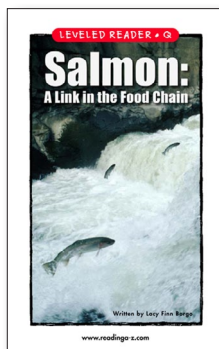


## Lesson Plan

## Salmon: A Link in the Food Chain



### About the Book

Text Type: Nonfiction Page Count: 20 Word Count: 968

#### Book Summary

Whether or not readers have ever gone fishing, they will be “hooked” by the interesting information in *Salmon: A Link in the Food Chain*. Using salmon as a way to show the interconnectedness of the food web, the author explains how a tiny salmon egg needs food and later, as an adult, becomes food. The theme throughout the book is the delicate balance of nature and the need for maintaining it. Photographs provide visuals of unfamiliar concepts and vocabulary.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Summarize
- Sequence information in nonfiction text
- Identify irregular plural nouns
- Recognize and use content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Salmon: A Link in the Food Chain* (copy for each student)
- Chalkboard or dry erase board
- Sequence, content vocabulary 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

- Content words: *alevins, brackish, estuary, fertilize, food chain, fry, interconnected, plankton, smolts, spawn*

### Before Reading

#### Build Background

- Discuss fish. Ask students to tell what kinds of fish they have seen and where. Ask if they have ever caught a fish. Ask students what they think fish eat. Ask students what animals, other than people, eat fish.

#### Preview the Book

##### Introduce the Reading Strategy: Summarize

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Direct students to the table of contents. Remind students that the table of contents provides an overview of the book. Ask students what they expect to find out about salmon in each section.

## Lesson Plan *(continued)*

## Salmon: A Link in the Food Chain

- Have students preview the rest of the book, looking at photos and captions. Point out the box titled "Do You Know?" on page 13 and tell students that this provides additional information about salmon.
- Show students the glossary and the index, and explain the purpose of each.
- Tell students that you want them to summarize the most important information as they read. Explain that stopping to think about the important information in the book and mentally putting it into their own words will help them understand and remember what they read. Model summarizing.

**Think-aloud:** *One way to better understand what I read is to summarize key points as I read. I can underline the words and phrases that I think are the most important in each section. This helps me make a mental summary of the information.*

### 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 or other word endings. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. For example, have students find the bold word *interconnected* on page 6. Ask students to identify the base word (*connect*) and to explain what it means (to join together). Tell students that adding the prefix *inter-* changes the word's meaning. Explain that the prefix *inter-* means between, so the unfamiliar word means a connection between things. Have students follow along as you reword the sentence. Have students confirm the meaning by looking in the glossary.
- Remind students that they should check whether words make sense by rereading the sentence.

### Set the Purpose

- Have students mentally summarize the important information in each section as they learn about the role of salmon in the food chain.

## During Reading


### Student Reading

 **Guide the reading:** Have students read to the end of page 6. Tell them to look for the most important ideas in the first section. Have them underline important words or phrases in the book. If they finish before everyone else, they should go back and reread.

- When they have finished reading, have students tell a partner the most important information in the section. Then have students list the important details while you write them on the board. Model how to use the details to make an oral summary of the pages.

**Think-aloud:** *I can use these main points to make a summary of the information in the first section: Salmon are part of the food web. Salmon eat plankton and insects, and salmon are eaten by bears, birds, and people. Salmon migrate from where they are born to the ocean and then back again to lay their eggs. I'll pause and think about this for a couple of minutes before I read the next section.*

- Tell students to read the remainder of the book, looking for important information and mentally summarizing what they read in each section.

 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

- Reinforce how mentally summarizing the important information they found in each section keeps them actively engaged in what they are reading and helps them understand and remember what they have read.


### Teach the Comprehension Skill: **Sequence**

- **Introduce and model:** Review or explain that knowing the order in which the events happen in a story is important to understanding what happens. Ask students to think of a recent story they've read in which the events happened in a certain order. If necessary, prompt with a familiar story, such as *Cinderella* or *The Princess and the Pea*.
- Explain that the sequence of information in this book is important to understanding the life cycle of the salmon. Explain that the reader can look for signal words such as *today*, *then*, *first*, and *after*, or time clues, such as dates, that can help them understand the order of the events.
- **Check for understanding:** Tell students the first event that happens in the life of salmon and write it on the board. Have students tell the next event that occurs and add it to the board.
- **Discussion:** Ask what the author's purpose was for writing the book. Have students tell two things that can prevent salmon from reproducing (dirty, warm water). Have students tell how water becomes polluted. Ask them what they think would happen to the other organisms in the food web if salmon were no longer around.
- **Independent practice:** Give students the [sequence worksheet](#). Explain that a flowchart is a way to show events in the order in which they happened. Show students where to put the first event on the chart. Have students complete the worksheet. Discuss their responses.

### **Build Skills**

#### **Grammar and Mechanics: Irregular plural nouns**

- Review or explain that a *singular noun* names one *person, place, or thing*. Ask students to provide the plural form for each of the following nouns: *bear, bird, eagle*.
- Write the noun *salmon* on the board. Tell students that the plural of this noun is irregular and that it is not formed the way most plural nouns are (by adding -s, -es, or changing the y to an i and adding -es.) Explain that the plural of this word is the same as the singular form.  
*one salmon = salmon*  
*more than one salmon = salmon*
- Write the following nouns on the board: *moose, police, deer, sheep*. Have students tell the plural form of each. Reinforce that these are also irregular plural nouns that do not change form. Tell students that saying the noun aloud will help them determine if its plural form is regular or irregular. Have them add -s to each word above to hear how it sounds. Remind students that if they are unsure about how to form the plural of a noun, they can look in the dictionary.
- Direct students to the first sentence on page 5. Read the sentence with students. Ask if *salmon* and *fish* are singular or plural in the sentence (plural). Ask how they can tell (the verb is plural). Read the fourth sentence with students. Ask if *salmon* in this sentence is singular or plural (singular). Ask how they can tell (the verb is singular).

 Have students go through a page or section in the book to find the word *salmon*. Tell them to underline the word and write *S* if the word is singular and *P* if it is plural. Monitor students' understanding. Check their responses.

#### **Word Work: Content Vocabulary**

- Explain that nonfiction texts use vocabulary that is important to the content. Have students work in pairs to find vocabulary that deals with the topic of salmon and the food web. Have students share the words they find. Provide opportunities for students to talk about difficult words, such as *spawn* and *estuary*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Have students complete the [content vocabulary worksheet](#).

## **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.

## **Extend the Reading**

### **Writing Connection**

Have students work with a partner to write a story about a salmon that gets lost. Have them include information such as where the salmon takes the wrong turn, what happens while it is lost, if anyone or any animal helps it, and how or if it finds its way home. Tell students to illustrate their stories and have them share with the group. Bind in a class book titled “Fish Stories” and place on the classroom bookshelf.

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

### **Science and Art Connection**

Divide students into six groups: eggs, alevins, fry, smolts, adults, and spawners. Provide large pieces of butcher-block paper and have each group illustrate the salmon at the stage they have been assigned. Have them label the stage and write a short summary. Have students determine the correct order in which the posters should be displayed.

### **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 strategy of summarization to understand informational text
- identify sequence in nonfiction text
- identify irregular plural nouns
- understand and use content vocabulary

### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)