonni. Swimmy is a fish who goes on a journey and then helps his community solve a problem. Let's read to find out what happens."	**Show front cover, point to title and author.**
"The author describes the tuna fish as ***swift*** and ***fierce***. ***Swift*** means that he was very fast. What do you think ***fierce*** means?" "That's right—he was powerful and scary." "The author also said that only Swimmy escaped. What happened to Swimmy? Yes, he got away! Let's see what he does next."	**p. 4**
"How do you think the lobster was walking?"	**p. 10** **Reread** the phrase "water-moving machine." **Invite** a child to match the description and walk like a lobster.

"If it's a "forest of seaweeds," I imagine a ton of seaweed crowded together." "Leo Leonni says "sugar-candy" rocks, but there aren't really candy rocks—they just look like candy."	**p. 14**
"Why does Leo Leonni say the eel's tail was too far away to remember?"	**p. 16** **Harvest** a few ideas and **model** thinking as needed.
"Why does Swimmy want the other fish to go out into the ocean to see things?" "Tomorrow, we'll read the story again and think more about Swimmy as a member of his community."	**p. 19** **Encourage** children to reference examples of the creatures Swimmy saw and **prompt** them as needed by flipping back to specific pages of text. **Read** to the end of the story.

Discussion Question(s):
- What did Swimmy see when he was swimming in the ocean?
- What did Swimmy do to help his friends solve their problem?

Second Read

Children will:

- develop vocabulary

- develop comprehension

- understand characters' feelings and motivations

- understand key inferences from the story

Plan how to use gestures, facial expressions, and tone to support vocabulary and comprehension. Revisit the setting and main events of the story (i.e., "Deep in the sea, there lives a happy *school* of little fish. Their watery world is full of wonders, but there is also danger, and the little fish are afraid to come out of hiding . . . until Swimmy comes along. Swimmy shows his friends how, with teamwork, they can overcome any danger.").

Discussion Question(s):
- Have you helped your friends to solve a problem? Have they helped you?

Third Read

Children will:

- develop vocabulary
- retell the story through story acting
- make real-life connections to the text

As you read, discuss the main character's feelings using descriptive, vivid language (i.e., Swimmy swims away from the hungry tuna fish. All alone, swimmy feels *scared* and *alone*. While swimming, Swimmy is *amazed* and *excited* when he sees all the different creatures of the ocean. The **school** of fish he belongs to is *scared* that the big tuna fish will eat them.).

Discussion Question(s):

- How do Swimmy's feelings change throughout the story?