



# Reading Roundup



## Swimmy

Written and Illustrated by  
Leo Lionni

Reading Roundup  
Partners



### Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Swimmy, written and illustrated by Leo Lionni.

### Before Reading

*Swimmy is a tiny little fish who is a problem solver. Not only is he a thinker, he's also a team player. He understands that when fish (or people) work together, they can do things they could never do by themselves. Maybe you can remember being part of a team or a group that worked together to get something done. Let's read to see how Swimmy used teamwork to solve a very big problem.*

## During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through **page 10**.

- **Page 10** *Swimmy was all alone in the big ocean. – P – Do you think he would have been so sad and scared if he hadn't been lonely? How might being part of a group make us feel better?* (Sometimes, family and friends help us feel better. They help by listening to us and doing things for us to make us feel better.)

- **Page 22** *22 As Swimmy swims along, he sees one marvel after another. – T/T – Have you ever seen any of these creatures before? Turn and talk to your partner about where you've seen these sea animals. Maybe you've been to the ocean or the zoo. Maybe you've seen photographs in a book or magazine.* (Accept all answers.)

- **Page 24** *Swimmy told the school of fish, “You can't just lie there.” – T/T – Think about how Swimmy knows it's important not to hide and stay in one place. Turn and talk to your partner about what we know about Swimmy and why he knows what to do.* (Swimmy's school had been eaten by the big tuna. He knows it's just a matter of time before a big fish finds them. He also remembers how seeing beautiful sea creatures helped him feel better.)

- **Page 30 – P –** *We know big fish eat smaller fish. I wonder what small fish find to eat.* (If children don't know, invite them to research to find the answer. Small fish eat even smaller fish, worms, algae, fish eggs, and underwater insects.)

- **Page 30 – T –** *How might the story's end be different if Swimmy hadn't convinced the school to work together?* (Swimmy and the fish might have been eaten by bigger fish.)

## After Reading

*I'm thinking about Swimmy and the characteristics of a good team leader. He is a very small fish who doesn't look like the other fish in the school. In the beginning of the story, he's afraid, lonely, and sad. These aren't characteristics we think of when we think of team leaders, are they? I think Swimmy wants us to understand he can be an even better leader because he knows what it's like to be afraid and lonely. – P– What are some other traits Swimmy has that make him a good leader?* (He is honest when he tells the fish the truth about hiding. He believes in himself when he leads the school to make themselves into one big fish. When he offers to be the small eye of the big fish, he shows us he doesn't need to be in the lead. He is a fast swimmer.)

**Remember**, there are all types of leaders. Some are big, some are small, some are girls and some are boys, some are brave, and some are willing to be afraid. The important thing is to find a way to help yourself and help others solve problems.

## Vocabulary

**school** – group of fish. pp. 6, 24

**darting** – going fast, p. 9

**marvel** – beautiful thing, p. 12

