

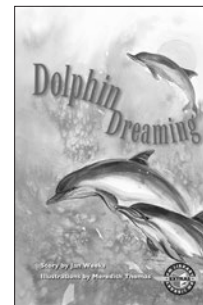
# Dolphin Dreaming

PM Level 25

Emerald

**Text Type** Narrative

**Running Words** 2093



## Preparing for Guided Reading

### Orientation to the Text

- Since their mum died, Tegan and Jess spend a lot of time with their grandparents when their dad is away on business. These holidays were to be different with the holiday planned at Mermaid Point. The girls share their fears and the chance to overcome them as they begin an exciting holiday.

### Prior Knowledge

- What information does the blurb give us? What type of text could this be and why?
- Ask students what they know about narratives and discuss the type of vocabulary they might expect to find in this text. What role do the chapter headings have? Ask students to suggest reasons for the title *Dolphin Dreaming*. Brainstorm words associated with dolphins and see if they appear in the text.

## Building the Balanced Reader

### Grammatical Conventions

- Discuss how the author uses adjectives to create more accurate pictures in the readers' minds, e.g. *sparkling, swirling, jagged*.
- Locate adverbs that add meaning to the verbs in the text, e.g. *gingerly*.

### Vocabulary

#### Key Vocabulary

*absorbed, acrobatics, bordered, confident, courage, dreading, extended, fantastic, gingerly, handicap, imaginations, impaired, infections, jagged, ledge, lurch, muster, opportunity, plunging, responsible, retired, scampered, separating, solution, statue*

### Spelling

- Contractions: *didn't, don't, we're, we'll*
- Locate words that double the consonant after a short vowel before adding *ing*: *swimming, sitting, whipping, getting*.
- Make a list of other words where *ph* makes a *f* sound as in *dolphin*.

### Visual Literacy

- What does the front cover tell you about the book? Can you make any predictions by looking at the illustrations?

- Why do you think the illustrator has chosen to include the photos on pp. 4 and 5?
- What do you know about the grandparents just by looking at the illustrations?
- What do the pictures tell us about the relationship between the two girls?

### Focusing on the Story – Guided Reading

- Ask who is telling the story and why the girls were going to stay with their grandparents?
- Talk about the season when the story is set, and what information there is to support this.
- Discuss the effects of moss on the rocks and the danger this presents.
- Talk about whether it was safe for the girls to climb the ledge on their own.
- Brainstorm reasons why it would be exciting to have a holiday at Mermaid Beach.
- Discuss how Tegan knew she had been at the bay for a long time.

### Comprehension

- How many dolphins did Tegan find in the bay? (*Literal*)
- Was it dangerous for Tegan to cross the ledge on her own and why? (*Inferential*)
- What other types of places could you go to see dolphins? (*Applied Knowledge*)

### Follow-up Activities

- Write a description of a dolphin using adjectives and technical language.
- Draw and label a diagram to give a visual image of your description.
- Dolphins are said to be the most intelligent creature in the sea. If you were a dolphin trainer, what types of tricks would you teach a dolphin to do and why?

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## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

• \_\_\_\_\_

## Guided Reading Notes

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