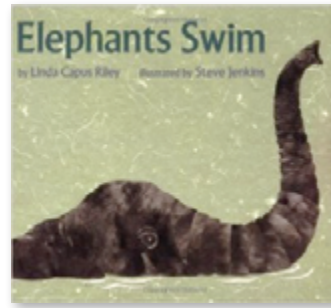


## You Will Need

- *Elephants Swim*
- Animal chart from lesson for *Rain*
- Construction paper in multiple colors
- Tissue paper in multiple colors
- Drawing and crayons
- Scissors
- Paste
- Photographs and videos of animals from the story from the Internet or the library

<b>Book</b>	<i>Elephants Swim</i>
<b>Grade</b>	Kindergarten
<b>Author</b>	Linda Capus Riley
<b>Illustrator</b>	Steve Jenkins
<b>Genre</b>	Nonfiction
<b>Text Set</b>	Animals <ul style="list-style-type: none"> <li>• <i>Rain</i></li> <li>• <i>Actual Size</i></li> <li>• <i>Elephants Swim</i></li> <li>• <i>Every Autumn Comes the Bear</i></li> </ul>



## Summary

All kinds of animals are shown moving in water. Some of the animals swim, some wade, some sink, and some float. The book concludes by asking the reader how he or she swims.

## Messages

Animals are all special in their own way. You can learn many things about animals from reading books.



## Goals

Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Kindergarten Interactive Read-Aloud and select appropriate goals. You may want to consider these:

Children will be able to:

- relate animals in the text to themselves.
- make connections about animals across texts that are read aloud.
- understand that the author is presenting facts about how animals move in water.
- engage in the turn-taking of conversation.
- form clear questions about animals to gain information.

## About This Book

**GENRE** This nonfiction text uses simple descriptions and torn-paper-collage illustrations to represent ways that animals move in water.

**HOW THE BOOK WORKS** This informational text has features of a poem, as many of its short lines end in rhyming words. Each set of two pages displays a different animal moving through the water. Accompanying text describes how the animal moves. A notes section at the end provides more details about each animal.

### IMPORTANT CHARACTERISTICS TO NOTICE

- Content that reinforces and expands children's knowledge of themselves and the world
- Rhyming words, e.g., *high/dry, heat/eat, sleep/deep, sky/high, ease/seas*
- New and interesting words that are easy to understand in context (*cradle, wade, plunge, glide, paddle*)
- Large, clear, colorful illustrations in the form of collages created from cut and torn paper support and add meaning to the text

### Numbering Book Pages

Begin numbering this book on the left-hand page that starts, "Elephants swim . . ." and end with the left-hand page that starts, "How about . . ." for a total of 33 pages.

### Supporting English Learners

Support children's understanding of vocabulary.

- Use the illustrations and gestures to help children understand the meaning of unfamiliar words, such as *swim*, *scoop*, *swim backwards*, *sink*, *wade*, *plunge*, *glide*, and *paddle*.
- Check to be sure that children understand that this whole book is about how different animals move in water.

### Prompting Guide, Part 2

Refer to pages 12, 23, and 26 as needed

### Prompting Guide, Part 2

Refer to pages 13, 35, and 48 as needed

## Introduce the Text

Consider the strengths and needs of your children and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for children to respond between questions (indicated by ●).

- *Today we are going to read Elephants Swim, by Linda Capus Riley.* Display the front cover.
- *What do you notice on the cover? ● How can you tell that the elephant is in the water?*
- *How do you move in water?*
- *Let's read to find out how animals move in water.*

## Read the Text

Stop a few times to invite thinking and a brief conversation. Children may turn and talk in pairs or threes. Some stopping points and quick comments are suggested below.

- After pages 1–2: *That's interesting that elephants hold their trunks high. ● Why do you think elephants do not let their trunks go under water?*
- After pages 5–6: *How does the platypus move in the water? ● As you continue on the other pages, ask children to talk about how each animal moves in the water.*
- After pages 11–12: *What would your hands look like if you scooped something out of the water like the jaguar? ● Show me how you would do it.*
- After pages 21–22: *I wonder what the pelican wants in the water. Turn to your partner and share your thinking.*
- After page 33: *Look at the picture. What do you notice? ● How is the way you move in water the same as some animals in the book? ● How is the way different from the animals?*

## Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

### Within the Text

- *How is the pelican a bit different from the other animals you learned about? [It can fly and swim.]*
- *You learned that animals move differently in water. What are some of the ways they move? [e.g., some walk, some swim, some move quickly, some move slowly]*

### Beyond the Text

- *How are people and animals different in the way they learn to swim? [People have to take swimming lessons.]*
- *Share some examples of why water is important to the animals in this book. [Some animals live in the water. Others find food in the water or stay in the water to be cool or to be safe.]*

### About the Text

- *Why is it a good idea to put all these animals in the same book? [They all live in the water or go in the water.]*
- *All the animals in this book swim in some way. Why do you think the author wrote about these animals? [She is probably very interested in animals and what they do in water. She probably likes to swim.] Read the note about the author on the back inside cover to share with children why she wrote this book.*
- *Some of the books about animals that you are hearing are nonfiction. What makes this book nonfiction? [It gives true facts and details about animals.]*

## Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

**SHARED WRITING** Return to the animal chart started for *Rain*, and continue to list additional animals from this book and add additional information. Have children add drawings of each. When writing and drawing are complete, reread the animal names and facts with children. Display the chart in the room and use it again with subsequent books in this text set.

hippo	Hippos sleep under water for a short time.	
polar bear	Polar bears have white fur.	
whale	Whales sing songs.	

**ART** Using the book's illustration style, have children create a collage of an animal from this book or of another animal that swims. Provide drawing paper, crayons, several multicolored paper types, scissors, and paste. Model how to make animals with this method. When complete, have children share their collages and talk about how their animal moves in water.

**SCIENCE** Use the Internet or the library to find photographs and videos of one or more animals in this book. Encourage children to look for new facts about the animal. Display the illustration of the animal from the story, and ask children how the photographed or video-taped animal looks similar and how it looks different. Talk about the habitat and other details that they see in the photos and videos.

**MOVEMENT** *What do you look like when you swim in the water?* • Have children pretend to swim. *Let's pretend to be the other animals in the water.* Revisit the illustrations, and have children act out the movements that the animals make in water.

### Supporting English Learners

Support children during the discussion.

- Provide oral sentence frames to help children describe their collages, such as *My animal is a/an \_\_\_\_.* *It \_\_\_\_ in water.*

### Supporting English Learners

Support children during the discussion.

- Allow children to name special animal parts, such as *trunk, pouch, tail, feet, arms, legs, wings, antlers, shells, tusks, and flippers.*



Prompting Guide, Part 2  
Refer to pages 9, 15, and 39 as needed



Prompting Guide, Part 2  
Refer to pages 26, 27, and 9 as needed

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## Reread and Revisit the Text

You may want to revisit the whole or parts of the book on the same day, or on subsequent days, so that children can notice more about the text and illustrations.

### Comprehension and Language

- Revisit the illustrations. Talk about the special features each animal has and how each animal uses water. Then, turn to the notes section at the end, and have children choose several animals that they want to learn more about. Read from the notes at the end, and talk about how the information adds to what they know about the animal.

### Vocabulary

- Revisit pages 13–14. *Look at the sea otter. What is a cradle? • Who usually sleeps in a cradle? • See the leafy things? • That is kelp. What do you think kelp is? • The sea otter sleeps in kelp like a baby sleeps in a cradle.*
- Review some of the different words for movement with children. For example, reread page 20, and discuss the meaning of *wade* with children. *The wildebeest wades through the water. That means that he moves slowly through water up to his knees. Show me where the water would come to on you if you waded through the water.* Continue with other movement verbs in this book, such as *plunge* [page 21], *glide* [page 23], and *paddle* [page 24.]

### Book and Print Features

- *Linda Capus Riley uses rhyming words. Why do you think she does that? • Often, nonfiction books do not have rhymes, so this is something interesting about this book. Let's read the story again. When you hear a word that rhymes with another word, give a thumbs up. You can also say with me the rhyming word that fits the sentence. Reread the text, emphasizing the rhyming word at the end of each sentence. Have children join in.*

## Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help children make connections between them.

- *You have heard several books about animals. What things about animals do you like to learn? • How does this book remind you of the other animal books you have heard? • How is this book different?*
- Display the cover of this book and *Actual Size*. *Steve Jenkins illustrated both of these books. What do you notice about the illustrations in both books that tells you that they have the same illustrator?*



## Assess the Learning

Observe children to find evidence that they can:

- relate animals in the text to themselves.
- make connections about animals across texts that are read aloud.
- understand that the author is presenting facts about how animals move in water.
- engage in the turn-taking of conversation.
- form clear questions about animals to gain information.