SUMMARY This fictional story is a funny retelling of Swimming Like Buck. It gives students information about being proud of who they are and puts forth the idea that things that seem to be holding you back can often be a benefit.

LESSON VOCABULARY
- clutched
- echoed
- gully
- reeds
- scrambled
- thatch
- valley

INTRODUCE THE BOOK
INTRODUCE THE TITLE AND AUTHOR Discuss the title and author of the book Swimming Like Buck with students. Ask students what the title makes them think the story might be about. Direct students’ attention to the cover illustration and discuss what is happening in the picture and how it might relate to the story.

BUILD BACKGROUND Ask students if they have ever been teased for doing something differently than everybody else. Discuss how students handled the teasing, and then suggest why doing things differently can actually be beneficial.

PREVIEW Invite students to look through the illustrations of the story. Ask students if they can get an idea about the story just from looking at the pictures; then ask students how the drawings help them determine if this will be a funny or sad story.

READ THE BOOK
SET PURPOSE Have students set a purpose for reading Swimming Like Buck. Students’ interest in how to handle teasing and their love of animal stories should help guide this purpose.

STRATEGY SUPPORT: MONITOR AND CLARIFY Explain to students the importance of monitoring, or keeping an eye on, their understanding of what they are reading. Remind them that there are different ways to clarify a comprehension problem. For example, students can write notes about what is happening and check their notes if the story stops making sense. Students can also read on to clear up any confusion.

COMPREHENSION QUESTIONS
PAGE 3 What was the big problem Buck had to solve in this story? (He was being teased because of the way he was swimming.)

PAGE 7 How else do you think Buck could have handled the teasing? (Possible responses: He did the right thing. He could have kept swimming and ignored them.)

PAGE 9 What does the coach’s opinion tell you about how you see yourself and how others see you? (Possible response: You should be proud of being different even though others may make fun of you.)

PAGES 10–11 Using a graphic organizer, list the steps of how Buck and Quack became friends. (Step 1: Buck joined the team and won every race. Step 2: Buck became famous for his swimming style. Step 3: Quack got Buck’s autograph and asked if he could learn Buck’s special style. Step 4: Buck said he would teach him.)
**REVISIT THE BOOK**

**READER RESPONSE**

1. Buck swam differently (cause) so other ducks made fun of him (effect). Buck won every race (cause) and made a new friend (effect).

2. Response will vary but should show clarification of confusion.

3. Sentences should reflect understanding of word meaning and of past tense.

4. By forgiving Quack, Buck taught him that kindness is important. Possible response: I would have forgiven Quack.

**EXTEND UNDERSTANDING** Remind students that the sequence of events is the order in which things happen in a story. Ask students to make a time line of all the events that happen to Buck, and then discuss how one event leads to another and then finally to the happy ending.

**RESPONSE OPTIONS**

**WRITING** Suggest students imagine they are Quack, and have them write an apology to Buck.

**LITERATURE CONNECTION**

Have students reread *The Ugly Duckling* and then ask them to compare the story with *Swimming Like Buck*.

**Skill Work**

**TEACH/REVIEW VOCABULARY**

Hide definitions for the vocabulary words around the classroom near, on, or under things that start with the same letter as the vocabulary word—for example the definition for *scrambled* could be hidden by the sharpener. Tell students each word, and then have them look for its definition.

**ELL** Have students write the definition of each vocabulary word on one side of a card and the word on the other. They can use the cards to test themselves or other students.

**TARGET SKILL AND STRATEGY**

**CAUSE AND EFFECT** Remind students that usually there is a reason (cause) why something happens (effect) in a story. Point out that often what happens follows why the event happened. Direct students to look for what happens to Buck and why.

**MONITOR AND CLARIFY** Tell students that they should monitor their understanding of a story as they read. Tell them that when a story stops making sense, there are things they can do to clarify any problems they have with understanding. Model using page 7. Say: The ducks call Buck an alligator. This is confusing. I thought Buck was a duck! I read on and found out the other ducks thought Buck looked like an alligator when he swam. Remind students if they clarify any comprehension problems they might have, they will better understand what they read.

**ADDITIONAL SKILL INSTRUCTION**

**CHARACTER** Remind students that a character is the person or animal who does the action or talking in the book. Invite students to draw a character map of Buck, with the headings “What Buck Thinks of Himself,” “What Others Think or Say About Buck,” and “What Buck Does.” Suggest that as students read the book, they fill in information from the story under each heading.
# Cause and Effect

- A **cause** is why something happened. An **effect** is what happened. Look for clue words.

**Directions** Use the story *Swimming Like Buck* to complete the chart below. For each event that happened in the story, fill in why the event happened.

<table>
<thead>
<tr>
<th>Effects</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Buck dreamed of swimming like the other ducks.</td>
<td>a. Why did it happen?</td>
</tr>
<tr>
<td>2. Oh, no! Buck thought. <em>Here it comes!</em></td>
<td>b. Why did it happen?</td>
</tr>
<tr>
<td>3. Buck joined the All Duck Swim Team.</td>
<td>c. Why did it happen?</td>
</tr>
<tr>
<td>4. Other ducks dreamed of swimming the way Buck did.</td>
<td>d. Why did it happen?</td>
</tr>
<tr>
<td>5. Quack asked Buck to teach him to swim like Buck.</td>
<td>e. Why did it happen?</td>
</tr>
</tbody>
</table>
Vocabulary

Directions  Write the definition of each word in the space provided.

Check the Words You Know

| ___clutched | ___echoed | ___gully | ___reeds |
| ___scrambled | ___thatch | ___valley | |

1. clutched

2. echoed

3. gully

4. reeds

5. scrambled

6. valley

7. thatch

Directions  Write two sentences about Buck using two words from the word box.

8. ________________________________________

9. ________________________________________