

About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 400

Book Summary

Leap! A Salmon's Story is about a salmon who has a very special, if not popular, talent. When she and her fellow salmon begin their long, tiring journey upstream to lay their eggs, the salmon's special ability helps save the fish from a hungry bear. As a result, the salmon are able to return home to spawn. The salmon life cycle is emphasized. Charming illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Visualize


Objectives

- Visualize to understand text
- Sequence events to gain understanding of the text
- Identify VCe pattern
- Recognize and use pronouns
- Identify and form compound words

Materials

Green text indicates resources available on the website

- Book—*Leap! A Salmon's Story* (copy for each student)
- Chalkboard or dry erase board
- Books that show photos of salmon (optional)
- Visualize, sequence events, pronouns worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **current** (n.), **downstream** (adv.), **predators** (n.), **rapids** (n.), **spawn** (v.), **upstream** (adv.)

Enrichment: **fry** (n.), **mighty** (adj.)

Before Reading

Build Background

- Provide photographs of salmon from a nonfiction children's book or children's encyclopedia. Use the photographs to initiate a discussion about salmon. Ask students if they know what a life cycle is and, if so, to explain the concept.
- Ask students to close their eyes and visualize, or picture in their mind, a salmon swimming in a river, leaping beautifully out of the water. Ask them to share what they see.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify).

Introduce the Reading Strategy: **Visualize**

- Tell students that one strategy readers use to understand what they are reading is to make pictures in their mind as they read. Visualizing, or making mental pictures, helps readers understand and remember what they are reading.
- Model how to visualize.
Think-aloud: Whenever I read a book, I always pause after several pages to create a picture in my mind of what the author is describing. This helps me keep track of the important information, and it also helps me make sure I understand the ideas in the book. I know that good readers do this when they read, so I am going to visualize as I read this book.
- **Check for understanding:** Read page 4 aloud to students and ask them to use the words in the story to visualize. Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized from the text on page 4. Invite students to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students find the bold word *spawn* on page 10. Tell students they can look at the letter the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word.
- Have students look for a clue to the word's meaning in the sentence. Explain that other information in the paragraph or in the picture may also provide information about an unfamiliar word.
- Model how to use the glossary or a dictionary to find a word's meaning. Have a volunteer read the definition for *spawn* in the glossary. Have students follow along on page 10 as you read the sentence in which the word *spawn* is found to confirm the meaning of the word.
- If time allows, preview other vocabulary, such as *predator* and *current*, in a similar fashion before students begin reading.


Set the Purpose

- Have students read the book to learn about the salmon life cycle. Remind them to stop and visualize as they read to help them remember and understand what they're reading.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 9. If students finish early, encourage them to reread and visualize what the author described in the book.

- Model visualizing.
Think-aloud: When I read about the salmon practicing her special leaps in the ocean, I paused to picture in my mind how that would look. I saw a large salmon clearing the water and doing a triple backward flip before splashing back down.
 - Invite students to share pictures they visualized in their mind while reading.
 - **Check for understanding:** Have students read to the end of page 11. Have them visualize the information in the text as they read. Ask students to draw what they visualized about the salmon swimming upstream on their visualize worksheet. Invite them to share what they visualized as they read. Encourage them to add details such as facial expressions to their drawing.
 - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students how visualizing helped them understand and remember what they read. Encourage students to give examples to support their reasoning.
- *Think-aloud: When I read about the salmon tricking the bear, I paused to picture in my mind the salmon leaping out of the current and flipping end over end as the bear watched. I envisioned the other salmon slipping by the bear unnoticed. This helped me to understand what I had read and to remember that part of the book.*
- **Independent practice:** Have students complete their visualize worksheet to show how they used the strategy of visualizing to help them understand and remember what they read.

Teach the Comprehension Skill: Sequence events

- **Discussion:** Discuss the sequence of events involved in the life cycle of a salmon. Review or explain that a life cycle is the sequence of events in the life of a plant or animal, from birth to death. Explain that all living things complete a life cycle and that all living things, large and small, depend on each other. Ask how the bear would survive without fish to eat.
- **Introduce and model:** Review or explain that common sequencing words, such as *first*, *next*, *then*, *after that*, *now*, and *finally*, are used to show the specific order of events in a salmon's life cycle. The author also uses other time-order words in this book to indicate the order of events, such as *at last*, *for a while*, *soon*, *years later*, and *before long*. Point out how these phrases help the reader understand the sequence and time in which the events occur.
- Ask students to turn to page 5. Read through this page together, having students identify the time-order, or sequencing, words they see used in the text (*for a while*, *as she ate*, *then*, *now*). Write their responses on the board under the heading *Time-Order Words*.
- Repeat the process with page 14, having students identify the time-order words they see used (*at last*, *final*, *before long*).
- Point out how the book follows the life cycle of a salmon, beginning with her birth on page 4 and ending with her final task, laying hundreds of eggs, on page 14. Explain that soon after a salmon returns to its home to spawn, its life is over. The old salmon die as the new salmon are born, bringing the salmon life cycle full circle.

- **Check for understanding:** Have students work in pairs to identify the sequence of events in chapter 3, "The Bear." As they share their findings, allow volunteers to write the sequence of events on the board. Discuss the specific order in which these events occurred (the salmon began their journey upstream to spawn; they encountered strong currents, rapids, waterfalls, and predators; they saw a bear at a waterfall; they were in danger; the lovely leaper distracted the bear; the bear watched her perform all of her tricks; the other salmon jumped the waterfall and swam away; the lovely leaper followed). Point out how two events actually occurred at the same time (the bear watching the lovely leaper perform her tricks; the other salmon jumping the waterfall and swimming away).
- **Independent practice:** Have students practice identifying the sequence of events by completing the [sequence events worksheet](#). Discuss their answers aloud when students have finished.
- **Enduring understanding:** In this book, you read about the sequence of a salmon's life cycle. If you stop and think about it, sequences are a part of many things around us. All living creatures have growth stages (or life cycles) that occur in an orderly manner. Sequences are used when cooking, when doing science experiments, and even when getting ready for school (shower first, get dressed, put on shoes). What other examples of sequences can you think of? You may be surprised by how many you come up with!

Build Skills

Phonics: Identify VCe pattern

- Explain that in English, some letters are not pronounced in words, but they still perform a "job" in the word. For these words, spelling must be memorized, and the reader must know the pattern, or the "job" of these letters.
- Write the word *can* on the board, and read it aloud. Ask students what sound the vowel is making (short /a/). Now add an e to the end of the word to form *cane*. Read the word aloud and ask students to identify the vowel sound (long /a/). Explain to students that when an e is added to the end of a consonant-vowel-consonant word, the "job" of the e is to change the sound of the other vowel from short to long. Explain that this is true for all five vowel sounds.
- Repeat the process with several other words, for example, *plan/plane*, *pet/Pete*, *bit/bite*, *not/note*, *cut/cute*, and so on.
- **Check for understanding:** Have students turn to page 5 in their book. Ask them to look for any words on the page that contain a silent final e. (*while*)
- **Independent practice:** Have students make a list of all words they can find in the story that have the silent e at the end. Some they may find include: *like*, *time*, *home* (p. 7), and *hole* (p. 14).
- When students are finished, have them share their list of words. Write the words *ate*, *make*, and *safe* on the board. Ask students to pronounce these words. Now remove the letter e at the end of each word. Ask students if doing this changed the pronunciation. Have students explain how the addition or removal of the letter e changed the sound of the vowel in each word.

Grammar and Mechanics: Pronouns

- Explain or review that a *pronoun* is a word used in place of a noun. Examples of pronouns are: *I*, *he*, *it*, *they*, and *we*.
- Write the following sentence on the board: *The lovely leaper did a double twist!* Ask a volunteer to replace the words *The lovely leaper* with a pronoun. (*She* did a double twist.)
- Ask students to turn to page 12. Write the following sentence from the book on the board: *He watched her flip end over end, and then backward!* Ask students to identify the pronouns (*He*, *her*). Ask which words *He* replaces (*bear*). Ask which words *her* replaces (*the lovely leaper*). Ask a volunteer to repeat the sentence using the bear and the lovely leaper in place of the pronouns *he* and *her*. (*The bear watched the lovely leaper flip end over end, and then backward!*) Write the sentence under the first example.

Lesson Plan *(continued)*

Leap! A Salmon's Story

- Then invite a volunteer to find a sentence with two or more nouns and to write the sentence on the board. Invite a second volunteer to rewrite the sentence, replacing the nouns with the appropriate pronouns. Repeat this activity, changing nouns to pronouns, as time allows.
- Discuss the reason authors use pronouns in place of nouns (to make the writing flow better, to avoid repeating the same words, to make the paragraph sound better, and so on).
- **Check for understanding:** Have students work with a partner to find and list the pronouns in the book. Allow time for pairs to discuss their list.
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). When students have finished, review their answers aloud.

Word Work: **Compound words**

- Tell students that a *compound word* is a word that is made from two words put together. The two words can stand on their own and have their own meaning, but when they are put together, they mean something else. Say: *Super is a word that means "great" or "big," and a market is a place to buy things. A supermarket is a big store where people go to buy many things.*
- Write the following words on the board and read them aloud with students: *base, ball, country, side, back, yard*. Discuss each word's meaning. Select volunteers to draw a line connecting the two words that make a compound word. Then have volunteers write the new compound words (*baseball, countryside, backyard*). Discuss the meaning of each compound word.
- **Check for understanding:** Have students turn to page 7 in the book. Read the last sentence: *They swam downstream and headed for the ocean*. Have students identify the compound word (*downstream*). Ask students to identify the two separate words that make up the compound word (*down* and *stream*). Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (down a stream of water).
- **Independent practice:** Have students turn to page 13 to find a compound word (*waterfall*). Ask students which two words make the compound word (*water* and *fall*) and what the bigger word means (falling water). Repeat the exercise again using the text on page 10. Have students look for two compound words (*upstream* and *waterfalls*).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Persuasive Writing Connection

Provide print and Internet resources for students to learn more about the environmental challenges that species like salmon have. Ask students to write a persuasive piece that focuses on the need to protect the lives of all living things. They may focus on the importance of keeping Earth's environment clean and healthy or on the importance of protecting the homes, or habitats, of all living things.

Visit [Writing A-Z](#) for a lesson and leveled materials on persuasive writing.

Science Connection

Provide print and Internet resources for students to learn more about the web of life and life cycles of living things. Point out that all plants and animals are part of the web of life. Discuss how all living things depend upon each other. Students may choose one animal or plant to research if they like.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the reading strategy of visualizing to better comprehend and remember text in discussion and on a worksheet
- accurately recognize and recall the sequence of events in the salmon life cycle using time-order words during discussion and on a worksheet
- correctly read words with silent final e
- identify and understand the use of pronouns during discussion and on a worksheet
- recognize and form compound words during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**