



# Duck Wants to Swim

Level D / 103 words / fiction

High frequency words:

*look, right, this, want, where*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Duck? What are some things that ducks like to do? What else do you know about ducks?"

## Look through all the pictures

- Using the language in the story, discuss where Duck is and what he is doing in each picture.
- Ask the children to find the water words and pictures in the story: *puddle, river, lake, pond, and pool*. Discuss the differences between each one.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Where does Duck look to find a place to swim? Where did he end his search?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why was the pool Duck's favorite place to swim? Of all the places Duck went to swim in the story, which would be your favorite? Why? Where are some other places to swim? Why do you think Duck likes to swim?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- On separate cards, write each place Duck went to swim in the story. Have the students put the cards in sequential order to match the text.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

## Writing activity

- Have the students write and complete the following sentences: "Look! I see a \_\_\_\_\_. I want to swim." Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

A group of ducks is called a **raft**,  
a **team**, or a **paddling**.

**Teaching Points:** Introducing new words; Introducing water words; Sequencing; Rereading.