

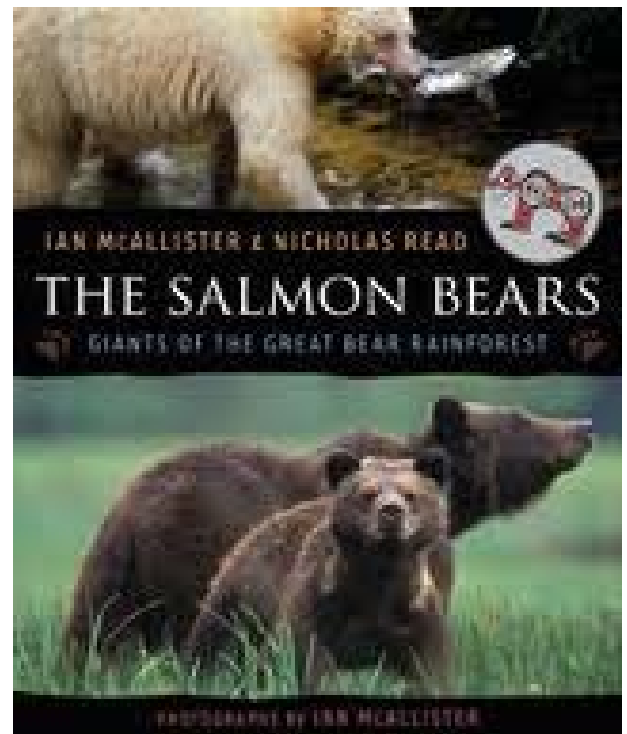
**Book Title:** *The Salmon Bears*

**Authors:** Ian McAllister & Nicholas Read **Photographer:** Ian McAllister

**Annotation:** Stunning photographs add to the rich text in this book about the Great Bear Rainforest of British Columbia. This book is included because of the special place bears have in both the life cycle of the salmon, and many First Nations stories. **Text sets** could be made on the topics of: bears, salmon and to accompany the grade six science unit on trees and forests.

**Projects, Ideas and Activities:**

1. Read chapters of the book out loud so that the students become used to nonfiction text. Discuss how it is different from fiction. Select sentences that paint pictures in our minds.
2. Google the authors. What is it about their background that adds credibility to their work?
3. Invite hunters and trappers from your community to share their knowledge about the living things mentioned in the book (and others!)
4. Unpack how the book is organized. Do a class research project on an animal from your community, with different students taking different chapters of the research. You will need to do a series of lessons on;
  - a. Descriptive writing (see p 55—“swift and merciless river”)
  - b. Layout of a page
  - c. Textual features for nonfiction: photographs, side bars, captions etc.
  - d. Self -evaluation of research process
5. Turn the writing project into a digital project.
6. Examine how bears have been represented in literature (Goldilocks and the Three bears, Gentle Ben, Berenstein bears, Paddington Bear, Winnie the Pooh, Yogi Bear etc)
7. Rewrite a bear story to be more realistic!
8. Page 33 talks about the way certain trees are like a “hotel registry.” What does this mean? What other animals mark their territory?
9. Surprisingly, bears stay away from wolves. Find out why!
10. Read other books on Bears and develop a class tool on the usefulness of print and other media texts.



## The Salmon Bears-Curricular Links

### Science: Grade One

- ✚ Topic B: Seasonal Changes and Topic E: Needs of Plants and Animals

### Science: Grade Two

- ✚ Topic A: Exploring Liquids and Topic E: Small Crawling and Flying Animals

### Science: Grade Three

- ✚ Topic E: Animal Life Cycles

### Science: Grade Four

- ✚ Topic E: Plant Growth and Changes

### Science: Grade Six

- ✚ Topic E: Trees and Forests

### Science: Grade Seven

- ✚ Ecosystems and Unit B: Plants for Food and Fibre

**Unit A:** Interactions and

### Science: Grade Eight

- ✚ Saltwater Systems

**Unit :** Freshwater and

## English Language Arts

### 3.2 Select and Process

- ✚ (5-8) Locate or obtain information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs,.
- ✚ (5-8) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.
- ✚ (5-8) Determine usefulness and relevance of information for research purpose and focus.
- ✚ (7) Distinguish between fact and opinion, and follow the development of argument and opinion.
- ✚ (8) Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations.

### 3.3 Organize, Record and Evaluate

- ✚ (5-8) Organize ideas and information using a variety of strategies and techniques...
- ✚ (6-8) Make notes on a topic, combining information from more than one source...

### 3.4 Share and Review

- ✚ (6) Establish goals for enhancing research skills.
- ✚ (8) Assess the research process and consider alternative ways of achieving research goals.

### 4.1 Enhance and Improve

- ✚ (5) Develop criteria for evaluating the effectiveness of oral, print and other media texts.
- ✚ (6) Revise to provide focus, expand relevant ideas and eliminate unnecessary information.
- ✚ (8) Share draft oral, print and other media texts in a way that will elicit useful feedback.
- ✚ (8) Revise to enhance sentence variety, word choice and appropriate tone.
- ✚ (8) Use paragraph structures to demonstrate unity and coherence.

