



WEEK 3 Day 2

**Read Aloud**  
***The Life Cycle of a Salmon***  
 Read 2 of 5, pages 8-11

<b>Big Ideas</b>	Animals need food, water and air to survive. All animals grow and change over time.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	What do animals need to survive? How do animals grow and change over time?
<b>Content Objectives</b>	I can use labels, pictures, and diagrams to learn about a topic. (R.8.K.a, R.8.K.b, R.11.K.a,R.11.K.c)  I can retell key details about a subtopic. (R.5.K.a, R.5.K.b)
<b>Language Objective</b>	I can use informational text features to learn new vocabulary about a topic. (L.4.K)
<b>Vocabulary</b>	<b>species:</b> a specific type of animal <b>scales:</b> a body part that covers and protects an animal’s skin <b>fins:</b> a body part for swimming <b>gills:</b> body parts used for breathing underwater <b>protect:</b> to keep from being harmed
<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>● World Map slide</li> <li>● <i>The Life Cycle of a Salmon</i> chart, from Day 1 and markers</li> <li>● salmon body diagram and glue stick</li> </ul> <p>Before the lesson, attach the salmon body diagram to the chart in the Body section.</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=qV30UZ9aF04">Salmon Life Cycle Song and Video</a> (<a href="https://www.youtube.com/watch?v=qV30UZ9aF04">https://www.youtube.com/watch?v=qV30UZ9aF04</a>)</li> </ul>

<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose for the read. <i>Yesterday, we began reading an informational text, The Life Cycle of a Salmon. We learned about a kind of fish called salmon and its habitat.</i></p> <p><i>Remember, this text is organized into subtopics.</i></p> <p>Refer to the subtopic titles in the table of contents. <i>In the first part of our lesson we are going to read “Salmon Species” and “A Salmon’s Body.” Salmon <b>species</b> are the types of salmon. We’ll use informational text features to learn about different salmon species and salmon bodies.</i></p> <p><i>In the last part of our lesson, we’ll watch a video about the salmon life cycle. This will warm us up to learn about the salmon life cycle over the rest of this week!</i></p>
<p><b>Text and Discussion</b> 8 minutes pages 8-9</p>	<p>Read through to “Pacific Ocean.” <i>The authors wrote that some salmon live in the Atlantic Ocean and some in the Pacific Ocean. Let’s look at a map to see where the Atlantic and Pacific ocean are.</i></p> <p>Quickly refer to the World Map slide.</p> <p><i>The salmon closest to us here in Boston are Atlantic salmon. That’s so interesting that those salmon live for some of the time in fresh water—like rivers and lakes!</i></p> <p><i>What do you see in these pictures?</i></p> <p>Elicit children’s ideas and prompt as needed. <i>You noticed how different these fish look! These are all different species of salmon. The words below each picture are captions. They tell us more about each kind of salmon. Let’s read just a few.</i></p> <p>Read 2-3 captions.</p>
<p>pages 10-11</p>	<p>Read through to “swimmers.” <i>The author just told us some important information about how salmon use their bodies to survive. What did you learn about how the salmon’s body works?</i></p> <p>Harvest a few ideas and prompt children to refer to details from the text.</p> <p>Display the diagram. <i>What a useful diagram! The author and illustrator use labels [point to labels and body parts] to teach us about a salmon’s body! Let’s look at a few special body parts. Remember, animals’ bodies are designed in special ways to help them survive.</i></p> <p>Read labels for <b>gills</b> and types of <b>fins</b>.</p>

	<p><i>When we read our poem “Fish,” we learned that fish have “skin concealed by scales.” Here is a close-up picture of scales. Let’s read this section [refer to the “Body armor” text box] to learn more about their scales.</i></p> <p>Read the “Body armor” text box; then invite children to Turn and Talk. <i>The author said that scales protect a salmon.</i></p> <p><i>What does it mean that the scales protect the salmon? How do the scales help salmon survive? Turn and talk with a partner.</i></p> <p>After children share with a partner, harvest some ideas in the large group. Prompt children to use key details from the text to support their ideas and provide a definition of protect, if needed.</p>
<p><b>Key Discussion and Activity</b> 5 minutes</p>	<p>Gather children to apply learning through a shared writing activity. <i>I’m really inspired by this diagram of the salmon’s body. Let’s see if we can label our own diagram!</i></p> <p>On the <i>The Life Cycle of a Salmon</i> chart, refer to the diagram of the unlabeled salmon body. Ask children to identify parts of the body they learned from the text and use shared writing to label each part. Refer back to the text as needed.</p>
<p><b>Closing</b> 6 minutes</p>	<p>Introduce the Salmon Life Cycle Song and Video. <i>Now that we have learned about a salmon’s habitat and body, we’re ready to begin learning about its life cycle—how salmon’s grow and change. Today we’ll listen to a song and watch a video. Then, over the next few days, we’ll read about the life cycle.</i></p> <p><i>Before we begin watching, I want to teach you a word that will be sung in this video. The word is “petrified.” “Petrified” means really scared! In the video, the singer uses the word petrified to describe the salmon eggs. You’ll see why the eggs might be petrified once you watch.</i></p> <p><i>You’ll also hear the word “fragile.” If something is fragile, it breaks easily or can easily get hurt. For example, a glass cup is fragile. Listen for this word in the video.</i></p> <p><i>As you watch, think about what it’s like to be a growing salmon.</i></p> <p>Play the first half of the video.</p> <p><i>What have you learned? What’s it like to grow from an egg to a grown salmon so far?</i></p> <p>Briefly elicit a few responses; then continue to the end of the video.</p> <p>Invite children to turn and talk.</p>

	<p><i>What did you see in the video? What are you excited to read more about?</i></p> <p><i>Wow—you all saw so many interesting things! The author of the video chose the song “I will Survive” because as a salmon grows and changes, it is working hard to survive the whole time! Tomorrow we’ll begin reading to learn more about this fascinating life cycle.</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.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><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, and reflect on children’s participation in the shared writing.</p> <p>To what extent do children use text features to support their comprehension and vocabulary development?</p> <p>Do children use details from the text to support their thinking?</p> <p>How do children participate in the shared writing?</p>										
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1211 678 1283"><b>Blocks</b></td> <td data-bbox="678 1211 1406 1283">Children build habitats for salmon.</td> </tr> <tr> <td data-bbox="451 1283 678 1354"><b>Dramatization</b></td> <td data-bbox="678 1283 1406 1354">Children create a river.</td> </tr> <tr> <td data-bbox="451 1354 678 1455"><b>Discovery Table</b></td> <td data-bbox="678 1354 1406 1455">Children explore water.</td> </tr> <tr> <td data-bbox="451 1455 678 1556"><b>Science &amp; Engineering</b></td> <td data-bbox="678 1455 1406 1556">Children observe goldfish behavior.</td> </tr> <tr> <td data-bbox="451 1556 678 1661"><b>Writing and Drawing</b></td> <td data-bbox="678 1556 1406 1661">Children create informational books about salmon and their habitats.</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 informational books about salmon and their habitats.
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