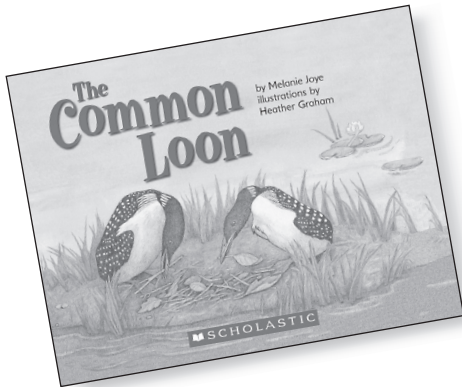


# The Common Loon



*Written by Melanie Joye*

*Illustrated by Heather Graham*

**Text Type:** Info-fiction: Description — Scrapbook/Account

**Guided Reading Level:** M

**Summary:** This is the story of a young girl who observes common loons during her summer holidays at Davis Lake near Minden, Ontario. She records her observations and follow-up research in a scrapbook.

## Text Features

- ▶ glossary/bold print (“My Loon Words”)

## Visual Literacy

- ▶ environmental print
- ▶ annotated scrapbook entries
- ▶ inset illustrations
- ▶ map

## Text Supports

- ▶ illustrations offer some text support
- ▶ some vocabulary items relating to observations and research are in bold print the first time they appear in the text, and are explained in the “My Loon Words” glossary

## Possible Text Challenges

- ▶ vocabulary items that are not included in the glossary, e.g. *eerie* (p. 10), *yodels*, and *tremolo* on the list of “Loon Sounds” (p. 11)
- ▶ the flexibility needed to distinguish between first-person narrative and scrapbook items taped and hand-drawn in the scrapbook (i.e., title page, pages 4, 6–8, 13–14, & back cover text)

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ sequencing

### Working with Words

- ▶ using context to support word recognition and meaning (vocabulary)
- ▶ using a range of word-solving strategies to work out unfamiliar words
- ▶ using the glossary to check the meaning of some unfamiliar vocabulary

## Assessment Opportunities

Note each student’s ability to:

- ▶ analyze and understand facts and supporting details about the common loon
- ▶ sequence the progress of newly born loons, from early spring through to migration
- ▶ use the glossary to check word meanings (vocabulary)
- ▶ use a range of word-solving strategies to work out unfamiliar words

## Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ think-pair-share



## BEFORE READING

### Analyzing

#### **Activating and Building Prior Knowledge**

Say, *You're going to be reading about a scrapbook made by a girl during her summer holidays. The scrapbook is about the common loons she sees at the lake near her cottage.* Read the title, the author's and illustrator's names, and the back cover text to students, and invite them to verbalize their prior knowledge about the loon's appearance, habitat, and food. Print their responses in the appropriate "I think I know..." columns of a pre-prepared chart:

Appearance		Habitat		Food	
I think I know	I found out	I think I know	I found out	I think I know	I found out

**ESL Note:** Some ESL students may not be familiar with summer cottages and scrapbooks. Display one or two scrapbooks for students to browse through prior to the lesson. Discuss the entries and the purpose. Provide photos of cottages and have students share any holiday retreat experiences.

### Text features

#### **Overcoming Text Challenges**

Hand out copies of the book and ask students to *Find the first word in bold print on page six (i.e., isolated).* Read what it says above the illustration, silently, and decide what *isolated* means. Invite responses, then ask students to find *isolated* in the glossary. Then tell them, *Whenever you see a word in bold print in this book, you'll find it in the glossary.*

### Analyzing

#### **Setting a Purpose**

Tell students, *As you read the book, I want you to find out what loons look like, where they live, and what they eat. We'll add what you find out to our chart*



## DURING READING

Remind students to refer to the glossary details as they read the book independently.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Check for students' understanding of sequence by using prompts, such as, *Tell me what happened. What happened first?*

Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story then share with a partner what their response is to the comprehension focus.

**Teaching Tip:** The reading strategies checklist you complete for each student will inform you about their reading progress, and about the strategies they need to work on to boost comprehension, word recognition, and vocabulary understanding.



## AFTER READING

### Analyzing

Say, *I asked you to read The Common Loon to find out what loons look like, where they live, and what they eat. Let's start with what loons look like. I want each of you to tell me one thing you learned about what a loon looks like, and I'll print it in the "I found out..." column.*

### Word solving and building

Revisit any challenging words and ideas students encountered and discuss the strategies they used to figure them out. Point out positive reading strategies.

### Visual literacy

Ask students to spend a few minutes working in pairs to locate information that the author gathered through observation rather than with follow-up research. Invite them to share what they found out with the rest of the group.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

### ***Appearance, Habitat, and Food Chart***

### Analyzing

Complete the "Appearance, Habitat, and Food" chart. Encourage students to verbalize information they discovered that isn't yet recorded on the chart. Ask them to work in pairs to talk about, then share with the rest of the group, charted facts that the girl must have found out by doing follow-up research.

### ***From Egg to Migration***

### Sequencing

Have students reread the book from pages 6–14 to track the life cycle of a loon chick. Hand out copies of the BLM and ask students to write about each event pictured at the left-hand side. Encourage students to use their own words to write about the sequence of events.

### ***Most Interesting Facts***

### Analyzing/sequencing

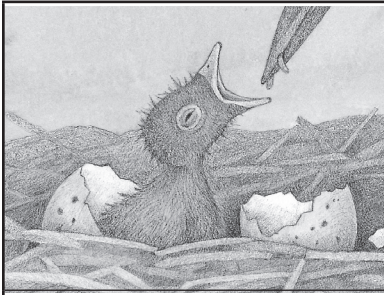
Ask students to write about three or four of the most interesting facts they learned about loons as they read the book.

### ***Illustrating Dangers***

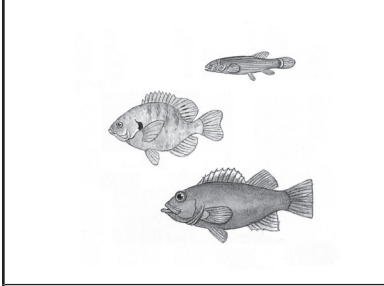
Directing students to use the book as a research vehicle, have them write about and illustrate the dangers faced by loon chicks.

# The Common Loon: From Egg to Migration

Name: \_\_\_\_\_



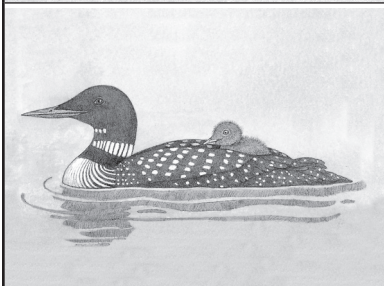
**Early spring:**



**About 4 weeks later:**



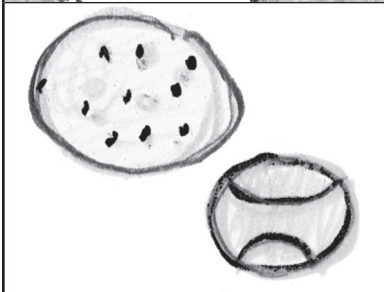
**Summer:**



**Summer:**



**Summer:**



**End of summer:**