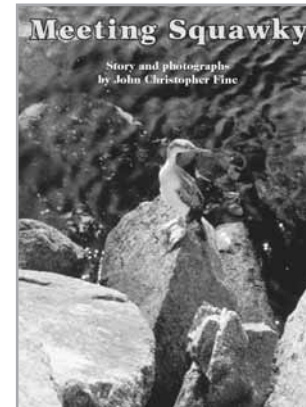


## Meeting Squawky

Author and Photographer John Christopher Fine

16 pages ■ 846 words



Meeting Squawky

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
					S	G	I	

S = Shared G = Guided I = Independent

2nd grade

### 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

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
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## Meeting Squawky (continued)

### INTRODUCING THE BOOK

*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.*