

**Book Title:** *Life Cycle of a Salmon*

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**Annotation:**

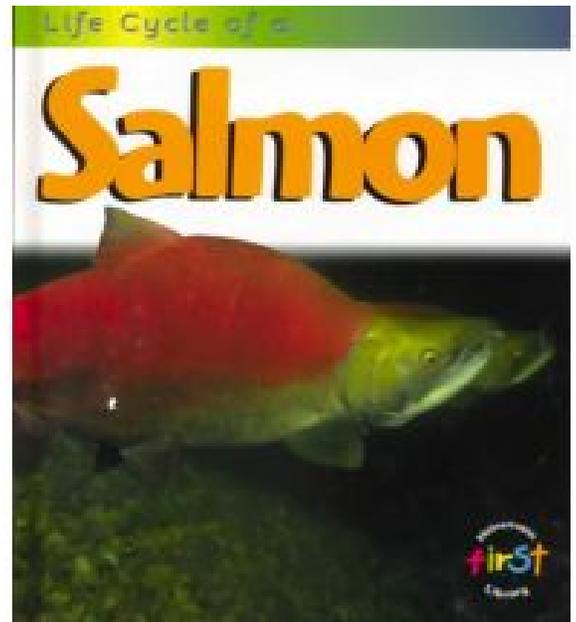
Salmon takes the reader through the six year life cycle of a salmon. Each page contains vivid photographs as well as a pictorial time line. A glossary, index and additional books to read section provides guided reading lesson ideas for non-fiction reading.

**Could be part of a Text Set on animal life cycles**

**Could be part of a text set on Salmon**

**Projects, Ideas and Activities:**

1. Read once for enjoyment.
2. Read again, pointing out the different ways the reader can get information from the page (text boxes, text section, photograph, timeline etc).
3. Do different writing projects based on these ways of sharing information. Examples include:
  - a. Take photographs of a class pet or other animal. Have each student take a different picture, and write below it—as well as highlighting something specific in a text box.
  - b. Have 2 students work together to make a life cycle time pictorial time line for their favorite animal
  - c. Write a class book on why animals might be considered “unusual”
  - d. Make the same book on the fish that your community catches.
  - e. Write a class book on the life cycle of an animal that lives close to your community.
4. Salmon are special to the Haida People of the Pacific West coast. Find out if there are any stories told about the salmon.
5. Read other books, or information downloaded from the internet about salmon.
6. Compare the information provided on salmon in multiple texts. Identify the content features that make each effective.
7. Eat some salmon! Compare it to fish from your community.



## Life Cycle of a Salmon - Curricular Links

### Science:

- ✚ Grade 1: Topic E: Needs of Plants and Animals
- ✚ Grade 3: Topic E: Animal Life Cycles

### Social Studies 1.1 My World: Home, School Community

- ✚ 1.1.1 Value self and others as unique individuals in relation to their world.
- ✚ 1.1.2 Value the groups and communities to which they belong.

### Social Studies 2.1 Canada's Dynamic Communities

- ✚ 2.1.1 Appreciate the physical and human geography of the communities studied.
- ✚ 2.1.7 Investigate the physical geography of an Inuit, Acadian and a prairie community.

### English Language Arts

#### 3.1 Plan and Focus

- ✚ (K) Make statements about topics under discussion.
- ✚ (2) Relate personal knowledge to ideas and information in oral, print and other media texts.
- ✚ (4) Use organizational pattern of expository texts to understand ideas and information.

#### 3.4 Organize, Record and Evaluate

- ✚ (1) List related ideas and information on a topic, and make statements to accompany pictures.
- ✚ (3) Draft ideas and information into short paragraphs with topic and supporting sentences.

#### 3.4 Share and Review

- ✚ (1) Talk about information-gathering experiences by describing what was interesting, valuable or helpful.
- ✚ (3) Organize and share ideas and information on topics to engage familiar audiences.

#### 3.4 Respect others and Strengthen Community

- ✚ (1) Share personal experience and family traditions related to oral, print and other media texts.
- ✚ (3) Retell, paraphrase or explain ideas in oral, print and other media texts.