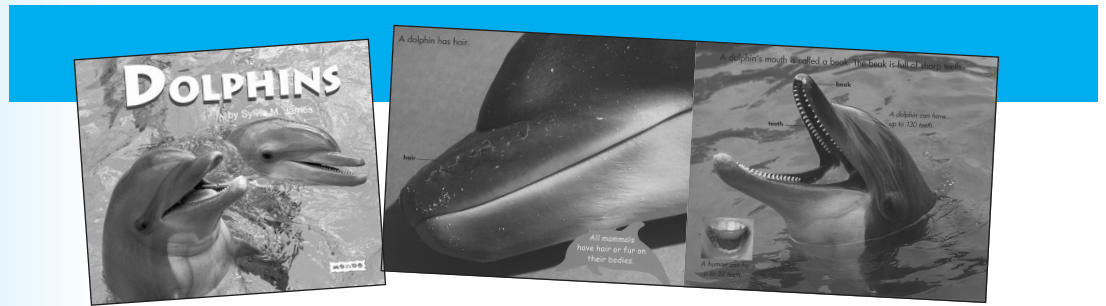


Dolphins

Written by Sylvia M. James



SUMMARY

Find out many facts about dolphins, including information on dolphin babies and dolphin sounds.

SUPPORTS

- Short, simple explanations
- Reasonable photo-text match
- Clear photographs

CHALLENGES

- Cutaway diagrams
- Inconsistent text placement
- Difficult topic-specific vocabulary

FEATURES

- Contents page
- Labels and captions
- Fact labels

HIGH-FREQUENCY WORDS

a, all, are, but, can, down, have, in, into, is, make, not, of, on, out, some, that, the, they, to, too, up, what, with

BOOKSHOP MATERIALS

- Several copies of *Dolphins*
- Blackline masters (see pages 7 and 8)
- *My Word Book*

✓ Focus Sheets (see *Bookshop Reading Teacher's Guide*)

🧠 indicates possible student responses

SESSION

1

INTRODUCING THE TEXT



TEACHING FOCUS

To help students read more complex nonfiction text to find specific information and to answer specific questions

- Invite students to first examine the book's cover, photograph, and title. Invite them to make predictions about the book. Then confirm or adjust those predictions after reading the text on the back cover. Students can discuss their ideas with each other.

Today's book is called Dolphins. Read the title with me. Let's look at the picture on the front cover. Who would like to share their predictions about what this book might be about? (🧠 It's about dolphins; maybe it's about how dolphins like to play.) Let's read the blurb on the back cover to help us with our thinking... What did we learn? (🧠 There are different kinds of dolphins; we will find out what dolphins eat.) Now let's read a part of the blurb together and talk about how this can help us understand what the book will be about. What do you think this means: "Find out the answers to these questions and more..."? Talk about that with the person next to you, and see if you want to change or add to your predictions about the book.



TEACHER TIP

Work with students to read the more difficult dolphin names together as you point to the labels on pages 4 through 8.

- Help students examine the book, including the contents page, headings, photos, and labels. Have them flip through the book, thinking about questions they have about dolphins. Explain that forming questions and looking for specific information will help them understand this nonfiction book.

Let's look at the table of contents first. Read the first line with me. (● "What Is a Dolphin?") That's a question. The section with that heading begins on page 4, so when we begin reading page 4, we'll look for the answer to that question. As we read the rest of the contents, think of questions, you have about these topics. (● What are some parts of a dolphin's body? What are baby dolphins like? What kind of sounds do dolphins make?) Those are all good questions that you can look for the answers to as you read. Now let's turn the page to the section "What Is a Dolphin?" There are many different photos. I'll read the label of each photo, and you repeat it. What do you think the author is telling us by including these photos? (● They're all of different animals; maybe the book is comparing dolphins with other animals; maybe the pictures are showing us what isn't a dolphin; why is there a picture of a man, a dog, and a cow?) That's a great question. I wonder, too. We'll have to read to find out.

VOCABULARY

Introduce the words *whale* and *mammals* to students and have them find the words on page 4. Invite them to share their understanding of the words. Read together the sentences on that page, then clarify their meaning, based on the reading.

The word whale appears several times in our reading today. Let's read the label on page 4. What do we already know about this word? (● A whale is a very big animal that swims in the ocean.) That's right. Now let's read the text on page 4... What did you learn? (● Dolphins are whales; whales are mammals; what is a mammal?) Good question. Let's look in the book for the answer. Who would like to tell us what page 5 says about mammals? (● Humans, dogs, and cows are mammals.) Very good, but that might not answer all our questions about what a mammal is. What could we do to find out more? (● keep reading; look in a dictionary) Good ideas.

READING THE TEXT



- Before asking students to read independently, instruct them to look for specific information about dolphins. Have them look for the answer to the question asked in the heading of the first section. Encourage them to ask questions of their own and look for answers as they read. Listen to them read individually, and provide support if necessary as you circulate around the group. Recording evidence of reading behaviors on the reading focus sheet, along with support provided, will guide future decisions about grouping and teaching.

Today as you read, look for information that tells you about dolphins. Also, look for answers to the section heading “What Is a Dolphin?” You can also pay special attention to information that answers any questions you came up with. When you come to a word that’s difficult, remember that using the letter sounds to work out the word and then going back to reread the sentence will help. Make sure that what you read makes sense. I’ll come around and listen to each of you.

PHONICS

Comment on students’ successful use of problem-solving strategies, such as the flexible Sound, Read, and Check strategy. Remind students that it’s a strategy they can use in many situations as they encounter unfamiliar or challenging words.

As I listened to you read, I noticed that Jamal used the Sound, Read, and Check strategy to read the word rivers on page 8. At first he said /r-ī/ /v-ə-r-z-→/, but he tried to read it in the sentence, and it didn’t make sense. So he changed the sound of the i, and read /r-ī/ /v-ə-r-z-→/. It’s a word he has heard before. It made sense when he reread the sentence. Remember to use the Sound, Read, and Check strategy as you read. It might help you figure out a word you don’t know.

DISCUSSING THE TEXT



- Return to the focus by engaging students in a discussion about questions they had and specific information they found as they read the book. Have them share the answers they found to the question “What Is a Dolphin?” Have students share some examples of questions or information that helped them construct meaning from the text.

As you read, you formed questions looking for some specific information. Who would like to share a question they had? (● Why is a cow in a book about dolphins?) How did that question help you understand what you read? (● It helped me learn that a cow and a dolphin are both mammals.) Share the most interesting information you learned as you read. (● I didn’t know that dolphins were whales; I didn’t know dolphins and people were kind of alike.) Talk about information you learned in the book that answered the first section heading “What Is a Dolphin?” (● I learned that dolphins are small whales; whales are mammals; there are 26 kinds of dolphins; dolphins eat fish.) You’ve done a great job of thinking of questions and finding specific information as you read. Thinking of questions and finding answers will help you understand what you’re reading. Try to keep this in mind when you read other information books.

ELL SUPPORT

Find time for one-on-one sharing (conferencing) with ELL students. These students are often more comfortable speaking one-on-one than in a group setting.

SHARE

Nonfiction books have lots of features designed to help you understand what you’re reading.

SESSION

2

TEACHING FOCUS

To help students interpret more complicated charts and diagrams in nonfiction to link ideas and understandings presented in different formats

SHARE

It's important to read diagrams and other special features in a book, as they give valuable information to the reader.

REVISITING THE TEXT



- Ask students to reflect on the text read previously and to think about the comprehension strategy they used.

Let's think about what we read yesterday and talk about it together.

(● We read about different kinds of dolphins; we learned that dolphins have flippers and a blowhole; we learned that dolphins are mammals.)

That's right. This book is full of information about dolphins. Please share the questions you thought of as you read yesterday, and what information you learned. Let's share our experiences. (● I wondered what they ate, and the book said fish and squid.)

VOCABULARY

Discuss the word *calf* on page 18. Extend or clarify students' understanding of the vocabulary at both the word meaning and passage comprehension levels.

Let's talk about the word calf. Who would like to tell us what a calf is?

(● I thought it was a baby cow, but it's a baby dolphin, too.) *Very good.*

Show us where you found that information. (● on page 18) *What else did you learn about a dolphin calf on pages 18–22?* (● A calf stays close to its mother; a calf looks just like its mom, only smaller; a dolphin calf drinks milk from its mom.) *So you used information from the pictures, from the text, and from what you already know to understand the meaning of the word calf in this book. These are good strategies to remember when you come to a challenging word. Remember that sometimes words mean more than one thing.*

READING THE TEXT



- Introduce the new focus and help students apply it as they read the text independently for the second time.

As we read today, we'll look at a feature in the book that will help us understand the information in the text. On page 13, there's a small box with a drawing of a dolphin. What does this diagram show you? (● the skin of a dolphin; where the blubber is) *Yes, the diagram shows that the blubber is underneath the skin. Why do you think this diagram was included?* (● to show what the blubber looks like; because you can't show this on a real dolphin; you can't see underneath the skin) *That's right. Now let's look on page 23. Who can tell us what the label in the diagram says?* (● sound waves) *Yes, and the orange lines show how the sound waves travel away from the dolphin and back. This helps the dolphin to find food and other dolphins. How could this diagram be helpful as you read?* (● It gives you information about the dolphin; it shows you things the text can't show.) *That's right. Today as you read, use the diagrams to help you understand the text. We'll share what we learned later.*

- Ask students to read the text independently with as little interruption as possible, providing them with individual support only when necessary. If students encounter words they don't understand, ask them to remember these for discussion after the lesson. Observe students' fluency as they read, and make a judgment as to whether or not they need additional fluency practice.

Remember to look at the diagrams as you read the book on your own. I'll be listening to hear you read just as if you were talking. If you come across a word you don't understand, I'll help you, and then we can talk about it together when we've all finished reading.

DISCUSSING THE TEXT



- Invite students to share their personal responses to the book, noting especially information they gained from the diagrams.

You read that book very well. Now let's share some ways that reading the diagrams helped us as we read. Talk to a partner about what you learned from the text, and then we'll all share. (● A dolphin has really thick skin with pinkish blubber underneath; a dolphin makes sounds from the top of its head.) How did the diagram on page 23 help you understand this information about dolphin sounds? (● It showed how dolphins use sounds to find food; I couldn't tell that from the rest of the book.) That's right. That is a very good example of using diagrams. By combining the words in the text with the diagram, we learn more than from reading just the text alone. Reading all the diagrams can help you understand information and learn new things when you're reading an informational book.

FLUENCY

Choose a page from the book, and have individual students read it aloud to you. Keep a running record of miscues or take anecdotal notes. Record the rate of the first reading, and then have the student reread the text orally several times as practice. Take notes again. Track the student's fluency progress on a chart.

Ally, would you please read page 20 aloud for me.... Please read it a few more times to practice, and then I'll listen again. Remember to read it as though you are talking.... Okay, please read those pages to me again.



Use the blackline master on page 7 as a follow-up independent activity to help students review dolphin facts and understand the use of labels. *On the top part of this sheet, draw lines from the first column to the second to make complete facts about dolphins. Then label the picture at the bottom.*



TEACHER TIP

Finding out how to locate specific information in nonfiction books is a skill that needs to be taught through teacher demonstrations and scaffolding.

ADDITIONAL INSTRUCTION

YOUR
CHOICE
(based on
student needs)

ELL SUPPORT

Use visuals or demonstrations to help students comprehend vocabulary concepts such as *under*.

VOCABULARY

Other words to review in this way are: *oceans*, p. 6; *rivers*, p. 8; *squid*, p. 9; *fins*, *flippers*, p. 10; *blubber*, p. 13; *beak*, p. 15; *blowhole*, p. 16; *pod*, p. 24.

PHONICS

Read the Parts: Help students to divide two-syllable words between consonants to help them read the parts.

Let's read the sentence on page 17 and look at some of the words. Listen as I read the word under. Notice that it has two syllables, or parts. I'll write it here on chart paper and draw a line between the two syllables for you to see. Let's read the syllables again together as I point to them. (un-der) Very good. When we see a longer word, we can divide it into parts between the consonant letters to help us read it. In under, I divide it between the n and the d.

VOCABULARY

Content-Area Words: Help students develop content-specific vocabulary by having them bring words to your attention as they read. Work with students to first gain comprehension through context and then through explicit instruction, if necessary.

Who will share a word or phrase they were unsure of? (“up to the surface” on page 20) Okay, who can give an example of the word surface? (My dad said we need a new surface on our driveway.) Compare the meaning of the word surface in the book to the surface on a driveway. (I think it means the top, like the top of the driveway; it must mean the top of the water.) Great. Now let's read the sentence it's in and see if that meaning makes sense. What do you think? (yes, because they are underwater, and it says “up to the surface”) Dolphins need to breathe air, so that means they need to go up to the surface, where the water meets the air. Good job. Thinking of other examples of a word and making sure that it makes sense in the sentence are excellent ways to understand new words.



WRITING CONNECTION

Write to Give Information: Use page 8 to have students write information about

dolphins under each heading. Remind them that the information they write should relate to the heading it is under.

You did such a good job reading about dolphins that you'll also be good at writing about them. On your worksheet you'll see three headings: Kinds of Dolphins, Dolphin Food, and Dolphin Babies. Remember, just like in our book, information that follows a heading has to be about that heading. Write one complete sentence for each heading telling something you learned about dolphins. You can look back at the book to help you.

Name: _____ Date: _____



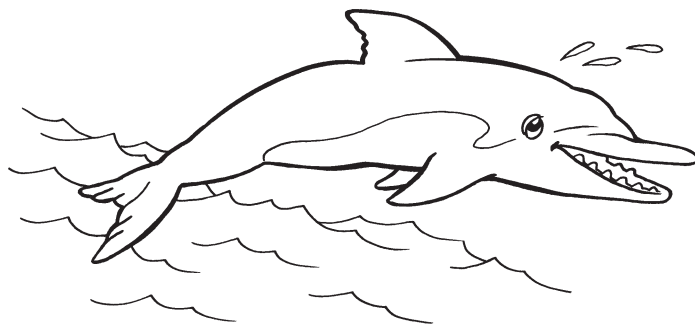
Dolphin Facts

Draw lines to complete the statements about dolphins.
Use the book to help you.

Dolphins are	a calf.
Dolphins eat	a blowhole.
A dolphin has fins, flippers,	a beak.
A dolphin moves its tail	small whales.
A dolphin's skin is	up and down.
A dolphin has blubber	fish and squid.
A dolphin's mouth is called	and a strong tail.
A dolphin breathes through	smooth and slippery.
A baby dolphin is called	under its skin.

Use these words to label the parts of a dolphin's body.

flippers, tail flukes, dorsal fin, skin,
beak, teeth, blowhole, head





Name: _____ Date: _____

What I Know About Dolphins

Write a sentence about dolphins under each heading.

Kinds of Dolphins

Dolphin Food

Dolphin Babies
