

# Book Notes

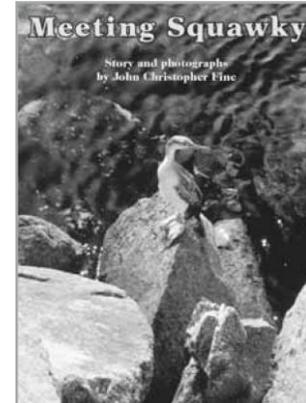
## Meeting Squawky

Author and Photographer John Christopher Fine

16 pages ■ 846 words

Fountas and Pinnell Level N

Intervention Level 22



Meeting Squawky

### SYNOPSIS

While researching ocean pollution a marine biologist helps an injured young cormorant learn to fish.

### WHAT THE BOOK OFFERS

- A nonfiction narrative with photographs
- First person, past tense
- Captions
- Writing form and style
- Factual information about cormorants embedded within a story about a cormorant
- Pace
- Definite beginning, middle, and end
- Photographs extend the text
- Geographical location
- Sensitive themes—pollution, animal care
- Longer, more challenging text
- Author's point of view

### POSSIBLE SKILLS EMPHASIS

- Selecting factual information separately from narrative text
- Selecting and determining critical information
- Summarizing important details
- Writing captions for photographs
- Using author's example of narrative text with facts to write personally

# Book Notes

## Meeting Squawky (continued)

### INTRODUCING THE BOOK

Book Note by Pam Pottle

*Look at the cover. What do you think you know about this type of writing? What do you anticipate about Squawky. Look at the cover and the title page. Is it a bird or the diver? (Page 8 confirms) What do photographs cause you to anticipate?*

### FOCUS OF INSTRUCTION

*After reading page 2 and 3 how does this reading set the stage for you? What are you anticipating you will learn?*

**Read pages 4-8:** *Identify where the author has written narrative and where the author has embedded factual details about cormorants. What have you learned about the cormorant? What notes might you take? How is the story line evolving? What is the plot? Conflict?*

**Read pages 8-11:** *What did the diver do to help Squawky learn to fish? Can you think of other instances where an animal has been taught to fend for itself after suffering an injury? How does the author share the importance of limited human contact with animals of the wild? Where in the text (page 14 and 16) might you find that information?*

### FOLLOWING THE READING

- *Using the photographs on pages 10-11 write captions. The caption could tell a story or provide factual information on how cormorants fish.*
- *Retell facts you have learned about cormorants by creating an informational poster, diagram or captions with illustrations.*
- *Using this example of a narrative nonfiction, select a topic to tell an interesting story with facts embedded in the text.*
- *Rewrite the introduction to the text.*

## Meeting Squawky (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Cormorants are seabirds that . . . I think the author wrote this book because he wanted to . . .</i>
<b>USE YOUR MEMORY</b>	<i>Why did the author name the cormorant Squawky? Are a cormorant's feathers waterproof? Where can you look in the book to see if you were right?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>What do you think the author meant when he wrote that he and Squawky were "good friends"? Were they really? What makes you think that? Would you recommend this book to your friends? Why or why not?</i>
<b>BE CREATIVE</b>	<i>If this book was a hard-cover book, it might have what is called a 'book jacket' on it. Go to the library and find some books that have book jackets. What information is on the book jacket? What are the inside flaps of the book jacket used for? What information goes on the back of the book jacket? After you have a good idea of what a book jacket looks like and what it's used for, design a book jacket for <b>Meeting Squawky</b>.</i>
<b>VOCABULARY AGENT</b>	<i>See the page numbers listed below. Look for any words on each page that have <b>THREE</b> or <b>MORE</b> syllables in them. Write the page number, word, and number of syllables it has. For example: page 4: experience = 4 syllables. <b>PAGE NUMBERS</b> Page 2 Page 3 Page 10 Page 16</i>