LESSON 10 TEACHER’S GUIDE

Bottlenose Dolphins
by Oscar Cadejo

Fountas-Pinnell Level O
Informational Text

Selection Summary
This informative book introduces readers to bottlenose dolphins, including their habitats, characteristics, and unusual means of communicating with one another. The beautiful color photographs and other graphics help children appreciate one of the ocean’s most unusual inhabitants.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Five sections with titles, each one to three pages long</td>
</tr>
<tr>
<td></td>
<td>Each section focuses on a different topic</td>
</tr>
<tr>
<td></td>
<td>One to three paragraphs per page</td>
</tr>
<tr>
<td>Content</td>
<td>Habitat of bottlenose dolphins</td>
</tr>
<tr>
<td></td>
<td>How bottlenose dolphins hunt, communicate, and live together</td>
</tr>
<tr>
<td></td>
<td>Dangers to bottlenose dolphins</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Dolphins seem to enjoy people as much as we enjoy them.</td>
</tr>
<tr>
<td></td>
<td>Environmental dangers threaten dolphins.</td>
</tr>
<tr>
<td></td>
<td>Working together to protect our oceans is an important goal.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Writer talks directly to reader</td>
</tr>
<tr>
<td></td>
<td>Details reinforce and extend main ideas</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Multiple clauses in a sentence: how big it is and what shape it is</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Unfamiliar words explained in context: orca, or the killer whale</td>
</tr>
<tr>
<td>Words</td>
<td>Words with prefixes and suffixes: unlike, friendly, playful</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color photographs, some full page, linked to text; diagram; map</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Twelve pages of text, easy-to-read section headings</td>
</tr>
<tr>
<td></td>
<td>Captions for photos and map; title and label for diagram</td>
</tr>
</tbody>
</table>

Bottlenose Dolphins  by Oscar Cadejo

Build Background
Help children use their knowledge of dolphins and ocean life to visualize the book. Build interest by asking questions such as the following: Do you know where dolphins live? What other information do you know about dolphins? Read the title and author and talk about the cover photograph. Note the section headings. Tell children that this book is informational text, so the words and photos will give factual information about the topic.

Introduce the Text
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Pages 2–3: Explain that this book is all about bottlenose dolphins.
Suggested language: Turn to page 2. Look at the section heading and the photo.
What do you think you will learn about in this section?

Page 5: Point to the section heading. Explain that dolphins swim and hunt in small groups, called pods. Look at the map and caption. Where do these pods of dolphins like to swim and hunt? Find this area on the map.

Pages 8–9: Point to the heading. Dolphins make many kinds of sounds like whistles and clicks. When a dolphin makes a clicking sound, the vibration helps it find things. What object is the dolphin looking for in the diagram on page 9? Point to the vibrations in the diagram that bounce back to the dolphin.

Pages 10–11: Dolphins have many different behaviors, like playing with each other and leaping into the air. How would you describe the dolphin’s behavior in this photo?
Now turn back to the beginning of the book and read to find out how dolphins live and talk to each other in the ocean.

Expand Your Vocabulary

behavior – the way a person or other animal acts, p. 10
mammals – warm-blooded animals that have a backbone, hair, or fur, p. 2
pods – a group of marine mammals, p. 5
vibration – a rapid back and forth motion, p. 8
Read
Have children read *Bottlenose Dolphins* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Monitor/Clarify Strategy and to figure out what doesn’t make sense in the book as they read.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the book.

*Suggested language:* What did you learn about how bottlenose dolphins live in the ocean that you didn’t know before? What else would you like to find out about bottlenose dolphins?

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bottlenose dolphins live in the warm parts of oceans.</td>
<td>• People should work together to save our oceans.</td>
<td>• The photographs show how dolphins live in the ocean.</td>
</tr>
<tr>
<td>• Dolphins make whistling and clicking sounds to communicate.</td>
<td>• Dolphins seem to like being near people.</td>
<td>• The map and chart give readers more information about dolphins.</td>
</tr>
<tr>
<td>• Dolphins are playful and affectionate.</td>
<td>• Dolphins have some behaviors that are similar to ways people act.</td>
<td>• Captions describe what is happening in the photos.</td>
</tr>
</tbody>
</table>


Choices for Further Support

• **Fluency** Invite children to choose a passage from the text and demonstrate phrased fluent reading. Remind them to pay attention to punctuation, pausing at commas in longer sentences, and reading exclamatory sentences with more excitement.

• **Comprehension** Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Help children take apart and identify the prefixes, suffixes and base words in the following: *exactly* (p. 8); *behavior* (p. 10); *unlike* (p. 11); *friendly, playful* (p. 14).
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 10.9.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Fact and Opinion
Remind children that if an idea can be proved to be true, it’s a fact; if an idea is someone’s feeling or belief, it’s an opinion. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

I know the first sentence on page 4 is a fact. I can prove that dolphins are easy to train by checking in science books or by using the Internet. I can write that in the Fact section of the chart. But the next sentence is an opinion. It tells me that people believe dolphins are smarter than dogs – so far no one has proved that this information is true. I can write this in the Opinion section.

Practice the Skill
Have children write one fact from this book and one opinion about bottlenose dolphins based on their reading. Invite children to share their facts and opinions with the group.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts
• What words on page 6 help the reader understand the meaning of the word *surround* in the last paragraph?
• What is this selection mainly about?
English Language Development

Reading Support Help children compose a group summary of one section of the book. Remind them to include new information they have learned about dolphins.

Cognates Point out that the English word ocean is similar to the Spanish word océano.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: What is this book about?</td>
<td>Speaker 1: How do vibrations help bottlenose dolphins?</td>
<td>Speaker 1: How do people show that they care about dolphins?</td>
</tr>
<tr>
<td>Speaker 2: bottlenose dolphins</td>
<td>Speaker 2: Vibrations tells them how far away something is.</td>
<td>Speaker 2: People are working together to make the oceans safer, cleaner, and quieter so the dolphins will be safe.</td>
</tr>
<tr>
<td>Speaker 1: Where do bottlenose dolphins live?</td>
<td>Speaker 1: How do dolphins protect their calves from sharks?</td>
<td>Speaker 2: They make a circle around the calf.</td>
</tr>
<tr>
<td>Speaker 2: in the warm parts of oceans</td>
<td>Speaker 2: They make a circle around the calf.</td>
<td>Speaker 2: They make a circle around the calf.</td>
</tr>
<tr>
<td>Speaker 1: What kinds of food do they eat?</td>
<td>Speaker 2: fish, squid and shrimp</td>
<td>Speaker 2: fish, squid and shrimp</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

Responding

Fact and Opinion What facts can you find in Bottlenose Dolphins? What opinions can you find? Copy and complete the chart below.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>They work together</td>
<td>They smile</td>
</tr>
<tr>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

Write About It

Text to Self Dolphins work together to eat fish. How does your family work together to prepare a meal? Write a paragraph that summarizes what you do. Be sure to use adverbs to describe your actions.

Think About It

Read and answer the questions.

1. What are three things that can hurt dolphins? Sharks, chemicals, and loud noises can hurt dolphins.

2. How can dolphins help people? Dolphins can show fishermen where to find fish.

3. How do you think harmful chemicals get into the sea? Explain your answer. Possible response: People might throw chemicals into water instead of getting rid of them in a safe way.

Making Connections Dolphins are mammals—just like you! How are you similar to a dolphin? How are you different? Write your answer in your Reader’s Notebook.
Thinking Beyond the Text

Think about the questions below. Then write your answer in one or two paragraphs.

Scientists have learned a lot about dolphins by studying their behavior in the ocean and in public aquariums. What do you think scientists do to learn more about dolphins? Would you like a job like that? Why or why not?
Think About It

Read and answer the questions.

1. What are three things that can hurt dolphins?

2. How can dolphins help people?

3. How do you think harmful chemicals get into the sea? Explain your answer.

Making Connections  Dolphins are mammals—just like you! How are you similar to a dolphin? How are you different?

Write your answer in your Reader’s Notebook.
# Bottlenose Dolphins • LEVEL 0

**Selection Text**

The gray animal shoots up out of the water and spins several times. Then it splashes down into the ocean’s surf. It looks and moves like a fish, but it is not a fish. It is a dolphin. Dolphins are mammals, just like cats, dogs, and humans. And dolphins breathe air just like humans. Dolphins are not afraid of people. Sometimes they decide to swim near boats.

**Behavior Code Error**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>®</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Behavior**

- Substitution: cut ➔ cat
- Self-corrects: cut ➔ cat
- Insertion: the ➔ cat
- Word told: ☞ cat

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{67} \right) \times 100
\]

**Total Self-Corrections**

8