



WEEK 3 Day 3

**Read Aloud**  
***The Life Cycle of a Salmon***  
 Read 3 of 5, pages 12-19

<b>Big Idea</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 the salmon life cycle. (R.8.K.a, R.8.K.b, R.11.K.a, R.11.K.c)  I can connect information from the video and the text to explain how salmon grow and change. (R.6.K.a, R.6.K.b, K-LS1-1)
<b>Language Objective</b>	I can use informational text features to learn new vocabulary about a topic. (L.4.K)
<b>Vocabulary</b>	<b>life cycle:</b> how an animal grows and changes over time <b>embryo:</b> a developing animal inside an egg <b>nutrients:</b> natural substances that an animal needs to grow and stay healthy <b>school:</b> a group of fish <b>alevin:</b> the second stage in the salmon life cycle; it lives in the redd and gets food from its yolk sack <b>fry:</b> the third stage of the salmon life cycle; they develop fins, scales, and teeth and eat plankton <b>parr:</b> the fourth stage of the salmon life cycle; they develop dark spots <b>camouflage:</b> colors or patterns on an animal’s body that help it blend in

	<p>with its natural surroundings</p> <p><b>predators:</b> animals that hunt and eat other animals</p>						
<p><b>Materials and Preparation</b></p>	<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> (part 2) chart.</p> <ul style="list-style-type: none"> <li>• salmon life cycle diagram and glue stick</li> </ul> <p>Before the lesson, attach the life cycle diagram to the chart in the Life Cycle section, leaving space around it for gluing images and recording notes.</p> <table border="1" data-bbox="500 573 1360 1161"> <tr> <td colspan="2" data-bbox="500 573 1360 814"> <p><b>Life Cycle</b></p> </td> </tr> <tr> <td colspan="2" data-bbox="500 814 1360 951"> <p><b>Food</b></p> </td> </tr> <tr> <td data-bbox="500 951 930 1161"> <p><b>Dangers to Salmon</b></p> </td> <td data-bbox="930 951 1360 1161"> <p><b>Ways to Help</b></p> </td> </tr> </table> <ul style="list-style-type: none"> <li>• salmon life cycle images</li> </ul> <p>Cut apart the images.</p>	<p><b>Life Cycle</b></p>		<p><b>Food</b></p>		<p><b>Dangers to Salmon</b></p>	<p><b>Ways to Help</b></p>
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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>Through our research we are really becoming salmon experts. An expert is a person that researches a lot about a certain topic and therefore knows a lot about that topic!</i></p> <p><i>Yesterday we began to get excited to learn about the salmon life cycle. Just like we did yesterday, we'll use informational text features like pictures, diagrams, and labels to learn information. As we are reading, pay attention to how salmon grow and change.</i></p>						
<p><b>Text and Discussion</b> 12 minutes</p>	<p><i>The authors explain that a life span is not the same as a life cycle. Typically, humans have a life span of about 80 years. Salmon can't live for more than 8 years!</i></p>						

page 12	
page 13	<p>Use the diagram to support comprehension before reading the text box.  <i>Remember, diagrams are pictures that show specific information.</i></p> <p>Invite children to turn and talk about the diagram.  <i>What does the diagram teach us?</i>  <i>Be sure to describe what you see in each picture on the diagram.</i></p> <p><i>That's right! This diagram teaches us about each stage of the salmon's life cycle, all in one picture!</i>  <i>On the next pages, we'll learn about each of these stages in more detail.</i></p> <p><i>Let's read the text here in this green box to learn what words we use to describe the different stages of life.</i></p>
page 14	<p>Read all of page 14. Pause at "gravel" and point to the photograph to support comprehension.  <i>What are some ways that salmon habitats keep their eggs safe?</i>  Elicit children's ideas and prompt as needed, referring back to specific details from the text.</p>
page 15	<p>Read all of page 15, including the text box.  <i>What did we see in the video yesterday that connects with this information?</i>  Harvest a few responses.</p>
page 16	<p><i>What helps the alevins stay safe from predators?</i>  Harvest a few responses.</p>
page 17	<p><i>It says here in this section called "Sac lunch" that the alevin gets the nutrients it needs from its yolk sac. <b>Nutrients</b> are what an animal needs to grow and stay healthy, kind of like vitamins.</i></p>
page 18	<p>Refer back to the diagram on page 13 before continuing to read.  <i>Let's look at the diagram of the life cycle to see which stage of the we're learning about now. OK, so <b>fry</b> are the third stage of the life cycle. Let's keep reading to find out how fry are different from alevins.</i></p> <p>Continue reading.</p>
page 19	<p><i>The heading of this section is "Safety Schools." I know the author doesn't mean a school like our school where we learn.</i>  <i>Can someone remind us, what is a school of fish?</i>  Continue reading to the end of the page.</p>

	<p><i>The pattern on the parr’s skin matches the texture of the river bed and makes it hard for predators to see them. What’s the word the author uses to show that the parr blends in with its surroundings?</i></p> <p><i>That’s right—<b>camouflage!</b> The photograph shows us how the parr blends in—see?</i></p> <p>Point to the photo and read the caption.</p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Synthesize learning and add to the chart.</p> <p><i>We are going to make our own diagram of the salmon life cycle here on the section of our chart that says “Life Cycle.”</i></p> <p>Lay out the salmon life cycle images for all to see. Invite children to identify the images that match the life cycle stages discussed in the lesson. Have them glue the images to the chart.</p> <p>Invite children to Think, Pair, Share.</p> <p><i>How do salmon grow and change? Remember to use our chart and the details from the text to help you!</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>As we continue to learn about the salmon life cycle, we will put more images and information on our chart!</i></p> <p>Put aside the other life cycle images for use in future lessons.</p>
<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share, and reflect on their participation in the shared activity.</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>Do children describe the life cycle using details from the text?</p> <p>How do children participate in the shared activity?</p>										
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 468 678 531"><b>Blocks</b></td> <td data-bbox="678 468 1406 531">Children build habitats for salmon.</td> </tr> <tr> <td data-bbox="451 531 678 594"><b>Dramatization</b></td> <td data-bbox="678 531 1406 594">Children create a river.</td> </tr> <tr> <td data-bbox="451 594 678 699"><b>Discovery Table</b></td> <td data-bbox="678 594 1406 699">Children explore water.</td> </tr> <tr> <td data-bbox="451 699 678 804"><b>Science &amp; Engineering</b></td> <td data-bbox="678 699 1406 804">Children observe goldfish behavior.</td> </tr> <tr> <td data-bbox="451 804 678 909"><b>Writing and Drawing</b></td> <td data-bbox="678 804 1406 909">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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