

### About the Book

Text Type: Nonfiction/Pro-Con    Page Count: 24    Word Count: 2,275

#### Book Summary

Salmon are among the most amazing fish in the world, but they are in danger of extinction. In this book, you will learn what makes salmon unique and what is causing their endangerment, especially in the Pacific Northwest of North America. Is there a way to protect and restore salmon species? Read and find out!

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Use the reading strategy of summarizing to understand text
- Understand and identify cause-and-effect relationships
- Identify and use simple and subordinating conjunctions
- Arrange words in alphabetical order

#### Materials

**Green text** indicates resources available on the website

- Book—*Saving the Salmon* (copy for each student)
- Chalkboard or dry erase board
- 5" x 7" index cards
- Dictionaries
- **Summarize, cause and effect, alphabetical order worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting 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](http://VocabularyA-Z.com).

- **Content words:**

Story critical: **extinct** (adj.), **hatcheries** (n.), **hydroelectric power** (n.), **migrate** (v.), **reservoir** (n.), **spawn** (v.)

Enrichment: **irrigation** (n.), **juveniles** (n.), **native** (adj.), **predators** (n.), **species** (n.), **tributaries** (n.)

### Before Reading

#### Build Background

- Write the word *Salmon* on the board and draw a circle around it. Ask students to share what they know about these fish. Record their responses in bubbles around the topic to create a word web.
- Ask students what questions they have about salmon. Read the title of the book aloud and ask students why salmon might need saving. Record their questions and comments in bubbles on the word web.

## 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 of book, author's name).

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in a section or chapter. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*, or project a copy of the [summarize worksheet](#). Read pages 4 and 5 aloud to students and model summarizing.

**Think-aloud:** *To summarize, I need to decide which information is the most important to remember in a section. To do this, I can consider who and what the section was about, what happened, and when and why it happened. Then I can organize that information into a few sentences. On page 4, I notice this section's title is Introduction, so I will summarize pages 4–5 as introducing me to salmon. Under the Who heading, I will write salmon. Under the What heading, I will write some of the interesting facts from these paragraphs: live in both salt and fresh water; make long migration journeys; many salmon are dying before they spawn. Under the Where heading, I will write Pacific and Atlantic Ocean, U.S. rivers, and specifically, the Columbia River because these are all places where salmon live that were mentioned on these pages. Finally, under the Why heading, I am going to write People have made changes to the rivers because the last paragraph on page 5 says that people are the reason salmon are dying. When I organize all this information, a summary of this section might be: Salmon are unique fish because they live in both fresh and salt water, live in both the Pacific and Atlantic Oceans, and make extremely long migration journeys up rivers to spawn. But many salmon, especially on the Columbia River, are dying because of changes people have made to the river.*

- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Cause and effect**

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen, and the *effect* is what happens because of, or as a result of, the action or event.
- **Think-aloud:** *I know that there are reasons, or causes, for events to happen. When the temperature outside is very cold and it drops to below 32 degrees Fahrenheit (0 degrees Celsius), a puddle of water will freeze. The cause is the temperature dropping; the effect is the puddle freezing.*
- Explain to students that there can be more than one effect from a cause. Project a copy of the top half of the [cause-and-effect worksheet](#) on the board. Write *Temperature drops below 32 degrees* in the Cause box, and *Puddles freeze* in the top Effect box. Ask students what else can happen when the temperature drops below 32 degrees Fahrenheit. Record appropriate responses.
- Tell students that they will be looking for cause-and-effect relationships as they read the book.

### Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photos and illustrations. Reinforce the vocabulary words they will encounter in the text.
- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. Read aloud the first paragraph on page 7 and ask students to infer what the word *extinct* might mean (for example, something that dies off).

## Lesson Plan *(continued)*

## Saving the Salmon

- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words from the book and their definitions. Model how students can use the glossary to locate a word's meaning. Have a volunteer read the definition for *extinct* in the glossary. Compare the glossary definition with the sentence that contains it on page 7.
- Have students locate other content vocabulary words in the glossary and text (for example, *spawn* and *hydroelectric power*). Read and discuss their definitions as a class.

### Set the Purpose


- Have students read to find out more about salmon. Remind them to stop after each section to summarize what they've read.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish early to go back and reread.
- Model summarizing important information in the book.  
*Think-aloud: I made sure to stop reading at the end of page 7 to summarize what I'd read so far. First, I thought about the information that answered the questions Who, What, When, Where, and Why. Then, in my mind, I organized the important information into a few sentences. In this section, I read that the Columbia River is the biggest river flowing into the Pacific Ocean. I also read that six species of salmon used to live in the river, but one species, the pink, is now extinct. In the 1850s, salmon were so thick that legend said you could walk across their backs. Now, only a fraction of the population remains.*
- Invite students to assist you in filling in this information in the chart on the board. Have them decide which facts go in the various boxes of the chart. Point out that sometimes not all of the questions (*who, what, when, where, and why*) are answered in every section.
- Create a summary with students for this page, on the basis of the information in the chart.  
*(The Columbia River is the biggest river flowing into the Pacific Ocean, and it used to be home to six species of salmon. One species, the pink, is now extinct. Salmon were so plentiful in the river that it was said you could walk across their backs. Now only a fraction of salmon return to spawn each year.)*
- Have students read pages 8 and 9. Create or project a copy of the bottom half of the cause-and-effect worksheet on the board. Explain to students that sometimes there can be multiple causes that lead to one major effect. Write *White settlers hurt salmon habitat* in the *Effect* box. Ask students to use the text on pages 8 and 9 to identify the causes of this effect (*Removed logs from river; choked and destroyed salmon spawning beds by logging; pesticides and fertilizers polluted water; overfishing*). Write this information in the three *Cause* boxes.
- **Check for understanding:** Have students read to the end of page 12. When they have finished reading page 12, assign student pairs to identify the important information on either page 10, 11, or 12. Give each pair a copy of the summarize worksheet to record the *Who, What, When, Where, and Why* of their assigned page.
- Have pairs work together to create a summary of their page on the back of the summarize worksheet.
- Have students re-read the text box at the bottom of page 10. Ask them to assist you in determining which of the cause-and-effect graphic organizers would better represent the information in the text box (the one on the top half of the worksheet, which shows one *Cause* and multiple *Effects*.) Next, ask students to help you to fill out the graphic organizer to represent the decline of salmon species. (*Cause: Humans; Effects: destroyed salmon's habitat; over-harvested salmon; built hydroelectric dams.*)

- Have students read the remainder of the book. Encourage them to stop after each section and think about the *Who*, *What*, *When*, *Where*, and *Why* of the information they are reading. Remind them to continue thinking about cause-and-effect relationships as they read.

 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

- Divide students into small groups. Assign each group one of the following sections from the book: *Spending to Help Salmon*, *What's So Great About Dams?* or *Taking Down Dams*. Have each group discuss the important information. Have them use the information to write a group summary of the section, making sure to include the *Who*, *What*, *When*, *Where*, and *Why*.
- **Independent practice:** Distribute the summarize worksheet to students, and have them complete it on their own using the final section of the book, "What Does 'Endangered' Get You?" Invite volunteers to read their summary if time allows.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know that I will remember more about the problems salmon have because I summarized as I read the book.*

## Reflect on the Comprehension Skill

- **Discussion:** Distribute a copy of the cause-and-effect worksheet to students. Review with them that sometimes cause-and-effect relationships can be complex because some of the effects can be positive, while others can be negative. Explain that using different graphic organizers can help them understand the effects.
- **Independent practice:** Have students reread pages 16–18. Ask them to use their cause-and-effect worksheet to organize the effects of building dams on the Columbia River. Ask students to identify which graphic organizer they should use (one cause, multiple effects). If time allows, have them share their findings.
- **Enduring understanding:** In this book, you learned about the complex problem salmon face on the Columbia River, particularly the problems created by dams on the river. Now that you know this, do you think the benefits to humans should outweigh the preservation of species?

## Build Skills

### Grammar and Mechanics: Conjunctions

- Review or explain that a *conjunction* is a word that links together and relates two parts of a sentence. Examples of simple conjunctions are: *and*, *but*, *or*, *because*, *when*, *for*, *so*, *if*, and *yet*. Discuss how authors often combine sentences with a conjunction to make their writing more fluent and interesting as well as to vary the length of their sentences.
- Ask students to turn to page 6. Write the following sentence from the book on the board: *It begins in the Canadian Rockies of British Columbia, and its tributaries come from as far east as Yellowstone National Park.* Explain that the conjunction *and* connects the two independent clauses. When there are two independent clauses being joined together by a conjunction, there is almost always a comma before the conjunction.
- Explain that some conjunctions join an independent clause and a dependent clause (a phrase that cannot stand alone as its own sentence). These are called *subordinating conjunctions*. Some examples of subordinating conjunctions are: *after*, *although*, *if*, *because*, *when*, *as soon as*, and *until*. Subordinating conjunctions usually appear at the beginning of a sentence.

- Have students turn to page 8. Read aloud the last sentence in the first paragraph, *As soon as the settlers arrived, they began to change the salmon's habitat, always in ways that hurt salmon.* Point out the subordinating conjunction *As soon as* in the dependent clause. Discuss how this conjunction has joined together the two clauses.
- **Check for understanding:** Have students turn to page 9. Ask them to find the three examples of the conjunction *and* in the first paragraph. Discuss how this simple conjunction is used to join phrases. Next, ask students to identify a sentence in the second paragraph that uses a subordinating conjunction to join a dependent and independent clause (the second sentence: *When a type of fish is taken so often and in such great numbers that there aren't many left, that fish can go extinct.*).
- **Independent practice:** Assign student pairs a page from the book. Ask them to identify and circle any sentences that use a conjunction to join together phrases or clauses. If time allows, share and discuss whether the conjunctions are simple or subordinating.

## Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *migrate* and *tributaries* on the board. Have a volunteer explain which word would appear first in alphabetical order (*migrate*) and why (because *m* comes before *t* in the alphabet).
- Write the words *spawn* and *salmon* on the board. Point out that the words begin with the same letter (*s*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*salmon*, because the second letter in *salmon*, *a*, comes before the second letter in *spawn*, *p*).
- Write the words *spawn* and *species* on the board. Have a volunteer explain which word would appear first in alphabetical order (*species*) and why.
- **Check for understanding:** Write the words *protect* and *protection* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers aloud after they are finished.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 orally summarize each section of the book to someone at home.

## Extend the Reading

### Informational Writing Connection

Provide student pairs with additional print and Internet resources to further research the Endangered Species Act that Congress passed in 1973. Assign each pair one animal that the act helped to save (for example, the grizzly bear, the gray wolf). Have them create a 5" x 7" card with important facts, such as the species' natural habitat, how it became endangered, how the Endangered Species Act helped it, and so on. Ask student pairs to present their fact cards along with a map, if possible.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational report writing.

### Social Studies Connection

Review the arguments on pages 19–20 about tearing down the dams along the Columbia River. Allow students, in pairs or small groups, to research the efforts being made to either tear down or preserve the dams. Create a two-column chart on the board and label the columns *Pro* and *Con*. Ask students to form an opinion about whether the dams should stay or be torn down, on the basis of the costs and benefits to both humans and salmon. Facilitate a debate if time allows.

### 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:**

- consistently use the strategy of summarizing to comprehend the text during discussion and on a worksheet
- accurately identify cause-and-effect relationships in the text during discussion, and on a worksheet
- accurately recognize and use conjunctions during discussion
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

### Comprehension Checks

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