**Title: Dolphins Level: K ISBN: 978-1-4263-0652-5 Publisher: National Geographic**

Familiar Read: (3 min.) **day 1 p. 1-17**

Familiar Writing: (3 min.) Word Building (3 min.)

**1. together suffix ly**

**2. around actual-actually tight-tightly**

**3. about** **important-importantly**

**Underline only the suffix.**

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

**Have you ever watched something on the National Geographic channel? National Geographic is famous for teaching people old and young about nature and treating our planet with respect. They are famous for producing movies, TV specials, magazines, books and maps. Our nonfictional book is published by the National Geographic Society and it is packed with fun information about dolphins. Its format is fun and invites the reader to read a little differently… it invites us to compare and contrast ideas, it invites us to enjoy a few jokes in a Q and A section, it invites us to read the text and study the photos to deepen our understanding about dolphins. It includes “water words” that show important vocabulary words and their meanings. It has many scattered sections that make me think the author wants us to read, stop and think, and read some more.**

**We’ll read this book a little differently- we’ll read 2 pages, take some thinking time, and then we’ll discuss the most important information on the 2 pages. If we stop and talk about them as we read, I think we may remember more facts. We’ll each choose some of the most interesting facts and make a poster to teach others about dolphins.**

Difficult Words/Vocabulary – **p. 6 oxygen, degrees Fahrenheit, p. 7 invisible, warm-**blooded

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

**Adjusting- Reading in different ways as appropriate to the text.**

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

**p. 6-7 Notice how the title and the side by side illustrations invite us to compare and contrast dolphins and fish.**

**What is same about fish and dolphins? What is different?**

**p. 8-9 What do we call a baby dolphin? What can the calf do as soon as it is born? How old is the calf when it begins eating fish?**

**(enjoy the joke in the Q and A bubbles)**

**p.10-11 What important information did you read here?**

**p. 12-13 Why are dolphins skilled hunters?**

**p. 14-15 What features help a dolphin survive in the ocean?**

**Do you like how the author arranged this information? You can use this idea on your poster.**

**What’s amazing about a dolphin’s exhale?**

**p. 16-17 What unique skill do we learn about here?**

Writing Connection: (5 min.)

**Give each child a piece of bulletin board paper. Each child will make a poster to teach others about dolphins. We’ll start the posters today including some of the neat facts we learned. Tomorrow we’ll complete the book and continue to work on our posters.**

**Title: Dolphins Level: K ISBN: 978-1-4263-0652-5 Publisher: National Geographic**

Familiar Read: (3 min.) **day 2 p. 18-end**

Familiar Writing: (3 min.) Word Building (3 min.)

**1. different antonyms - opposites**

**2. than harm, protect rough, gentle**

**3. through** **disinterested, curious**

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)
* **Show the book Dolphins. Review interesting facts from yesterday.**

**Show kids a globe or world map. Ask: Do you know where dolphins live?**

**Show the equator and discuss that’s it is line running across the widest part of earth that divides the north and south portions of our world. It is not a real line; it’s a useful marker to anyone who uses global maps.**

**Today we’ll use this imaginary line to learn where dolphins live in our world.**

**Show p. 20-21. Does this layout look familiar? Read the heading and notice that it’s a question, notice the side by side photos and facts. Show p. 6-7 and let kids remember that the author wants the reader to *compare and contrast* 2 ideas on this type of page.**

**Again, we’ll read 2 pages and take some think and discussion time before we move ahead in this interesting book. Remember to take in all the text features! (You can choose to read and discuss as a group, or allow pairs to take on the task of reading, thinking with a friend and discussing new learning.)**

**After we complete the book, we will continue to add facts to our posters about dolphins.**

Difficult Words/Vocabulary –  **p. 18 equator, hourglass, p. 19 Hector’s dolphin, p. 20 porpoise, curious, p. 22 snout, p. 23 cousins, p. 24 spiraling p. 25 easy breather, Risso’s dolphin, long-finned dolphin, p. 26 category, Olympic**

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)
* **Adjusting- Reading in different ways as appropriate to the text.**

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

**p. 18-19 Where do dolphins live? How many kinds of dolphins are there?**

**p.20-21 What do dolphins and porpoises have in common? What is different about them? Why do you think the author mentions porpoises in a book about dolphins?**

**p. 22-23 What is a snout? (If you didn’t know what a snout was, reading and then looking at the photograph will help you understand the word snout. Pigs noses are called snouts.)**

**Did you think dolphins could live in rivers?**

**What does is mean when it says river dolphins are less *active*?**

**p. 24-25 Why are these pages divided into 3 sections? (three separate facts)**

**What important info. is in each section? Is Super Dolphins a good heading for this section?**

**p. 26-27 Why are killer whales in this book? (Orcas are actually dolphins.) What is special about killer whales?**

**p. 28-29 What do we learn in the section called Goofing Off?**

**Why do you think the author put this light-hearted information near the end of the book?**

**(I think she wants us to leave this book thinking dolphins are interesting and fun too! I think she wants us to care for dolphins and our earth too!)**

**p. 30-31 What does the author reemphasize here? (caring for these lovable creatures and the seas)**

**p. 32 text feature- glossary**

**Do you think the jokes should have been included in this informational book? (another fun way to help us feel good about dolphins)**

Writing Connection: (5 min.)

**Complete informational posters.** (If kids are deep into this, work on posters one more day.)