

WEEK 3 Day 5

Read Aloud
The Life Cycle of a Salmon
 Read 5 of 5, pages 28-31

Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.
Unit Question	How do animals grow and change over time?
Guiding Question	Why is it important to protect the environment?
Content Objective	I can identify reasons in the text that the authors give for why salmon are in danger. (R.10.K)
Language Objective	I can use evidence from the text to discuss dangers to salmon and ways to help. (SL.1.K.b, SL.2.K.a)
Vocabulary	<p>population: the total number of one species living in an area</p> <p>cutivate: to raise crops or animals to sell as food</p> <p>pollute: to make a part of nature dirty</p> <p>conservation group: a group of people who work to protect animals and their habitats</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman & Rebecca Sjonger ● <i>The Life Cycle of a Salmon</i> (part 2) chart, from Day 3 ● <i>The Life Cycle of a Salmon</i> chart images, from Day 1, and a glue stick Cut out the Dangers to Salmon and Ways to Help images and attach them to the chart. ● Dangers to Salmon cards, cut apart ● Clean Water image, cut out ● Ways to Help cards, cut apart

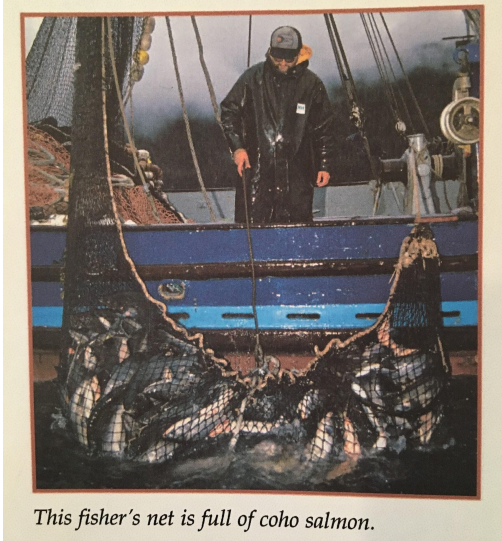
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose for the read. <i>We've read all about salmon habitats and life cycle. Humans can have a big impact on both of those things.</i></p> <p><i>As we read today, listen carefully for the points that the author, Bobbie Kalman, makes about why salmon are in danger and what we can do to protect these special fish.</i></p>
<p>Text and Discussion 10 minutes page 28</p>	<p><i>This fisherman has caught a lot of salmon in his net. If we catch salmon for food before they can lay more eggs, what will happen to the salmon populations? That's right—they will decrease. That means the population, or amount of salmon living in that part of the ocean, will decrease, or get smaller. Humans need to make sure plenty of salmon can return to the spawning grounds every year.</i></p> <p>Read through "...salmon populations are getting smaller."</p> <p>Add to the chart. <i>I added a few images to our chart. This part says "Dangers to Salmon." We will record what we learn from these two pages in this section. One danger we just read about is overfishing.</i></p> <p>Display the Dangers to Salmon cards for all to see. <i>Which image represents overfishing? How do you know? Let's add it to our chart.</i></p> <p>Read "Fish farms." <i>Another danger to salmon are fish farms. Which image represents fish farms? How do you know?</i></p> <p>Add the image to the chart.</p> <p><i>In this section, the author gives two reasons that fish farms can be dangerous to salmon in their natural habitat. What are the two reasons that fish farms can create problems?</i></p> <p>Support students' comprehension as needed by rereading key text. Record the two reasons on the chart next to the image.</p>
<p>page 29</p>	<p>Read "Dirty waters" and hold up the polluted water image. <i>Here is a picture of polluted water.</i></p> <p>Hold up the clean water image. <i>Here is a picture of clean water. What does it mean to be polluted, and how is this a danger to salmon?</i></p> <p>Harvest children's ideas, then add "polluted water" to the chart.</p> <p>Read "Blocked routes."</p>

	<p><i>I can see that this dam blocks the route that the salmon travel to and from the ocean. It must make it difficult, or maybe even impossible, to reach the spawning grounds.</i></p> <p>Read the caption. <i>Let's add blocked routes to the chart.</i></p>
page 30	<p>Synthesize new information and use text features to support comprehension. <i>We've just added four dangers to salmon: overfishing, fish farms, polluted waters, and blocked routes. I see that this heading says "Helping salmon." Let's read to find out how we can help.</i></p> <p>Read though "...protect salmon and their habitats." <i>The text tells us that a conservation group is a group of people who work to protect animals and their habitats. All around the world people work together to protect different kinds of animals and habitats. Let's add conservation groups to our chart in a new section called "Ways to Help."</i></p> <p>Read "Climbing ladders." <i>This fish ladder looks amazing! Salmon can hop up these steps to get around the dam that was blocking the route! Let's add fish ladders to the chart.</i></p>
page 31	<p>Read "Hatching a plan." Read the caption above the photo. <i>How does a fish hatchery help protect salmon?</i></p> <p>Harvest responses, then add "fish hatcheries" to Ways to Help.</p> <p>Read "How can you help?" <i>What should we add to our chart now?</i></p>
Key Discussion and Activity 5 minutes	<p>Invite children to Think, Pair, Share. <i>What is one reason that salmon are in danger, and how can humans help? Use images from our charts or words from the text to support your ideas.</i></p>
Closing 1 minute	<p><i>After this week you are all experts on salmon! We will keep our charts up in the classroom for you to reference as you work in centers and continue to think about the life cycle of a salmon.</i></p>
Unit Question Chart 3 minutes	<p>Refer to the Unit Question Chart. <i>We have been thinking about this question: How do animals grow and change over time?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: salmon live in fresh</p>

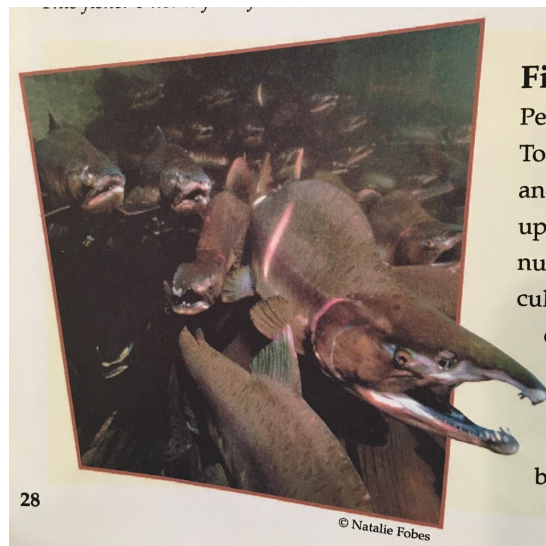
	and salt water at different parts of their life cycle; salmon have to work hard to survive; salmon die right after they lay their eggs.										
Standards	<p>R.10.K With prompting and support, identify the reasons an author or character gives support to points in a text.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>										
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children continue conversations through multiple exchanges? Do they use details from the text to support their thinking? What do children understand about dangers to salmon and ways to help?</p>										
Center Activities	<table border="1"> <tr> <td>Blocks</td> <td>Children build habitats for salmon.</td> </tr> <tr> <td>Dramatization</td> <td>Children create a river.</td> </tr> <tr> <td>Discovery Table</td> <td>Children explore water.</td> </tr> <tr> <td>Science & Engineering</td> <td>Children observe goldfish behavior.</td> </tr> <tr> <td>Writing and Drawing</td> <td>Children create informational books about salmon and their habitats.</td> </tr> </table>	Blocks	Children build habitats for salmon.	Dramatization	Children create a river.	Discovery Table	Children explore water.	Science & Engineering	Children observe goldfish behavior.	Writing and Drawing	Children create informational books about salmon and their habitats.
Blocks	Children build habitats for salmon.										
Dramatization	Children create a river.										
Discovery Table	Children explore water.										
Science & Engineering	Children observe goldfish behavior.										
Writing and Drawing	Children create informational books about salmon and their habitats.										

Notes

Dangers to Salmon cards



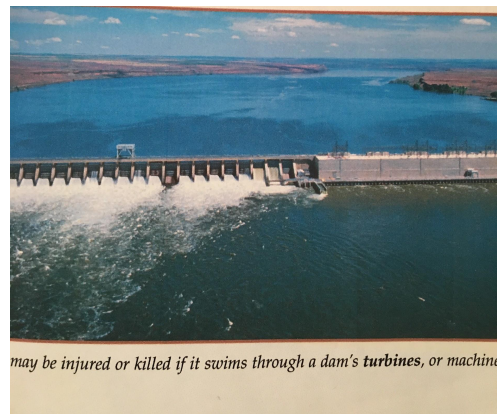
overfishing



fish farms



polluted water



blocked routes

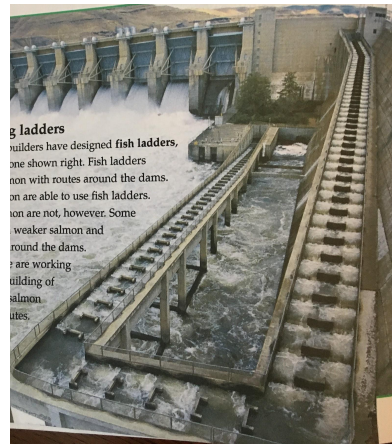
Clean Water image



Ways to Help cards



conservation
groups



g ladders
builders have designed fish ladders,
one shown right. Fish ladders
non with routes around the dams.
on are able to use fish ladders.
ion are not, however. Some
weaker salmon and
round the dams.
are working
uilding of
salmon
utes.

fish ladders

populations.

These men are working at a salmon hatchery



fish hatcheries



clean ups