

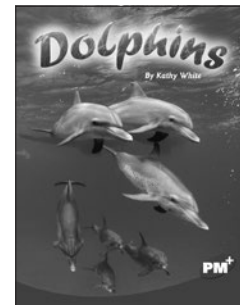
Dolphins

PM Level 27

Ruby

Text Type Information report / Explanation

Running Words 1491



Preparing for Guided Reading

Orientation to the text

- Dolphins are mammals that live in groups and cooperate and communicate with each other, which makes them more like humans than other sea creatures. However, through fishing and pollution, people have created dangers for dolphins. This book looks at how dolphins live, and how we can better protect them.

Prior knowledge

- Explain that the following words appear in the text: *mammals, environment, chemicals, melon, pod* and *dominant*. Ask students to write these words into sentences that could appear in the text. Encourage them to share their possible sentences before reading.

Building the Balanced Reader

Grammatical conventions

- Locate complex sentences that contain an independent and a dependent clause, e.g. *If you are lucky enough to see dolphins, there are a few things to look for that will help you identify them.*
- Identify quotation marks around some technical words in the text, e.g. *“teenage” dolphins.*

Vocabulary

Key vocabulary

acrobatic, buoyant, chemicals, colonies, commercial, communicate, cooperate, dominant, dorsal, echolocation, endangered, flukes, hydroelectricity, irrigation, mangrove, marine, medicines, melon, nasal, pods, propel, pulses, reclamation, recreational, sanctuary, sonar,

Spelling

- Spelling – letter patterns *ent / ant* (*different/dominant*); *ence / ance* (*difference/dominance*)
- Draw students' attention to words containing the word ending *al*. Have students perform a word search for these words (return to earlier chapters as well) and discuss their meaning.

Visual Literacy

- Use of visual text to enhance meaning – photographs, illustrations, labelled diagrams.
- Labelled diagram of a food chain.
- Map showing location of dolphin habitats.

Focusing on the story – guided reading

- Ask students to read to the end of p. 15 after setting the focus questions:
In what ways are humans and dolphins alike?
What do scientists know about the way in which dolphins evolved?
What are the two names used for groups that have been included in the text?
- Ask students to read to the end of p. 25 after setting the focus questions:
Why do dolphins need to communicate with each other?
What are the predators and prey of the dolphin?
Is the endangerment of dolphins a worldwide problem? Explain.
- Share students' responses to the focus questions, then discuss the following:
Which features can differ between different species of dolphin?
Name two features that would help identify whether an animal is a mammal.
How does echolocation work?
- Work with the students to develop a data chart that they could use to collect information about dolphins. Discuss which key words would be appropriate to record in the data chart (as opposed to whole sentences).
- Share students' responses to the focus questions, then discuss the following:
Explain how dolphins communicate with each other.
What might happen if plankton is killed by chemical and oil spills?

Comprehension

- Where can dolphins be found? (*Literal*)
- Why might a marine biologist be worried about finding a dolphin swimming by itself? (*Inferential*)
- Which dolphin is most at risk of becoming extinct? Why? (*Applied Knowledge*)

Follow-up activities

- Have students develop controversial statements using the text, e.g. *Dolphins are more intelligent than humans.* Then have the group respond to these statements with *Agree* or *Disagree*, and justify their stance using information from the text.

Learning Intentions

- We are learning to understand different forms of visual communication in a factual text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up