

Salmon Stories

Based on the Washington quarter reverse



OBJECTIVES

Students will understand author's purpose. Students will understand sequence of events. Students will understand audience and the writing process.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of the "Washington Quarter Reverse" page
- 1 class map of the United States
- Locate copies of texts that provide information about salmon, such as:
 - *Salmon (Nature Watch)* by Ron Hirschi
 - *The Salmon (Life Cycles)* by Sabrina Crewe
 - *Discovering Salmon* by Nancy Field
 - *Salmon* by Sylvia M. James
- Copies of the "Salmon Stories Planning Sheet" worksheet
- Chart paper
- Markers
- Glue
- Scissors
- Construction paper



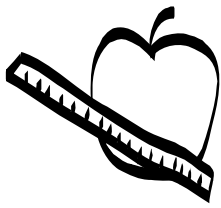
PREPARATIONS

- Make copies of the "Salmon Stories Planning Sheet" worksheet (1 per student)
- Make an overhead transparency of the "Washington Quarter Reverse" page.
- Locate copies of texts that provide information about salmon and their life cycles (see examples under "Materials").
- Bookmark Internet sites about salmon.
- Arrange to use the computer lab for one session.



GROUPINGS

- Whole group
- Pairs
- Individual work

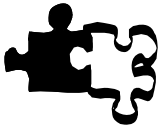


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CLASS TIME

Five 45- to 60-minute sessions



CONNECTIONS

- Language Arts
- Science



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Author's purpose



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

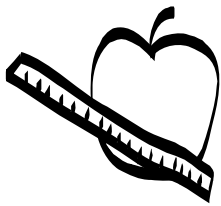
- Creative writing
- Natural resources
- Writing process
- Narrative writing
- Point of view
- Life cycle



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Display the “Washington Quarter Reverse” overhead transparency. Locate Washington on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the design on this coin’s reverse. Tell the students that the back of the coin is also called the reverse, and “obverse” is another name for the front of a coin. Have the students identify the words and images in this coin design, including Mount Rainier, salmon, evergreens and the words “The Evergreen State.”
3. As a class, discuss the images on the coin. Tell the students they represent important symbols of the state of Washington. Ask the students why they think that the images might be important to Washington, and accept all responses.

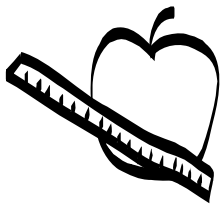


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4. Explain to the students that Washington is called “The Evergreen State” because of its many forests. Show them the date at the top of the coin and tell them that is the year that Washington became a state and it is the only state to be named after a president.
5. Tell the students the images represent important symbols of natural resources (things found in nature that are useful to people) in the state of Washington. Ask the students why they think the images might be important to Washington, and record responses on chart paper.
6. Create a K-W-L chart and have the students share all the things they know about salmon. Record their answers in the “K” section of the chart. Ask the students what they want to learn and record answers in the “W” section of the chart. Discuss with the students the importance of knowing what the purpose of the writing is.
7. Tell the students they will be reading to gather information about salmon. They will use the facts to create a narrative writing piece of their own, applying the facts about the salmon.
8. Tell the students that they will also be focusing on the author’s purpose (the author’s reason for writing). The authors’ purpose can be to inform or explain something or to entertain. Many times the information read in a textbook is to inform the reader. Ask the students to think of other examples of writing whose purposes are to inform or to explain.
9. Remind the students that writing can also be to entertain. Have the students give examples of writing that entertains a reader. The purpose of some writing can be to both inform and entertain.
10. Tell the students that they will look first at writing whose purpose is to inform. Tell the students they will be gathering information.
11. Distribute a piece of writing paper to each student. Tell the students they will be using the paper to record facts about salmon. Tell the students to be sure to include information about the species, ecosystems, natural resources, and life history.
12. Allow the students to use resources available in the classroom to begin their fact gathering.
13. Collect the students’ writing papers.

Sessions 2 and 3

1. Review the information from the previous session.
2. Distribute the students’ writing papers from the previous session and take the students to the computer lab.
3. Allow the students sufficient time to do their research. As a class, discuss the information the students found. Add any new information to the “L” section of the K-W-L chart from the previous session.
4. Return to the classroom and ask the students to arrange their information about the salmon in categories such as diet, habitat, and life cycle. If necessary, cut their strips of informa-



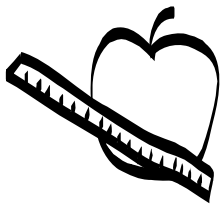
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tion apart to arrange them in a logical order for writing. Explain that they will glue them on construction paper for their writing in a later session. Have the students share and explain their salmon sentences to a partner.

5. As a class, discuss the key pieces of information gathered about the salmon. On a piece of chart paper, create a chart and list headings for each section (“species,” “ecosystems” and “life history,” and “natural resource”) and record student responses. Complete the “L” section of the K-W-L chart from Session 2.
6. Have the students think about the type of writing from which they’re gathering the factual information. Ask the students what the authors’ purpose was and the student responses should be “writing to inform.”
7. Collect the students’ writing papers

Sessions 4 and 5

1. Display the chart paper and review the material covered in the previous sessions. Distribute the writing papers from the previous session and a “Salmon Stories Planning Sheet” worksheet to the students.
2. Tell the students that they will be using the information they gathered about the salmon and applying it to a writing piece of their own. They will be writing a creative piece (narrative) from the point of view of the salmon describing its life in the waters near the state of Washington.
3. Ask the students what the author’s purpose of their salmon stories would be. The students should respond “writing to entertain.” Remind the students they are writing to entertain, but the information is applied from the research they completed in Session 2, so they also need to write to inform.
4. Allow the students to work in pairs to generate possible ideas for their writing piece.
5. Tell the students they will be writing a three- to five-paragraph essay describing the life of a salmon living in the state of Washington from the perspective of the salmon. Have the students complete their “Salmon Stories Planning Sheet” before writing their drafts.
6. Have the students use the writing process to create their writing about the salmon.
7. Direct the students to begin writing their outline and rough draft of their essay.
8. Allow the students sufficient time to complete their essay using the writing and editing process.
9. Have the students share their writing in small groups.
10. Collect the students’ worksheets and writing.



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ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate students' worksheets and writing for integration of information.



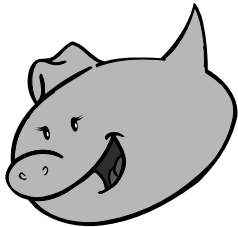
ENRICHMENTS/EXTENSIONS

- Add other theme-related books about the salmon to the class library.
- Have students research another animal important to the state of Washington and create a brochure telling others about it.
- Have students create a poem or a song to tell about the natural resources found in the state of Washington.



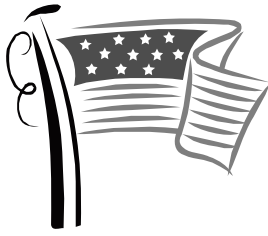
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners to complete their research outlines.
- Allow students to dictate their essay to a scribe.



CONNECTION TO WWW.USMINT.GOV/KIDS

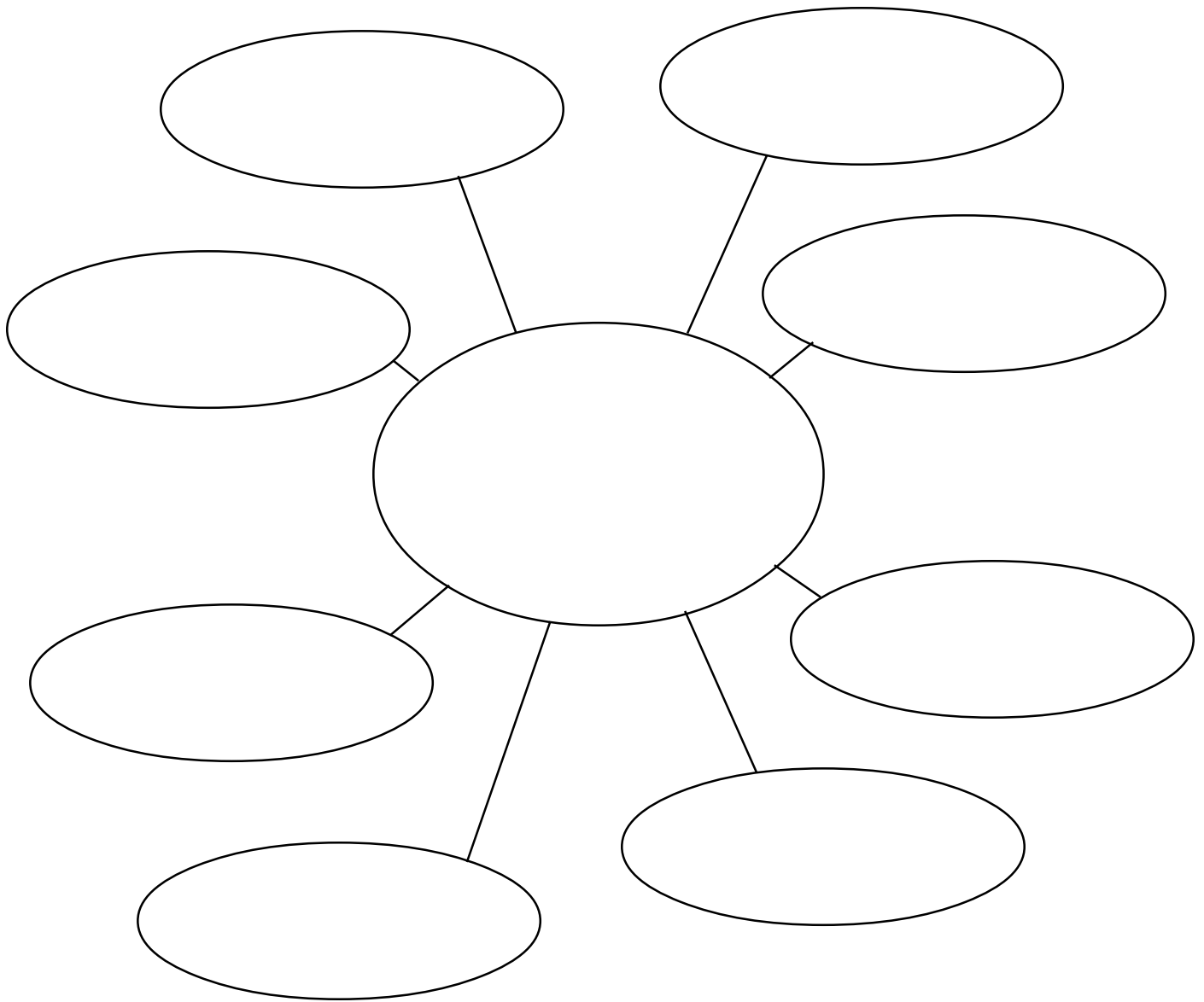
- Have students read more about natural resources by visiting the March 2005 Coin of the Month page and learn more about John Muir at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/02.cfm>.
- Have students learn more about other animals by visiting the November 2003 Coin of the Month page and the accompanying Teacher Feature at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2003/11.cfm>

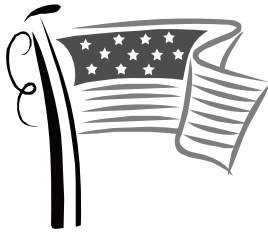


Name _____

Salmon Stories Planning Sheet

Directions: Use the information gathered about salmon and apply it to a narrative writing piece. Write from the perspective of the salmon describing its diet, habitat, life cycle, and so on, and write to entertain as well as inform.





Washington Quarter Reverse

