

Dolphin Dreaming

Small Group Reading

Before reading

Making predictions Ask *What does the front cover tell you about the book? What predictions about the story can you make by looking at the illustrations?*

Ask students what they know about narrative fiction and discuss the vocabulary they might expect to find in this text. What purpose do they think 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.

During reading

Ask students the following questions as you read each chapter.

CHAPTER 1

- Who is telling the story? (literal)
- Why are the girls going to stay with their grandparents? (literal)
- Where is their vacation going to be? (literal)

CHAPTER 2

- What season do you think it is and how do you know? (inferential)
- What would moss do to the rocks that would make them dangerous? (inferential)
- What could happen if the girls fell from the ledge? Why? (inferential)

CHAPTER 3

- Why would it be exciting to have a vacation at Mermaid Beach? (critical thinking)
- Where else could you go to see dolphins? (critical thinking)

CHAPTER 4

- Why does Tegan desperately want to go to the bay on the other side? (literal)
- How many dolphins does she find in the bay? (literal)
- Whose dolphins does she say they are? (literal)

CHAPTER 5

- Is it dangerous for Tegan to cross the ledge on her own? Why? (inferential)
- How does Tegan know she has been at the bay for a long time? (inferential)

After reading

Have students complete BLMs 1 and 2 after you explain the instructions for each activity.

Grammar Remind students that adjectives are describing words that help to make a story more interesting.

Have students place adjectives in the blank spaces on BLM 1 to give a visual image of the story. In the second activity, ask them to identify words by their description.

(BLM 1)

Using graphic organizers Tell students to write a description of a dolphin making sure to use adjectives and technical language.

Have each student draw and label a diagram to give a visual image of the description. **(BLM 2)**

Fluency Pair students and have them select a favorite chapter of the text. Instruct them to read the chapter to each other until they are able to do it fluently.

➔ Describe it!

Adjectives (describing words) describe the nouns in sentences and make reading more interesting by painting a picture in our minds.

Write adjectives in the blank spaces to complete these sentences.

The _____ waves crashed on the rocks.

Glistening in the sun were two _____ and _____ dolphins swimming in the water.

_____ water washed against the sides of the boat.

The _____ sand was warm under our feet.

The path to the dolphins was _____ and _____.

➔ Identi-word

Read the descriptions below to identify the words.

dolphin platform glistening washed swimming outcrop

Write the correct word above its description.

<ul style="list-style-type: none"> • Begins with a vowel • Has three vowels • Has four consonants • Is a compound word 	<ul style="list-style-type: none"> • Begins with a blend • Ends in <i>-ing</i> • Has three vowels • Has seven consonants 	<ul style="list-style-type: none"> • Begins with a blend • Has double letters • Has two vowels • Has six consonants 	<ul style="list-style-type: none"> • Begins with a consonant • Has /f/ sound in the middle of the word • Has two vowels • Has five consonants 	<ul style="list-style-type: none"> • Begins with a blend • Has two vowels • Has six consonants • Is a compound word • Has /f/ sound in the middle of the word 	<ul style="list-style-type: none"> • Is in the past tense • Is one syllable • Has two vowels • Has four consonants
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➔ Design a dolphin

Write a description of a dolphin using adjectives and vocabulary words from the story.

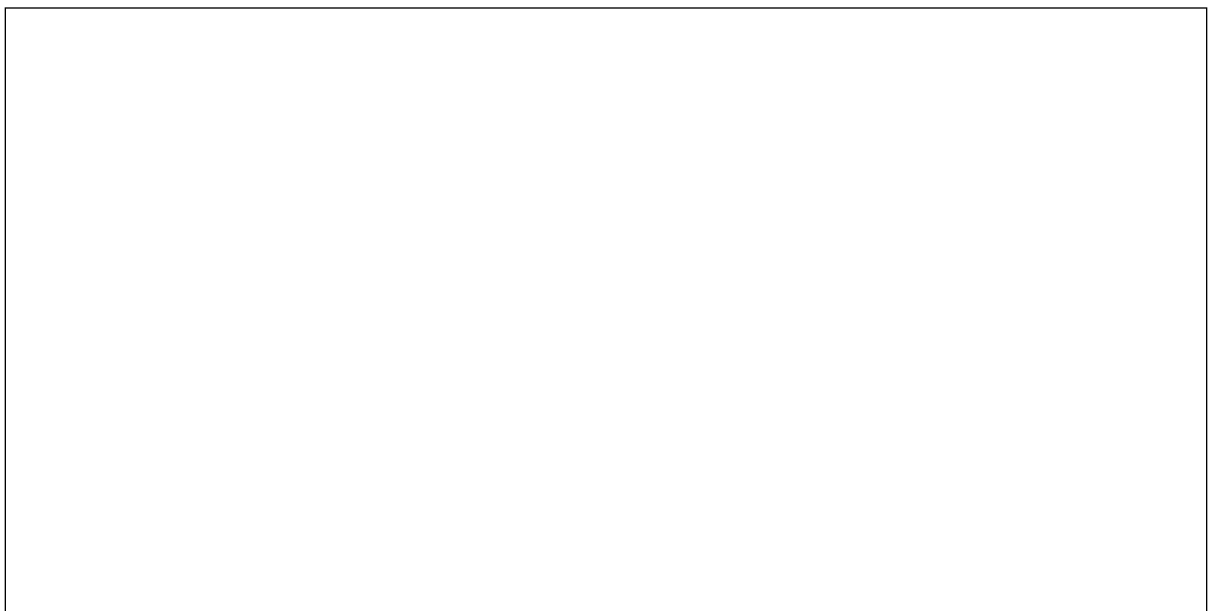
Dolphin vocabulary words _____

Description (its color, shape, and size)

Other information (where it lives, what it eats, and how it moves)

➔ Now I see it!

Draw and label a picture of a dolphin to match your written description. Make sure you use the same language in your diagram that you used in your written work.



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