

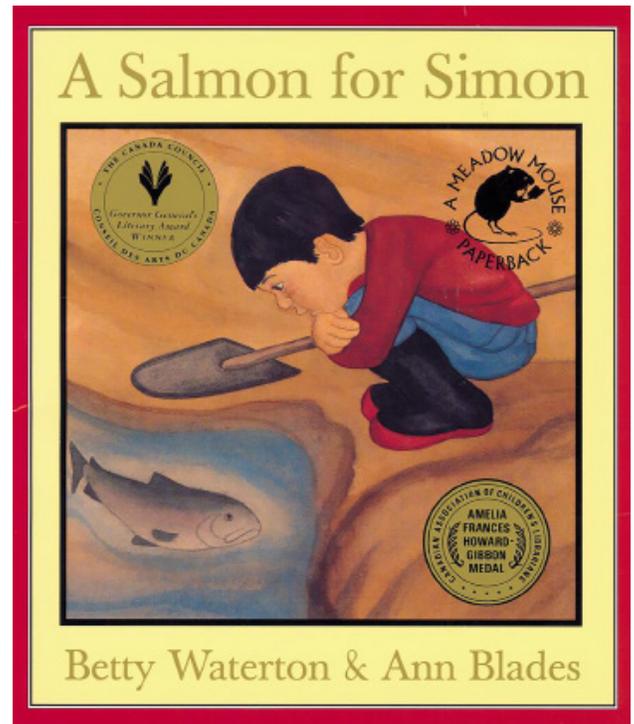
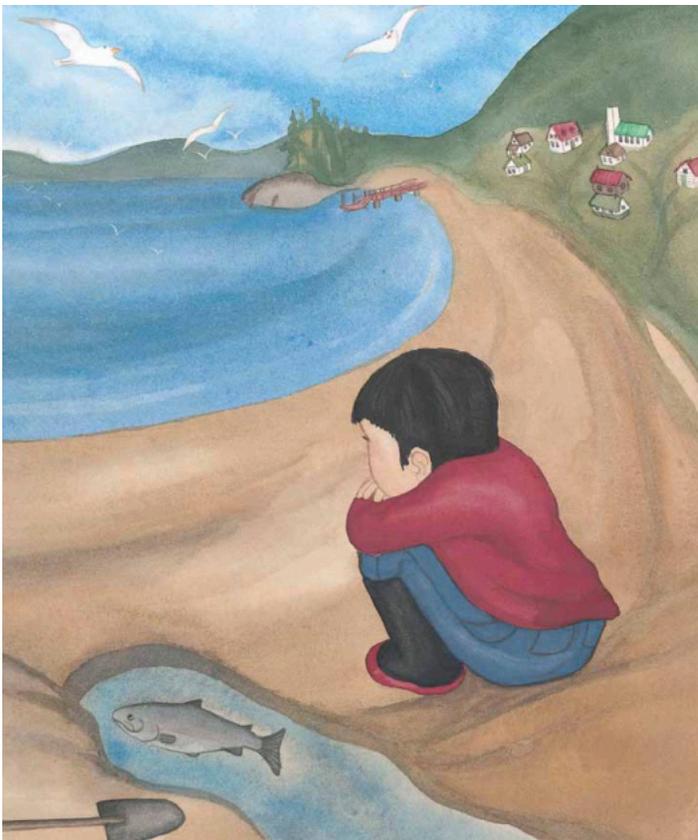
A TEACHERS' GUIDE TO A SALMON FOR SIMON

Written by Betty Waterton and Illustrated by Ann Blades

ABOUT THE BOOK

Every day throughout the summer, Simon has been spending his time fishing. His dream is to catch a salmon. When a salmon suddenly lands on the beach in front of him, he must choose between returning the salmon to the ocean and keeping the salmon for himself.

This story highlights the importance of determination and persistence in attaining goals, as well as an appreciation for the beauty of nature and natural surroundings and the value of life for all. Curriculum connections include Science, Social Studies and the Arts.



A Salmon for Simon

Written by Betty Waterton

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JUVENILE FICTION

Reading Ages 4 to 7

978-0-88899-276-5

Paperback

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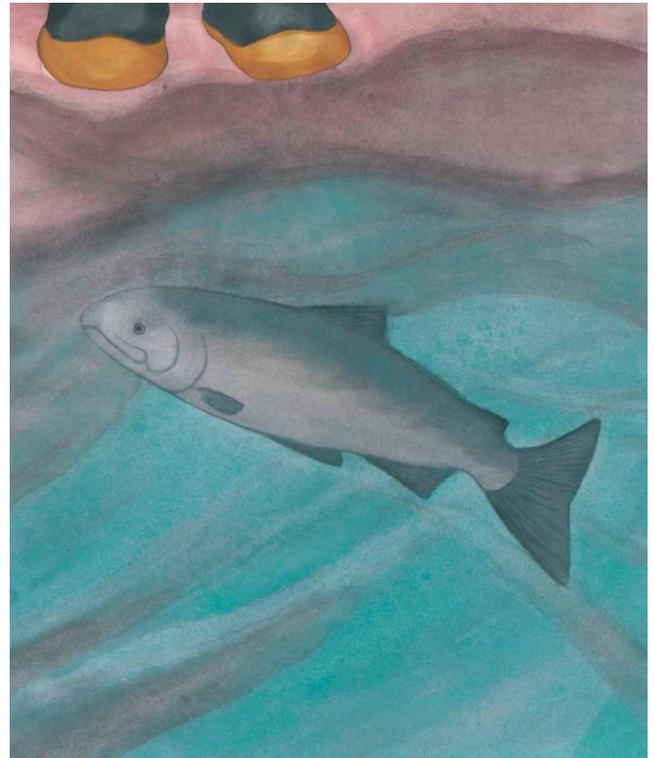
ABOUT THE AUTHOR

Betty Waterton was the author of nineteen children's books, including the Quincy Rumpel novels and a number of well-loved picture books. Over the course of her writing career she traveled all over Canada giving readings to children. For many years she lived on Canada's West Coast, where *A Salmon for Simon*, her first children's book, takes place.



ABOUT THE ILLUSTRATOR

Ann Blades is one of Canada's leading illustrators. Her distinctive watercolors appear in many children's books, including *A Salmon for Simon*, which won the Governor General's Award for Illustration and the Amelia Frances Howard-Gibbon Award; *By the Sea: An Alphabet Book*, which won the Elizabeth Mrazik-Cleaver Award; and *A Dog Came, Too* by Ainslie Manson. She is also the author and illustrator of *Mary of Mile 18*, for which she won the Canadian Library Association's Book of the Year for Children Award. Ann lives in Surrey, British Columbia.



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BEFORE READING

Activating Prior Knowledge

Brainstorm with students and complete a word web to record what they know about salmon, e.g., lives in water, has fins, swims, breathes through gills, large or small, a fish, pink, food, eats small fish (herring, krill), etc.

Building Vocabulary

Brainstorm and record information that students already know about the ocean in a word web titled "Ocean." This activity can be used to model a Think Aloud by the teacher. Vocabulary can be researched with students using videos (www.youtube.com) and www.dictionary.com and posted on a class word wall (e.g., science words).

Anticipation Guide

Students answer true or false to the following statements. For kindergarten students, yes or no may be used.

A salmon is a kind of fish.

Salmon live in oceans.

You can find salmon in the community where you live.

Fish breathe through gills.

Bodies of water can be fresh or salty.

A salmon is as large as a whale.

Salmon can only be found in water.

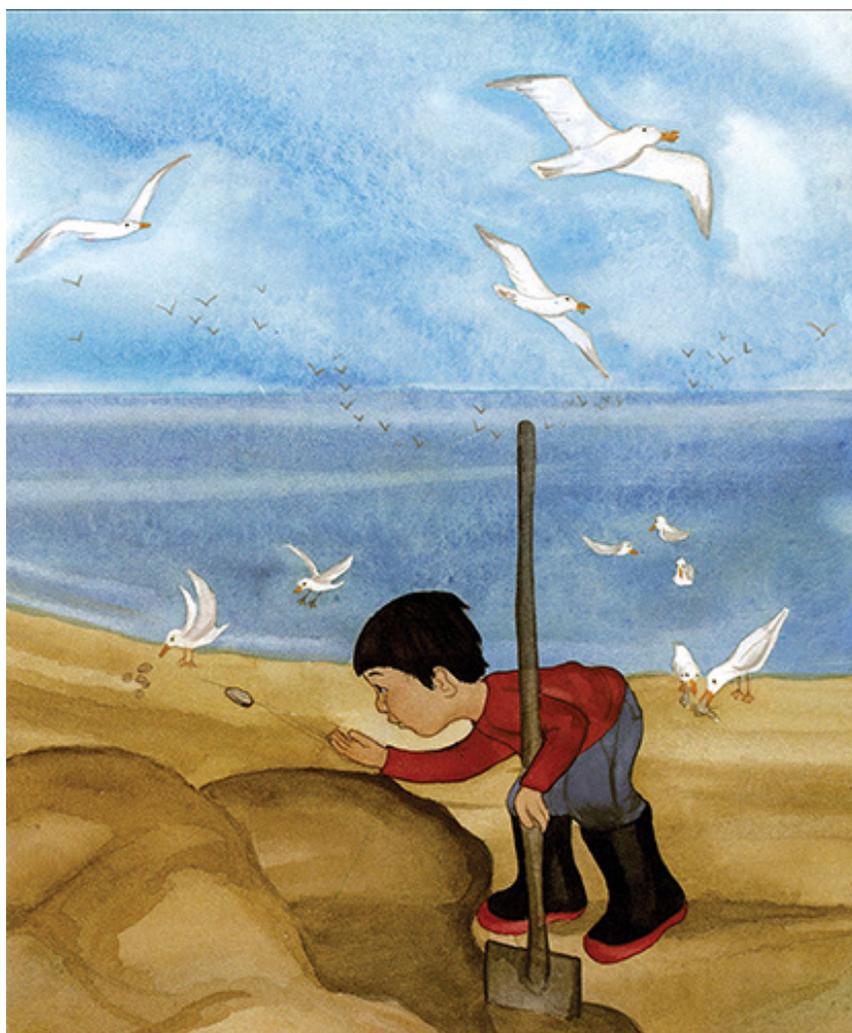
Examples of habitats are lakes, trees, ponds, forests and farms.

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BEFORE READING

Making Predictions

Using the text *A Salmon for Simon*, begin with a “picture walk.” Show students the front cover of the book and ask them to make predictions about the story from the cover. Record their ideas on sticky notes, chart paper or the Smartboard (e.g., hobby or leisure activity, a day at the beach — building sandcastles and looking for seashells). Continue with the picture walk as they look through the pages of the book. Students can make other predictions about the story before beginning the Read Aloud. Have them turn and talk to their elbow partner to generate discussion. Share ideas with the class to confirm predictions previously made.



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DURING READING

Think Aloud

Model a Think Aloud using the focus question “What lives in the ocean?” Make predictions and confirm as the story is read aloud.

Vocabulary Building

New words can be recorded on the Smartboard or on chart paper (e.g., sea anemones, sand dollar, shiner, starfish, crab, jellyfish, scuttling) and can be researched with students using videos (www.youtube.com) and www.dictionary.com. Words can be posted on a class word wall as a visual reference for students.

Discussion Questions

These are guiding questions that can be discussed orally — as a shared response as a class or in small groups — or completed as individual reading responses.

- Why do salmon live in the ocean?
- Why is it important for the salmon to return to the ocean?

Text Features

Have students look for examples of text features such as italicized text and onomatopoeia (e.g., glistened; flap; SPLAAT ... SPLASH; bang, bang, pop). Record on chart paper or the Smartboard.

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DURING READING

Story Frame

The story frame may be completed during reading or after reading.

The problem in the story is _____.

This is a problem because _____.

The problem is solved when _____.

In the end _____.

Note to Teachers: Visit the following website for story-frame templates and additional graphic organizers. <http://www.readingrockets.org/>

Sharing Circle

“I’m not good at catching salmon, but I am a good clam-digger,’ thought Simon.”

Have students share their own experiences using the Traditional Indigenous Feather Wand or Talking Stick, beginning with, “I’m not good at _____, but I am a good _____.” During a sharing circle, the speaker holding the Traditional Indigenous Feather Wand or Talking Stick commands respect and is the only person speaking/sharing at the time. The student then passes the Traditional Indigenous Feather Wand or Talking Stick to the next person. All participants in the sharing circle have the right to pass if they choose not to speak.

Note to Teachers: The Feather Wand is highly respected and considered sacred to Indigenous traditions, both cultural and religious. Bald and Golden Eagles are messengers to the Creator. The Eagle flies higher than any other bird and has proven itself to be a worthy leader. Both Bald and Golden Eagles and their feathers represent honesty, truth, strength, courage, wisdom, majesty, power and freedom.

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AFTER READING

Dreams

Simon dreams of catching a salmon. Ask students: What do you dream of? (E.g., protecting the environment, being a community volunteer, becoming a conservation officer or professional hockey player.)

Making Choices

In the story *A Salmon for Simon*, Simon has to make a choice — his wants versus the needs of the salmon. Ask students: Have you ever been in a similar situation?

Nature and the Environment

Have students give examples from the text that highlight Simon's respect and appreciation for nature and the environment (e.g., clam-digging — food for supper, saving the “salmon” — digging the trench, beautiful things that live in and near the ocean).

Author's Message

Ask students: What do you think the author wants you to learn from this story?

Name Research

In the story *A Salmon for Simon*, Simon refers to the salmon as “Sukai,” which means “king of the fishes.” Ask students to research their first name to find its meaning and share their findings with a partner. Invite students to then share with the whole class.

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AFTER READING

Writing Activities

Have students:

Write a poem based on the story A Salmon for Simon.

Write a recount of the story A Salmon for Simon.

Animal Research

Have students research an animal of their choice and create a poster or a booklet to present their findings. The following information should be included:

Physical description of the animal

Food

Habitat

Predators

Interesting facts

Posters will be displayed and viewed by other students in a gallery walk. Booklets and posters may be shared in an oral presentation using a format of their choice (iPad, laptop, etc.).

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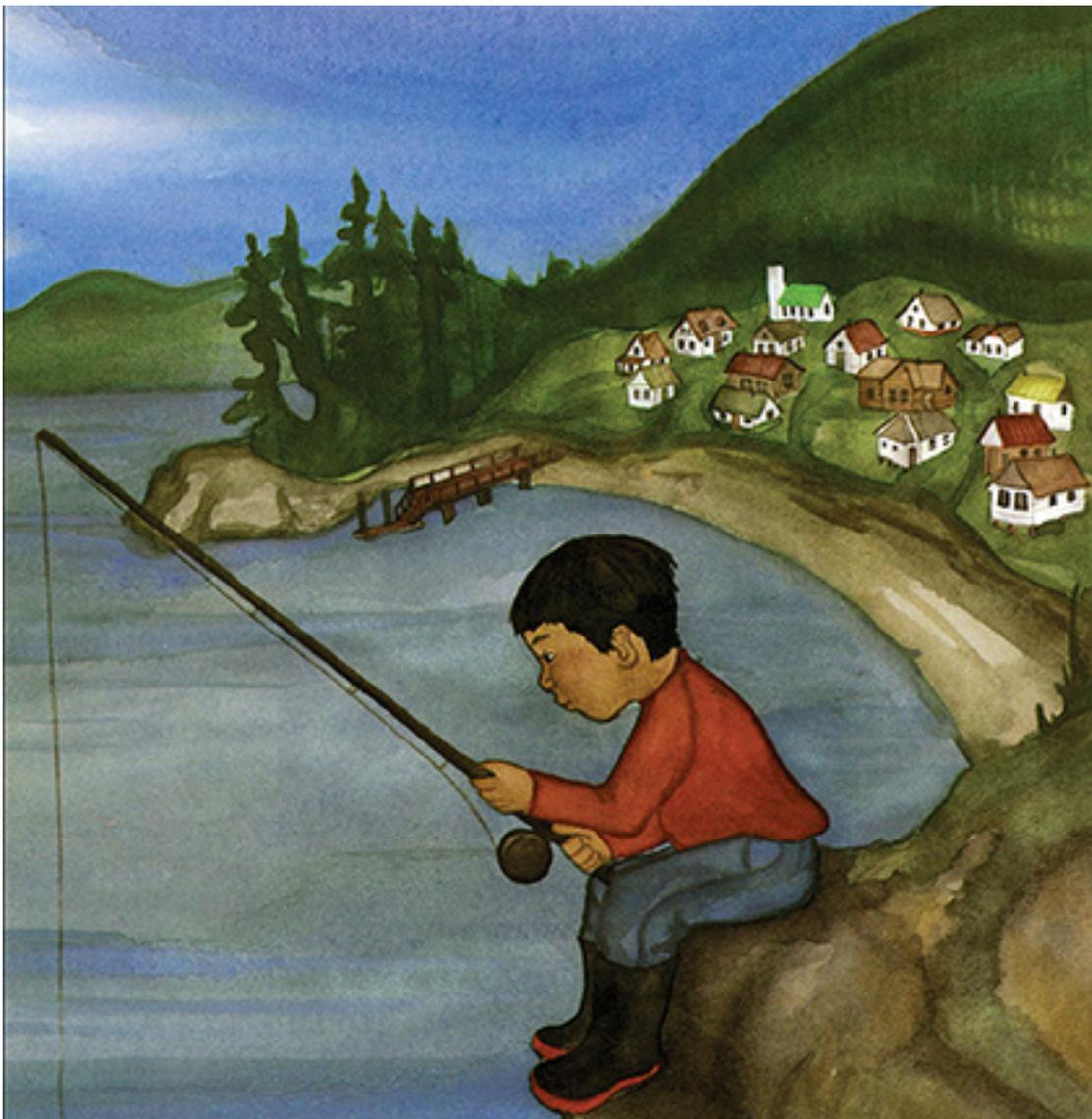


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CROSS-CURRICULAR CONNECTIONS

Poster Activity

Ask students to choose an animal and create a poster titled "Seasonal Changes" showing how this animal and the environment change through the four seasons (spring, summer, fall, winter).

Song

Have students write a song that highlights their appreciation for nature and the environment, and share the song with the class.

Diorama

Ask students to create a diorama of a habitat using a variety of materials.

Illustration or Painting

Have students illustrate or paint a picture of a habitat, the author's message in the story or a dream that they have for themselves or others.

Performance

Have students prepare a retelling of the story as a performance (e.g., role-play, tableau).

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ADDITIONAL RESOURCES

Print and Web Resources

Reading Rockets — Features a variety of graphic organizers and other literacy resources for teachers. <http://www.readingrockets.org>

Danks, Fiona, and Jo Schofield. *Nature's Playground: Activities, Crafts, and Games to Encourage Children to Get Outdoors*. Chicago: Chicago Review Press, 2007.

Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding and Engagement*, 2nd Edition. Portland, ME: Stenhouse Publishers, 2007.

Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse Publishers, 2002.

Queen's Printer for Ontario. "Aboriginal Perspectives: A Guide to the Teacher's Toolkit. Teaching Resources and Strategies for Elementary and Secondary Classrooms." Ontario Ministry of Education, 2009. <http://www.edu.gov.on.ca/eng/aboriginal/toolkit.html>

Toulouse, Pamela Rose. "Fostering Literacy Success for First Nations, Métis and Inuit Students." *What Works? Research into Practice* (Student Achievement Division, Ontario Ministry of Education), Research Monograph #45, February 2013.
http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf

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ADDITIONAL RESOURCES

Connect to These Groundwood Texts

Alego — written and illustrated by Ningeokuluk Teevee
ISBN 978-0-88899-943-6

A Family Is a Family Is a Family — written by Sara O'Leary, illustrated by Qin Leng
ISBN 978-1-55498-795-5

All Year Round — written and illustrated by Emilie Leduc, translated by Shelley Tanaka
ISBN 978-1-55498-411-4

Ancient Thunder — written and illustrated by Leo Yerxa
ISBN 978-1-55498-127-4

P'ésk'a and the First Salmon Ceremony — written and illustrated by Scot Ritchie
ISBN 978-1-55498-718-4

Salmon Creek — written by Annette LeBox, illustrated by Karen Reczuch
ISBN 978-0-88899-644-2