

WEEK 3 Day 1

**Read Aloud**  
***The Life Cycle of a Salmon***  
 Read 1 of 5, pages 3-7

<b>Big Idea</b>	Animals need food, water, and air to survive.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Question</b>	What do animals need to survive?
<b>Content Objective</b>	I can use text features, such as headings, to retell key details about the subtopic habitats. (R.5.K.a, R.5.K.b, R.8.K.a, R.8.K.b)
<b>Language Objective</b>	I can use words and images to determine the meaning of new vocabulary. (L.4.K)
<b>Vocabulary</b>	<p><b>salmon:</b> a type of fish</p> <p><b>cold-blooded:</b> when an animal’s body temperature matches the temperature of its habitat</p> <p><b>temperature:</b> the degree, or level, of hotness or coldness in a body or environment</p> <p><b>freshwater:</b> water without salt, like most lakes, rivers, and ponds</p> <p><b>saltwater:</b> water with salt, like an ocean</p> <p><b>estuary:</b> a place where freshwater meets saltwater</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>The Life Cycle of a Salmon</i>, Bobbie Kalman &amp; Rebecca Sjonger</li> <li>• chart paper and markers</li> </ul> <p>Prepare the following <i>The Life Cycle of a Salmon</i> chart. Note that this is the first of two charts to be created for this text and that only the first two sections will be completed in this lesson.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> <p><b><i>The Life Cycle of a Salmon</i> by Bobbie Kalman &amp; Rebecca Sjonger</b></p> </div>

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>What are salmon?</b></td> </tr> <tr> <td style="padding: 5px;"><b>Habitats</b></td> </tr> <tr> <td style="padding: 5px;"><b>Body</b></td> </tr> </table> <ul style="list-style-type: none"> <li>● <i>The Life Cycle of a Salmon</i> chart images Cut out the Habitats image and attach it to the chart.</li> <li>● Estuaries slides</li> </ul>	<b>What are salmon?</b>	<b>Habitats</b>	<b>Body</b>
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<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose for the read.</p> <p><i>Today we are going to read another informational book: The Life Cycle of a Salmon, by Bobbie Kalman and Rebecca Sjonger. Just like Frogs, this book is organized as a report. Reports are written to organize information about a topic. What do you think is the topic of this book?</i></p> <p><i>That’s right—it’s about salmon, a type of fish!</i></p> <p><i>In reports, the information is organized into subtopics. Today we are going to learn about text features that help us figure out the subtopics. Then we’ll identify key details in the text that teach us more about each subtopic.</i></p>			
<p><b>Text and Discussion</b> 8 minutes</p> <p>page 3</p>	<p>Display the Contents page.</p> <p><i>This page says “Contents.” The contents, or table of contents, in a text helps the reader find information. It includes a list of all of the subtopics in the book, and also the page numbers where we can find this information. So, if I am interested in learning more about a salmon’s body, I can look at the contents and find that there is a section called “A salmon’s body” that begins on page 10.</i></p> <p><i>We are going to start at the beginning today, with the section called “What are salmon?”</i></p>			
<p>page 4</p>	<p><i>I can see the heading “What are salmon?” right here on page 4. We saw that in the Contents!</i></p> <p>Refer to the <i>The Life Cycle of a Salmon</i> chart.</p>			

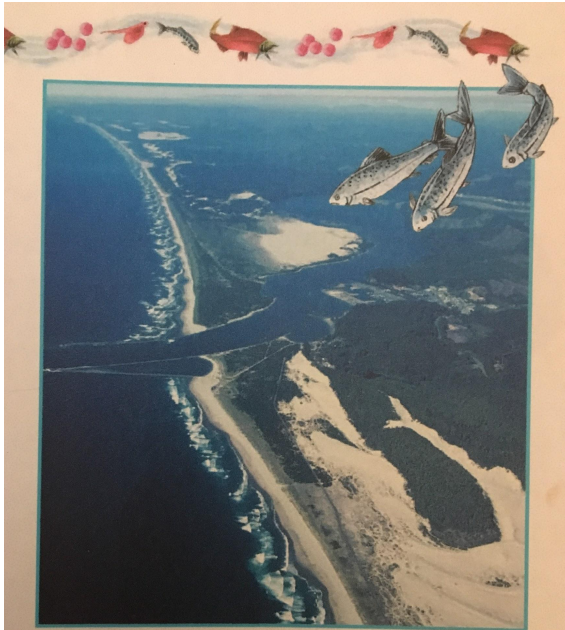
	<p><i>As we read this section, think about the answer to the question “What are salmon?” In our chart we will record key details we learn from the text.</i></p> <p><i>We just read that fish are cold-blooded animals. I remember reading that frogs are cold-blooded as well. Both animals have bodies that can change to match the temperature of their surroundings. That means, if the water is cold, salmon are cold, too. If that water is warm, salmon are warm, too!</i></p> <p><i>Let’s go back to our chart. What details from the text can help us answer the question “What are salmon?” [salmon are fish; fish are vertebrates; fish are cold-blooded animals]</i></p>
<p>pages 6-7</p>	<p><i>The heading here says, “Fresh water and salt water.” When I look at the pictures I can see pictures of something that looks like a lake or a river and something else that looks like an ocean. Let’s read to see what the authors want us to know about these two things.</i></p> <p><i>We read about habitats before. Who remembers what a habitat is? That’s right—a <b>habitat</b> is the place where an animal lives. It seems like frogs and salmon might share some freshwater habitats.</i></p> <p><i>Take a look at this photograph on page 7. The authors made sure we had a picture of an estuary so that we could get a good idea about this important part of the salmon habitat. Let’s reread the important details about estuaries and see if we can match them to the photograph.</i></p> <p>Reread key details about estuaries, pointing to details in the photograph to support comprehension of new vocabulary.</p> <p>Read to the end of the page.  <i>How did the information on these pages support the subtopic Fresh water and salt water?</i></p> <p>Harvest a few ideas.</p>
<p><b>Key Discussion and Activity</b> 10 minutes</p>	<p>Display the Estuaries Images slides.  <i>All week we will be learning about salmon who live in estuaries, so it’s important that we really understand this habitat! Let’s look at some slides.</i></p> <p><i>What can you learn about estuaries by looking at these photographs?</i></p> <p>Invite children to Think, Pair, Share.  <i>What did you learn today about salmon’s habitats?</i></p>

	<p>During the share, record children’s thinking on the chart under “Habitats.” Prompt children as needed to ensure the following key understandings are captured: Salmon swim through an estuary, which is a mixture of salt and freshwater. Salmon spend time in estuaries so that their bodies can adjust to the next habitat, or body of water.</p>										
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we’ll read the next two sections: “Salmon species” and “A salmon’s body,” and we’ll continue gathering key details for our chart.</i></p>										
<p><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how  <b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.  <b>R.8.K.a</b> Identify texts that tell stories.  <b>R.8.K.b</b> Identify texts that provide information.  <b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>										
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children make connections between key details and headings?  Do children reference text details to support their thinking?  What do children understand about salmon habitats and estuaries?</p>										
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1094 678 1161"><b>Blocks</b></td> <td data-bbox="678 1094 1406 1161">Children build habitats for salmon.</td> </tr> <tr> <td data-bbox="451 1161 678 1228"><b>Dramatization</b></td> <td data-bbox="678 1161 1406 1228">Children create a river.</td> </tr> <tr> <td data-bbox="451 1228 678 1333"><b>Discovery Table</b></td> <td data-bbox="678 1228 1406 1333">Children explore water.</td> </tr> <tr> <td data-bbox="451 1333 678 1438"><b>Science &amp; Engineering</b></td> <td data-bbox="678 1333 1406 1438">Children observe goldfish behavior.</td> </tr> <tr> <td data-bbox="451 1438 678 1543"><b>Writing and Drawing</b></td> <td data-bbox="678 1438 1406 1543">Children create an informational book about salmon and their habitat.</td> </tr> </table>	<b>Blocks</b>	Children build habitats for salmon.	<b>Dramatization</b>	Children create a river.	<b>Discovery Table</b>	Children explore water.	<b>Science &amp; Engineering</b>	Children observe goldfish behavior.	<b>Writing and Drawing</b>	Children create an informational book about salmon and their habitat.
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<p><b>Notes</b></p>
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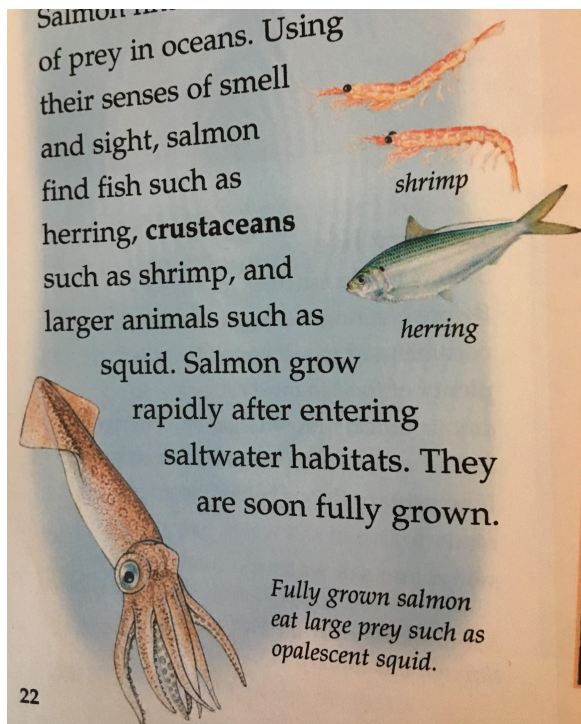
## The Life Cycle of a Salmon chart images

### Habitats



*Before entering oceans, salmon swim through estuaries, such as the Umpqua River estuary in Oregon.*

### Food

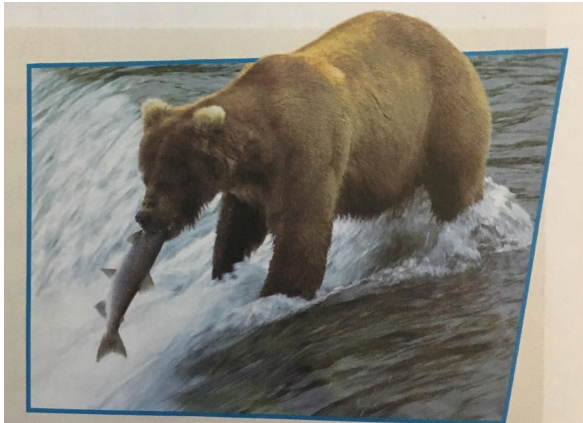


Salmon find prey in oceans. Using their senses of smell and sight, salmon find fish such as herring, crustaceans such as shrimp, and larger animals such as squid. Salmon grow rapidly after entering saltwater habitats. They are soon fully grown.

*Fully grown salmon eat large prey such as opalescent squid.*

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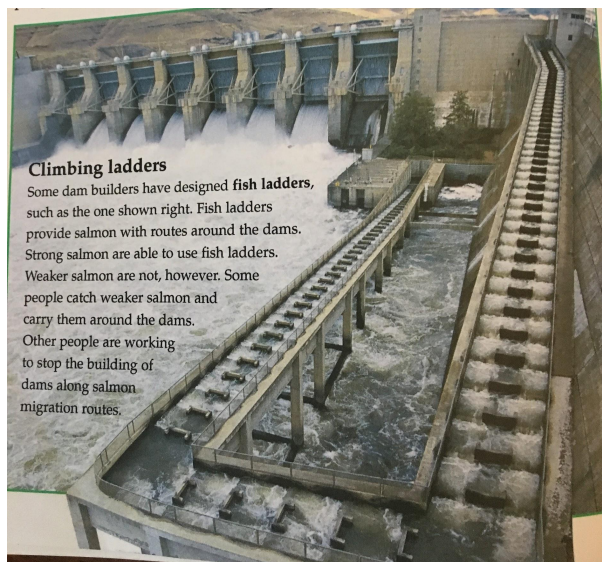
### Dangers to Salmon



*This grizzly bear has caught a leaping salmon.*

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### Ways to Help



#### **Climbing ladders**

Some dam builders have designed **fish ladders**, such as the one shown right. Fish ladders provide salmon with routes around the dams. Strong salmon are able to use fish ladders.

Weaker salmon are not, however. Some people catch weaker salmon and carry them around the dams.

Other people are working to stop the building of dams along salmon migration routes.