

# COMPARING & WRITING ABOUT LIFE CYCLES

*Students compare similarities and differences in life cycles and creatively write about what salmon may experience.*

**GRADE**

3rd

**NEXT**

**GENERATION**

LS1-1

**COMMON CORE**

3-LS1-1

**TIME**

30-40 minutes

## LEARNING OBJECTIVES

- Understand how all living things experience gestation, birth, growth, reproduction, and death and how each life stage contributes to survival of the species.
- Gain experience in using creative writing to communicate information to others.

## PREPARATION

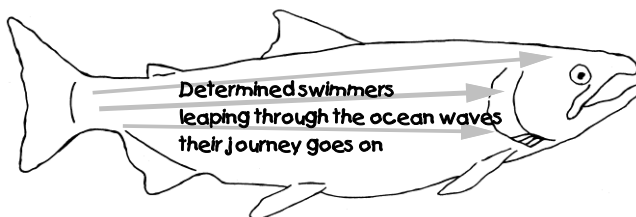
1. Make one copy each of the attached two pages of life-cycle images (tomatoes/humans and salmon) to show on your overhead projector.
2. Select a salmon image for student poems from the collection at [www.sisseattle.org/clip-art/](http://www.sisseattle.org/clip-art/), size and position on a page, and make one copy per student.
3. Preview the *Salmon Story* video at [www.youtube.com/watch?v=PWtn4WEFmGo](http://www.youtube.com/watch?v=PWtn4WEFmGo) (5.11 mins.).
4. Have colored pencils or pens at hand if time permits students to add color to their poems.
5. Create a couple of examples of haiku poems to show students.

## WHAT TO DO

1. Show and discuss images of the tomato life cycle and human life cycle and ask students to call out what they have in common.
2. Show and discuss the *Salmon Story* video.
3. Show and discuss the salmon life cycle, emphasizing the juvenile stages.
4. Tell students they will be writing haiku poems about what they think salmon may experience during their life cycle. Show them your examples and write the syllable count on the board:

**first line: 5    second line: 7    third line: 5**

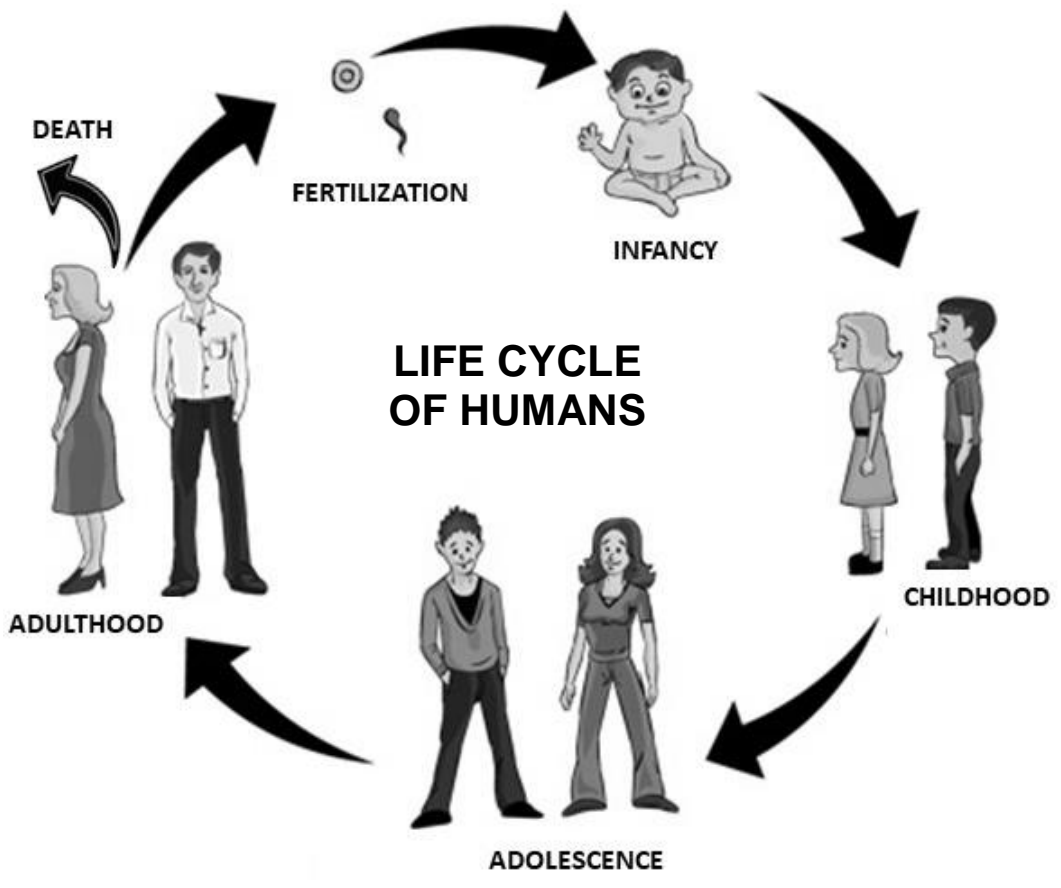
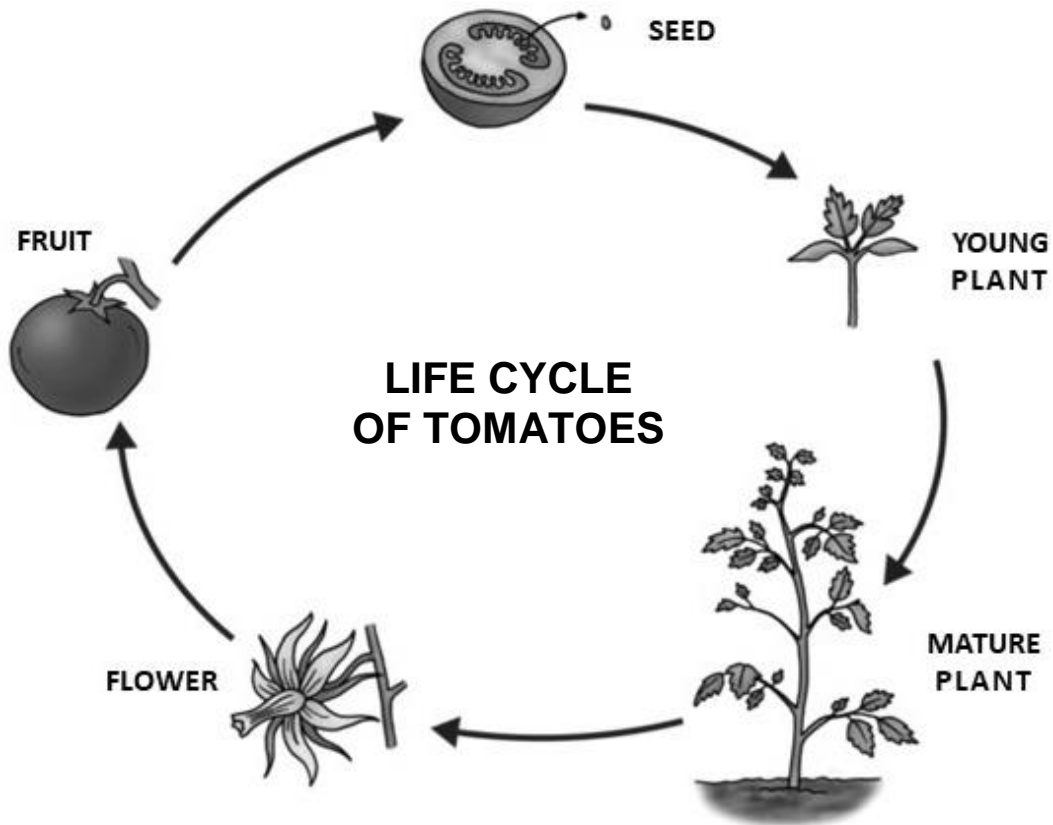
## EXAMPLES



5. Give each student a copy of the salmon image you have chosen and encourage them to draft their poems on scratch paper before writing on the image page. Color as time permits.
6. Ask each student to read his or her haiku to the class.
7. Post around your tank in hallway for all to see.

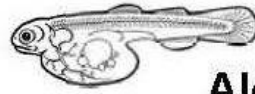
## NOTE

If you choose the profile, allow time for students to cut it out so that their fish "swim" along the wall.

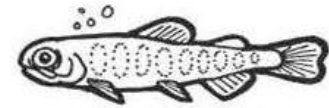




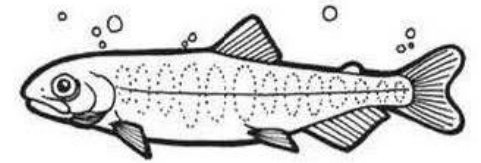
**Egg**



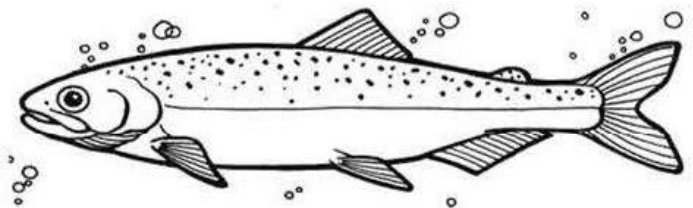
**Alevin**



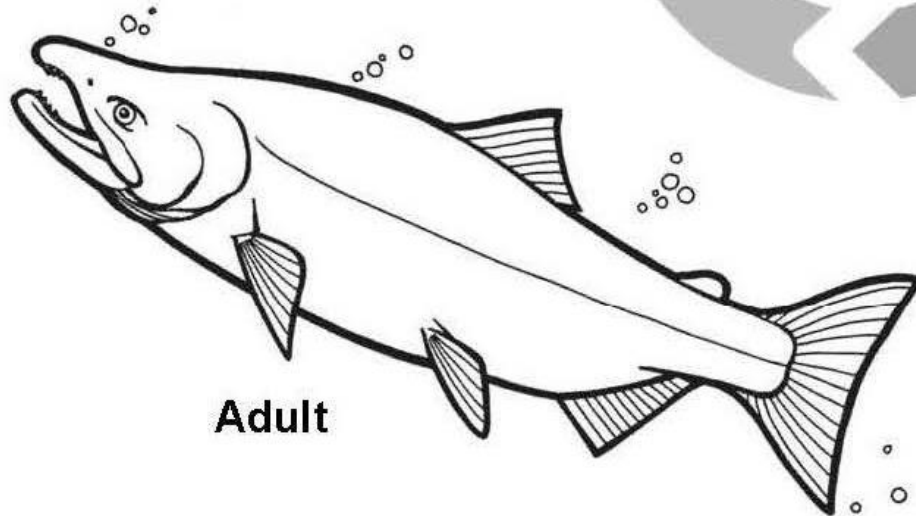
**Fry**



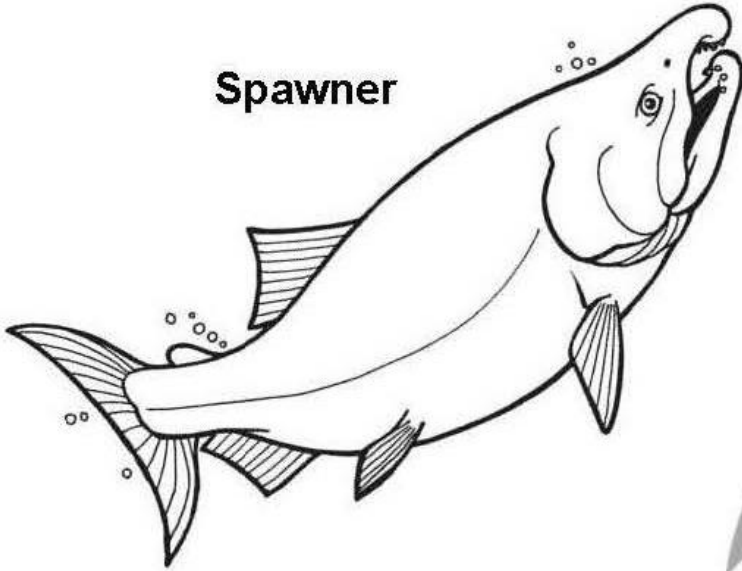
**Fingerling**



**Smolt**



**Adult**



**Spawner**



**SALMON  
LIFE  
CYCLE**