

Lesson Plan

Advanced Fluent
reading stage
Level S



The Salmon Stream presents a case study of two species of animals, brown bears and salmon, in the one habitat – a salmon stream. It describes how they benefit each other and the habitat in which they live.

Informative text types:
Argument/Explanation/Report

Science Curriculum links

Australia

- **BS (ACSSU43)** Structural features and adaptations of living things assist their survival
- **SS01.2** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing

New Zealand

- **LW:** The interdependence of living things in an ecosystem
- **LW:** The key structural features and functions involved in the life processes of plants and animals

Key concepts

- An ecosystem is a whole community of living things that depend on each other for survival
- Tourism needs to be managed to lessen the human impact on wilderness areas

Content vocabulary

adapted, camouflaged, current, defecate, ecosystem, embryo, environmentalist, fertilises, fry, generation, hibernating, incubation, mature, migrate, nitrogen, nutrients, plankton, predators, rapids, reproduce, salmon runs, solitary, spawning grounds, species, urinate

Text features

- Labelled diagrams, map, poster, time lines, table, sidebars, glossary

Reading strategy

- Synthesising information from written and visual text

First reading session

Getting started

Introducing the book

Give each student a copy of the book *The Salmon Stream*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about salmon. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about the life cycles of the brown bear and the Pacific salmon?* Have students talk with a partner and record words on sticky notes. Say: *When you are finished, post the words on our group chart.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *This book has a number of charts, maps, and tables. Browse through the book with a partner and identify some of these graphic devices. Ask students to name some of the graphic devices they noticed. Say: As you read, it's important to combine the information in the text with the information you get from graphic devices. This allows you to fully understand the information in the book.*

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourselves. Use sticky notes to mark the places where the author has used graphics. Have the students discuss their thinking about the effectiveness of the graphics with their partner, and then have a group discussion. Ask: What is amazing about the Pacific salmon? How did the author make the information clear for the reader? Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to ask students to either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 2 and 3 independently. Say: *As you read, use the same process we used with the introduction and chapter 1. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the information in the graphics and the information in the text. How does each type of information support the other?*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about the journey that Pacific salmon make? Share your ideas with a partner.* Have the students read chapter 2 to themselves. Review what the students have read. Ask: *Why is there a chapter about the brown bear in a book about salmon? What new information do you have about salmon?*

Invite the students to talk about their understandings. Have the students read chapters 3 and 4 to themselves. Ask: *What is the Pacific salmon's relationship with the brown bear?* Say: *Now add your thinking about the graphic devices the author used to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *Why did the author include a range of graphic devices in this book? How did they help you understand the ideas in the book?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What is the most difficult and dangerous part of the salmon's journey? Why? How are the life cycles of the Pacific salmon and the brown bear similar? What are the main differences? Why do salmon and bears need each other? (Inferential)

After reading this book, what do you think the term "interdependence" means? What are some of the key concepts about interdependence addressed by this book? What things need to be considered before people can visit salmon streams? (Synthesising)

Why did the author include graphic devices in this book? Did these devices improve the book? In what ways? What other animals could a similar book be based on? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students write questions and answers for a mock interview between a television presenter and an environmentalist who wants to stop tourists visiting salmon streams. Students practice the interview in parts and then present to the class.

Vocabulary

Have students make an illustrated glossary that explains the different stages and events in the life of a salmon. Provide students with words to use in their glossary (e.g. adult salmon, alevins, eggs, fry, redds, smolts, spawn) or they could choose their own.

Visual literacy

Have students create a poster advertising a wilderness experience at a salmon stream. Say: *On your poster include reasons why this would be a great experience. Think carefully about the images and wording you use.*

Writing

Have the students write about their opinion, using the prompt: *People should not visit wilderness places.* Provide the students with a template detailing how to plan and write an argument.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____

 **Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams

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Say: *Do you agree or disagree with this statement?* Encourage the students to talk about their ideas with a partner, then write an argument supporting their position. Say: *You will need to research other wilderness places to find out about the impact, if any, of tourists on these places. Use this information in your argument.*

Alternatively, the students could choose to write a discussion paper where they argue the pros and cons of this statement.

Graphic Organiser: More than words ...

Name/s: _____

Find examples of different graphic devices in the book (labelled diagrams, maps, tables etc.). Record each type and the page it is on. Record information found in the text and information in the graphic.

Graphic device	What did you learn from the text? Write one or two points	What new or different information did you learn from the graphic? Write one or two points
Type of graphic: _____ _____ _____ Page		
Type of graphic: _____ _____ _____ Page		
Type of graphic: _____ _____ _____ Page		
Type of graphic: _____ _____ _____ Page		

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