



WEEK 3 Day 4

**Read Aloud**  
***The Life Cycle of a Salmon***  
 Read 4 of 5, pages 20-27

<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 Objective</b>	I can use key details from illustrations and words to describe the salmon life cycle. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c, K-LS1-1)
<b>Language Objective</b>	I can use vocabulary from the text to describe the salmon life cycle. (L.6.K)
<b>Vocabulary</b>	<p><b>migrate:</b> travel from one place to another</p> <p><b>salmon run:</b> a long journey from the ocean to freshwater to lay eggs</p> <p><b>upstream:</b> against the current of the water</p> <p><b>spawning grounds:</b> the place where salmon begin their lives</p> <p><b>decay:</b> break down; rot</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>● <i>The Life Cycle of a Salmon</i> (part 2) chart, from Day 3</li> <li>● salmon life cycle images, from Day 3, and glue stick</li> </ul>
<b>Opening</b> 1 minute	<p>Introduce the text and set a purpose for the read.</p> <p><i>The salmon life cycle has so many stages! Today we'll learn about the stage when a salmon moves from freshwater to saltwater, preparing for the final stages in its life cycle and to lay its eggs.</i></p>

	<i>Let's continue to use the text features and key details to help us understand how salmon survive on their life cycle journey.</i>
<b>Text and Discussion</b> 12 minutes  pages 20-21	At the word "camouflage," refer to the photograph to support comprehension.  Do not read the section titled "Estuary life," to preserve time for key text.
page 22	<i>What helps salmon grow once they are living in the ocean?</i> Harvest a few responses and prompt children to refer to key details from the words and illustrations.
pages 23	<i>What helps salmon stay safe from predators?</i> Harvest a few responses and prompt children to refer to key details from the words and illustrations.
page 24	<i>This section is called "On the Run." Do you think that the salmon are running? No—of course not!</i> <i>In this case, the word "run" means a journey. Listen to these next sections to find out about this amazing journey. We got to preview this journey when we watched the video.</i>  <i>I notice that in this photograph the salmon bodies look different than they have before. If I look at the illustration on the bottom, I can see that the body has changed again. Let's mark this on our life cycle chart. The salmon is now fully grown—the text and the caption say so.</i> Glue the fully grown salmon to the Life Cycle section of the chart.
page 25	Read through "...they are mature." <i>This is the last stage in the salmon life cycle. Let's add mature salmon to our chart.</i> Glue the mature salmon to the Life Cycle section of the chart.  Read the section titled "Super Swimmers!" and support children to understand why salmon leap against the current.
page 26	<i>Wow, salmon turn so many different colors over their life!</i>  <i>Remember the redd? That is the special gravel nest where the salmon lay their eggs. I can see the eggs and the gravel nest in this photograph.</i> Read the caption.
page 27	Read the caption at the bottom of the page after reading the main text.

	<p><i>Even though the salmon dies, something positive happens. How does the grown salmon dying help the eggs?</i></p> <p>Reread key text as needed to support comprehension and harvest a few responses.</p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p><i>What happens at the end of the salmon’s life cycle? Describe the journey of fully grown and mature salmon using details from the text.</i></p> <p>During the share, record a few ideas next to the images on the Life Cycle section of the chart.</p> <p>If time permits, rewatch the salmon life cycle video from Day 2 to synthesize learning.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>We’ve learned so much about the salmon life cycle and about how hard salmon work to survive in order to finally lay eggs at the end of their life. Tomorrow we will read about dangers to salmon and what we can do to protect these special fish.</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.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.6.K</b> Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</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.</p> <p>To what extent do children use text features and photographs 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?          Do children use vocabulary about salmon when discussing the text?</p>	
<b>Center Activities</b>	<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.

**Notes**