

Second Read Template

Title & Author: A River Lost by Lynn Bragg

Second Read: Normally the goal of the second read is for students to recall main events, link characters' emotions to actions, express main ideas of stories, and to continue to expand their vocabulary. You are reconstructing the story with the students. This second read will go deeper in the book and cover pages not read with the first read. Some content will be new, but you should be able to reconstruct the first read content and that will help the flow of this book.

Main idea of the story: How Arrow Lakes (colville) peoples' lives & life ways centered around the Columbia River & an abundance of salmon, & how construction of the Grand Coulee Dam forever changed those lifeways.
please note: Reading whole book this read, should take time w/ new pages, & move quicker through 1st read pages

Vocabulary: You can review the same words and add to the list from the first read

life line - very important to our foot & travel

acid - nasty smell, & plug nose

Sacred - really special & important

defiantly - *point to Toopa's face & arms & use facial expressions

canoe - point to

turbulent - use gestures, rough

pummeling - crashing down w/usc hands

dam - use word card or reference pic in book

Settlers - people who were not Native who came to live on Toopa's people's land

clutched - held tightly

fish ladder - ladders that allow salmon to get over a dam

flooded - when water covers an area of land

comprehend - understand

Talking points during the story: Any points that will help in understanding the main idea - Think Aloud, differing levels of questions, wait time

- * p 4 - Oh no, I see fire in the distance, I wonder how Toopa & Sinee Mat (point to) are feeling.
- * p 7 - So this river back here (point to) is the same river Toopa told us about in her memory, the one she said was very important. Now she has to leave her home by this river b/c soon it will be covered w/ water. I'll show you what is going to make the river go all the way over her house coming up
- * Make a note where ever Toopa describes a memory
- * p 11 - Wow! Sounds like a lot of people came to camp, fish, trade, tell stories & play here!
Do you ever have family who travel from far away to visit you?
- * p 12 - Create a calm/sad demeanor when reading & ask students how Toopa feels
Say: Toopa didn't understand how people could turn her river into a lake; it's confusing
- * p 14 - Continue calm/sad demeanor for this page → Light up face when Toopa finds old picture
→ p 16 - point to young Toopa in canoe
- * pgs 16 - 27 - Have students help reconstruct Toopa's story & check for comprehension
- * p 29 - Now Toopa is sitting in her rocking chair, still holding the old picture *point to
I wonder if she is sad because there is no more salmon. (reference p 23 & abundance of fish
- * pgs 30 - 32 - Teacher can paraphrase & read the illustrations to convey how the new dam impacted Toopa & tribe's way of life & why salmon no longer live in lake or damed river

Discussion Questions: Should relate to the main idea - Think aloud, differing levels of questions, wait time

Say: In this story, we got to see why Toopa may feel sad or angry (reference front cover or p 12).

- ① Do you remember why she felt this way?
What do you do when you are sad or angry?
- ② Something else in this story may have been feeling sad or angry, do you know who?

Q's Continued on back

Discussion Questions Continued:

- ② Continued: Lead students to think about how the salmon might feel
- ③ What could we do to make sure the salmon are happy & have a nice place to live?

If the salmon are happy & have a nice place to live, how do you think Toopa & her family will feel?

Notes:

- This 2nd read involves all pages, cover to cover. It is important to read the pages not covered in the 1st read. It is possible to move faster through the 1st read pages if the pace needs to be picked up.
- The last few pages are heavy and could be paraphrased as discussing the impacts of the dam
- Could introduce some vocabulary Story Cards prior to reading