

## Swim Team by Johnnie Christmas



**Chapter 1 Vocabulary**

|                  |          |
|------------------|----------|
| butterfly effect | pun      |
| churning         | elective |
| unpredictable    | outrage  |

### SAMPLE DISCUSSION QUESTIONS & ACTIVITIES

#### Building Background Knowledge

To support meaningful engagement with this text, connect to what students already know and have experienced, and build background in the following areas:

- Graphic novels require readers to closely read both words and images. The illustrations carry meaning alongside the text and often show emotions, relationships, and context that are not stated in words. Additionally, speech bubbles and their placement on the page guide readers through dialogue, helping them follow the back-and-forth of conversations and the sequence of events.
- People often have internal thoughts that influence how they feel and act. These thoughts can be supportive or limiting, especially in unfamiliar or challenging situations. Understanding internal dialogue helps readers make sense of characters' choices and responses.
- Learning something new can involve vulnerability, especially when the skill feels challenging or when learning happens in front of others. Invite students to reflect on a new skill they recently learned.
- Access to activities, programs, and learning environments (such as clubs, classes, or recreational spaces) is not the same for everyone. Opportunities are often shaped by factors such as location, resources, and prior experiences. Invite students to discuss the community resources and programs they have access to.

#### Chapter 1 Discussion Questions

- How do the illustrations help you understand what Bree is thinking or feeling, even when she doesn't say it out loud? Provide specific examples from the text.
- What do Bree's thoughts reveal about how she sees herself? How do these thoughts influence her actions?
- What challenges does Bree face related to access or opportunity at her new school? How do these challenges affect her choices?

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### Identifying Cultural Behaviors

| Cultural Behavior   | Examples from the Text   |
|---|--|
| <b>Pragmatic Language:</b> Eye contact, hand gestures, facial expressions, and body language can sometimes communicate more effectively than verbal language. In some cultures, the emphasized use of non-verbals is seen as more meaningful, depending on the context and what needs to be communicated. | Bree's emotions are frequently shown through her facial expressions, posture, and imagined thought bubbles. At school and at the pool, she often does not say what she is feeling, but the illustrations reveal her worry, discomfort, and self-doubt. |
| <b>Realness:</b> The level of truthfulness, authenticity, and directness we utilize in our communications. Different cultures value different levels of directness. How truth and authenticity are communicated to others can be culturally based.  | Bree's internal thoughts are honest and direct, often expressing fear, doubt, or frustration. This internal "realness" shapes how she approaches new situations, especially when she begins to believe negative thoughts about her abilities.          |

### Possible Writing Prompts

#### Character Analysis

What do Bree's thoughts and reactions in Chapter 1 reveal about how she sees herself? Use specific examples from both the text and illustrations to explain how her self-perception shapes her actions.

#### Theme Development

What message does Chapter 1 suggest about learning something new or starting over? Use specific examples from Bree's experiences to explain how this idea is introduced.

### Extension Activities

#### Panel Perspective Rewrite (ELA)

Students choose one page or panel and rewrite it from another character's perspective.

- Rewrite the dialogue and/or captions
- Add thought bubbles to show internal thinking
- Explain how the perspective shift changes the meaning

#### Access and Opportunity Audit (Social Studies)

Students identify activities and programs available in their school or community, such as sports, arts, or clubs. They consider which opportunities are easily accessible and which may be more difficult to participate in, thinking about factors like cost, transportation, or awareness. Students then write a short response explaining one barrier to access and propose a realistic solution that could help make that opportunity available to more students.

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| Activity                          | CLR Protocol   |
|-----------------------------------|--|
| <p><b>Discussion</b></p>          | <p><b>Post Your Thoughts</b></p> <p>Discussion Protocol to quickly share, clarify, brainstorm and generate ideas or answers about a topic or concept in small groups of 4-6. Students write as many ideas as possible on sticky notes about a given topic within 2 minutes, covering their workspace. Then groups share key ideas in a quick whip-around, followed by a brief whole-class share using a response protocol for accountability.</p> <p><i>Validate and Affirm (VA) Collaboration, Sociocentricism, Subjectiveness, Relational, Dynamic Attention Span, Spontaneity</i></p> <p><i>BB Written, Turn Taking</i></p> |
| <p><b>Responding Protocol</b></p> | <p><b>Stand Share Sit</b></p> <p>In CLR, we aim for the use of 80% involuntary response protocols. Stand Share Sit is a voluntary response protocol and discussion protocol. Great for adding movement when students have been sitting. A question is posed and all group members stand. Students share responses one by one and sit when finished.</p> <p><i>Validate and Affirm (VA) Kinesthetics, Sociocentrism, Collaboration</i></p> <p><i>Builds and bridges (BB) Turn Taking, Group Accountability</i></p>  |
| <p><b>Celebrations</b></p>        | <p><b>Positive Blast</b></p> <p>In CLR, we aim for the use of 80% involuntary response protocols. Positive Blast is voluntary. Tell students ahead of a collaborative activity that they will be asked to give someone a shout out or put a classmate on positive blast. After the activity, give students time to put each other on positive blast and celebrate with affirmations such as snaps and claps. Use celebrations and positive affirmations any time a student/group shares out.</p> <p><i>Validate and affirm (VA) Verbal Expressiveness, Communalism, Spontaneity</i></p>  |