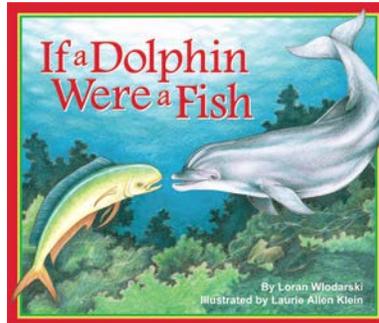


Teaching Activities

for



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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What two animals are on the cover?
- What type (class) of animals are they? Mammal, reptile, fish, bird or amphibian?
- What is “silly” about the type of fish that is shown on the cover? [The fish is a mahi-mahi, also called “dolphin.”](#)

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
In what habitat do dolphins live?			Text Illustration Info in FCM Other
What do bottlenose dolphins breathe (air or water?)			Text Illustration Info in FCM Other
Are there any other kinds of dolphins other than bottlenose?			Text Illustration Info in FCM Other
What class of animal is a bottlenose dolphin?			Text Illustration Info in FCM Other
Why do dolphins have to go to the surface of the water to breathe?			Text Illustration Info in FCM Other
What do fish breathe—air or water?			Text Illustration Info in FCM Other

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<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What part of their body do fish use to breathe?			Text Illustration Info in FCM Other
Where do sea turtles lay their eggs?			Text Illustration Info in FCM Other
Where do dolphins give birth to their young?			Text Illustration Info in FCM Other
How does a shark find food?			Text Illustration Info in FCM Other
How does a dolphin find food? What does it eat?			Text Illustration Info in FCM Other
What type of food does a manatee eat?			Text Illustration Info in FCM Other
How do birds keep warm?			Text Illustration Info in FCM Other
How do dolphins keep warm?			Text Illustration Info in FCM Other

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
An octopus doesn't have any bones. Do you know what that is called?			Text Illustration Info in FCM Other
How are a dolphin's flippers like a human's hands?			Text Illustration Info in FCM Other
What makes an animal a mammal?			Text Illustration Info in FCM Other
What's the difference between a dolphin and a porpoise?			Text Illustration Info in FCM Other
Mammals and birds are warm-blooded. What does that mean?			Text Illustration Info in FCM Other
What is cold-blooded?			Text Illustration Info in FCM Other
What are some mammals other than dolphins?			Text Illustration Info in FCM Other
What is echolocation and how do dolphins use it?			Text Illustration Info in FCM Other

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover
- Can you think of another title for the book?
- Did the illustrator include anything in the pictures that were not in the story or are there other animals in the art?
- Do you think everything in the story could be true? *Do animals really think or imagine things as do humans?*

Re-read the book looking for more information

Go back and re-read the book studying each page carefully.

- What facts are mentioned in the text?
- What can be seen or inferred from the illustrations that is not or are not mentioned in the text?
- What, if anything, can be inferred from the text?

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What do children already know—activity conclusion

- Do the children have any more questions about dolphins and other animals that live in the ocean? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site(www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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If a Dolphin Were a Fish

Suggested vocabulary list

<u>Nouns</u>	<u>verbs</u>	<u>adjectives</u>
air	beach	cold
animals	born	ectothermic
backbone	breathe	endothermic
bird	drink	marine
blubber	eat	underwater
bones	jump	warm
carnivore	lay	
echolocation	lives	
eggs	smell	
feathers	hatch	
fish		
flipper		
food		
fur		
gills		
hair		
herbivore		
invertebrate		
lungs		
mammal		
manatee		
milk		
ocean		
octopus		
omnivore		
plants		
sea turtle		
shark		
skeleton		
snout		
squid		
water		
scales		

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If a Dolphin Were a Fish

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

A dolphin is a _____ . It is _____ alive and
drinks _____ from its mother. It is _____ blooded
and breathes _____ through _____ .s

A sea turtle is a _____ . It _____ from an egg,
has _____ (called scutes), breathes _____
through _____ , and is _____ blooded.

A shark is a _____ and breathes water through
_____ s.

An _____ is an invertebrate—it has no bones.

_____ s are the only animals that have _____ s.
They hatch from _____ s and are warm-blooded.

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If a Dolphin Were a Fish
Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

-----✂-----

Delfina is a bottlenose dolphin that wonders what it would be like to be other animals.

-----✂-----

She imagines what it would be like to be a fish and breathe water through gills.

-----✂-----

She imagines what it would be like to be a sea turtle and lay eggs on the beach.

-----✂-----

She imagines what it would be like to be a shark and to smell food from far away.

-----✂-----

----- ✂ -----

She imagines what it would be like to be a manatee and eat only plants.

----- ✂ -----

She imagines what it would be like to be a bird with feathers to stay warm.

----- ✂ -----

She imagines what it would be like to be an octopus without any bones.

----- ✂ -----

She decides that she is happy just as she is.

----- ✂ -----

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If a Dolphin Were a Fish

Riddle me this—who am I?

I am a large fish at the top of the food chain.
I smell food from far away. Who am I?

I am a marine mammal and breathe air through
a blowhole. I love to eat plants. Who am I?

I am a marine mammal and breathe air through a
blowhole. I love to leap and jump. Who am I?

I am a bird and love to catch fish in my big bill. Who am I?

I am boneless and have eight legs. Who am I?

I am a reptile and live in the ocean. I crawl onto the beach
to lay my eggs. Who am I?

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If a Dolphin Were a Fish

Vocabulary Cross Word Puzzle

Use the clue and the given coordinates to fill in the blanks

WORD BANK:

MAMMALS
REPTILE

FISH AIR
BIRDS FEATHERS

SCALES

	A	B	C	D	E	F	G	H	I	J
1	-	-	-	-	-	-	-	-	-	-
2	-		-	-	-	-		-	-	-
3	-		-	-	-					
4								-	-	
5	-		-	-	-	-		-	-	
6	-		-	-	-	-	-		-	
7	-		-							
8	-		-	-	-	-	-		-	
9	-		-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-

Across:

- 4A animals that breathe air, have hair and are warm blooded
- 3F animals that breathe air, have feathers and are warm blooded
- 7D animals that breathe air, have scales and are cold blooded

Down:

- 2B only birds have these to keep warm
- 2G animals that breathe water, have scales and are cold blooded
- 6H what mammals, birds and reptiles breathe.
- 3J fish and reptiles have these

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If a Dolphin Were a Fish

Word search

Find the hidden words. Words go up, down, left, right, or backwards.

A	U	G	B	I	H	S	O	K	C	M	R
E	C	H	O	L	O	C	A	T	I	O	N
J	C	E	T	M	C	E	F	I	M	B	V
B	I	R	R	O	H	T	E	G	R	X	H
T	E	B	F	S	U	A	H	I	E	P	A
Q	O	I	N	E	E	C	E	N	H	D	D
E	U	V	F	X	R	E	A	A	T	W	K
H	E	O	J	U	O	A	T	J	O	A	G
C	A	R	N	I	V	O	R	E	T	N	O
I	S	E	H	Z	I	D	P	S	C	O	L
M	B	C	J	I	N	W	C	K	E	M	G
B	K	F	D	O	M	K	I	O	F	D	Z
C	G	A	I	V	O	R	N	T	C	R	S
W	S	L	P	G	E	D	L	O	U	G	E
Y	C	A	D	P	U	E	C	T	I	C	K

Word Bank: define each word as explained in the "For Creative Minds" section of the book.

Cetacea _____

Ectothermic _____

Echolocation _____

Carnivore _____

Herbivore _____

Omnivore _____

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Science

Edible sorting and classifying activity

Gather together a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts

Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. *(blank graph below)*

Sorting by attribute graph

Graph the attributes that children used to sort their items.
What was the most common attribute (size, shape, color, etc.) used?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

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Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have a backbone?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe oxygen from air through lungs or water through gills?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

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Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. **Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section).** Some of the information may be determined by looking at the illustrations. For example, if the animal breathes water, it will be shown living in the water. If the information is not in the book, it has already been filled in.

Have the children use the chart to determine to which class of animals each animal belongs (mammal, bird, fish, or reptile). The chart may also be used to complete a Venn diagram.

	Breaths air or water	Warm or cold-blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
Dolphins	Air	Warm		Hair*
Fish	water	Cold	Varies	Scales
Sea Turtle	Air	Cold		Scales
Manatee	Air	Warm	Live	Manatee*
Pelican	air	warm	Eggs	Feathers

*Dolphins and manatees have a little hair around their mouths when they are born but it quickly falls out.

A dolphin is a _____.

A sea turtle is a _____.

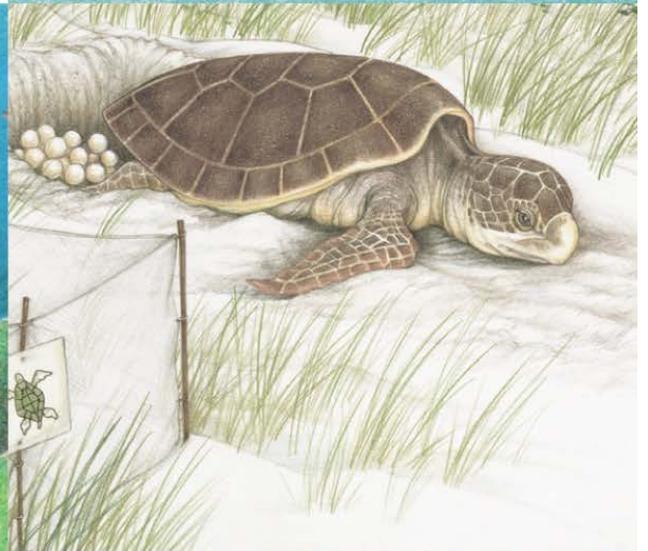
A manatee is a _____.

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If a Dolphin Were a Fish

Classification Cards

www.SylvanDellPublishing.com



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Animal card game

Who Am I? Copy or download the cards. Poke a hole through the card and tie onto a piece of yarn. Each child should put on a “card necklace” so that the card is on their back. Each child should ask “yes/no” questions to guess what animal they are.

A day in the life of . . .

- Pick an animal from the book and pretend that you are that animal.
- Explain where you live (habitat).
- What do you eat?
- What animals might eat you?
- How do you protect yourself from those animals?
- Where do you sleep or rest?
- Write a paragraph about what do you do during the day (or night if nocturnal).

Life Cycles

Pick an animal from the book and research the life cycle of that animal.

- What are the babies called?
- How are the animals born? (hatched from eggs, born alive, etc.)
- How many brothers and sisters might be born at the same time?
- How big is the baby (length, height, weight, etc.) when born?
- What is the “house” like if applicable (nest, den, burrow)?
- Where is it found (underground, in trees, etc)?
- Which parent(s), if any, are involved in raising the young?
- What does the baby eat and for how long?
- How long will the babies stay with the parent (if parents are involved)?
- When is the “baby” considered an adult?
- How will it find a mate and have babies?
- Who prepares the nest/den and how (if applicable)?

Some animals are only born at specific times of the year (to coincide with food availability). Is the animal born any time or just during special times of the year?

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Adaptations

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes.

- Physical Adaptations include body shape. (teeth, feet, body covering, hair, blubber, ability to move, climb, etc.)
- Camouflage: color of skin or pattern to blend into background.
- Mimicry: Pretending to be something else to fool predators (Katydid)
- Behavior: opossum plays dead, social groups
- Migration: the seasonal movement of animals from one location to another
- Hibernation: a long, deep sleep in which the animals breathing and heartbeat are lower than usual.

Pick an animal from the book and try to figure out some of the animal's adaptations.

- How does it move and what parts of its body does it use to move?
- How does it see?
- How does it hear?
- How does it get its food?
- What parts of its body does it use to gather the food?
- How does it eat its food?
- What parts of the body does it use to eat the food? (teeth are different for carnivores than herbivores...)
- How does it hide from predators or prey (so it can catch the prey)?
- How does it protect itself from predators?
- In what habitat does it live?
- What adaptations does the animal need to help it survive in that habitat? (heat, cold, land, water, underground, high altitude, et.)
- Where does the animal live and does it make a “house?”
- Does it live alone or with a group?
- How does it “communicate” with others of its kind?
- How does it sleep?
- When does it sleep?
- Is food readily available all year?
- How does the animal deal with seasonal changes (if applicable)?

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Science journal

Have children draw a picture to define the vocabulary word or concept

Marine mammal

blowhole

gills

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blubber

feathers

herbivore

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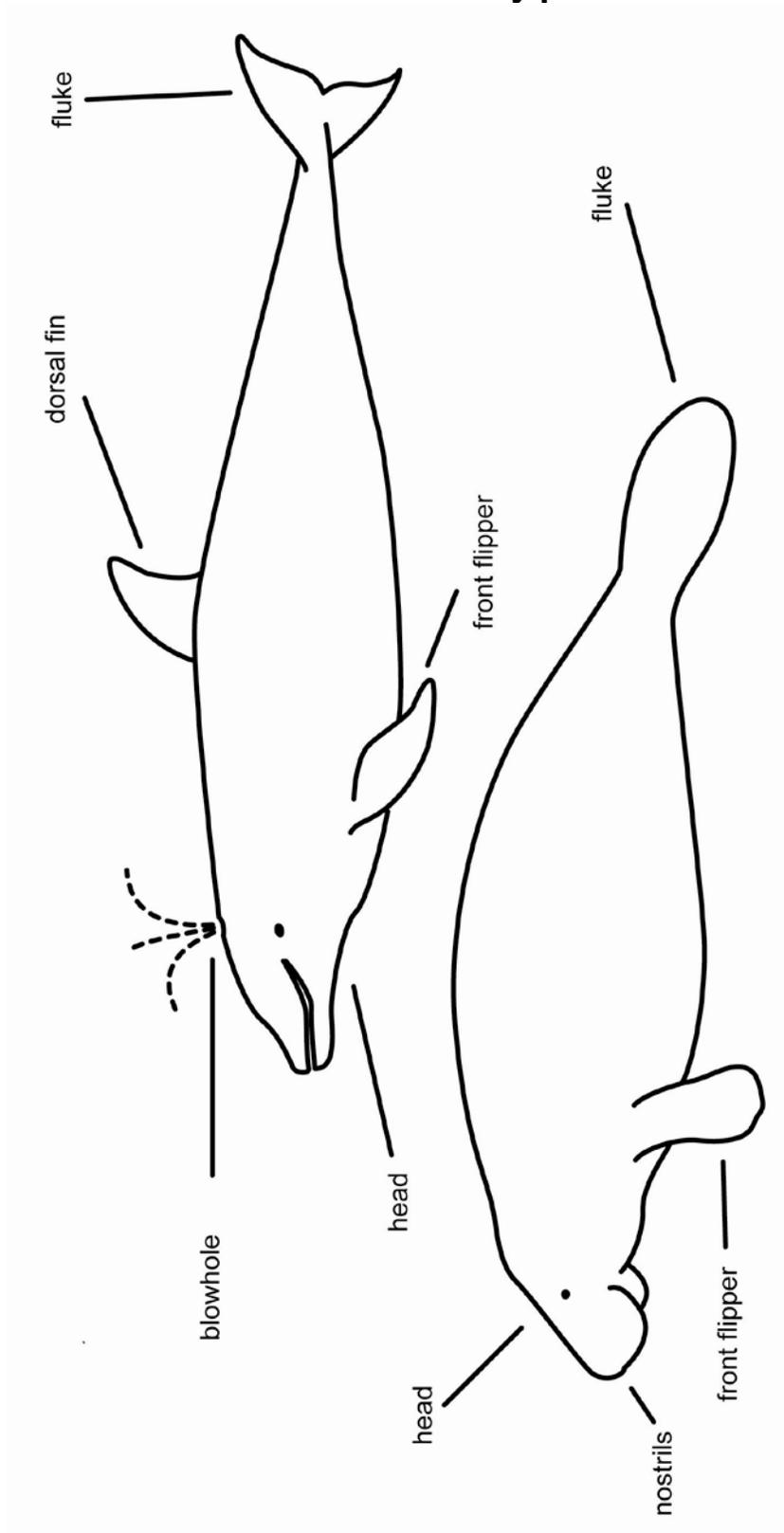
carnivore

echolocation

invertebrate

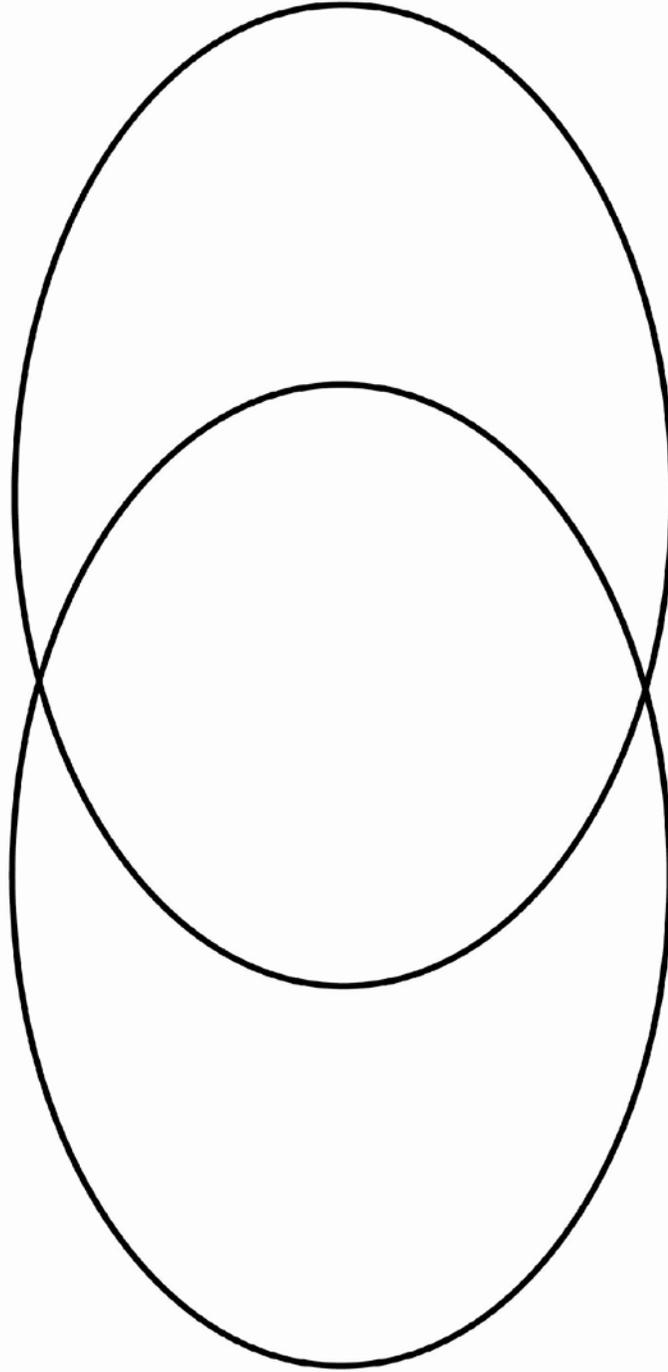
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Marine Mammal body parts



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If a Dolphin Were a Fish *Animal Classification Comparison*



Mammals

In Common

Reptiles

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Math

Measuring (comparing and contrasting)

Animals come in all shapes and sizes. Some animals are so small, they can only be seen with a microscope. Other animals are so big that they are the size of a school bus when they are born!

Comparing and contrasting by size and weight

It is easy to say that an adult bottlenose (coastal) dolphin is approximately 8 or 9 feet long, but what does that really mean? What standard measuring tool would you use to measure something in:

- Inches or centimeters
- Feet or meters
- Pounds or kilograms

Try to imagine how big or small the animal is compared to something you know:

- Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big 8 feet is on the playground, sidewalk, or driveway.
- If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size of the alligator?
- If someone shorter or taller than you did it, how many times do they have to lie down?
- How many times would an adult have to lie down?

Dolphins can jump 16 feet into the air.

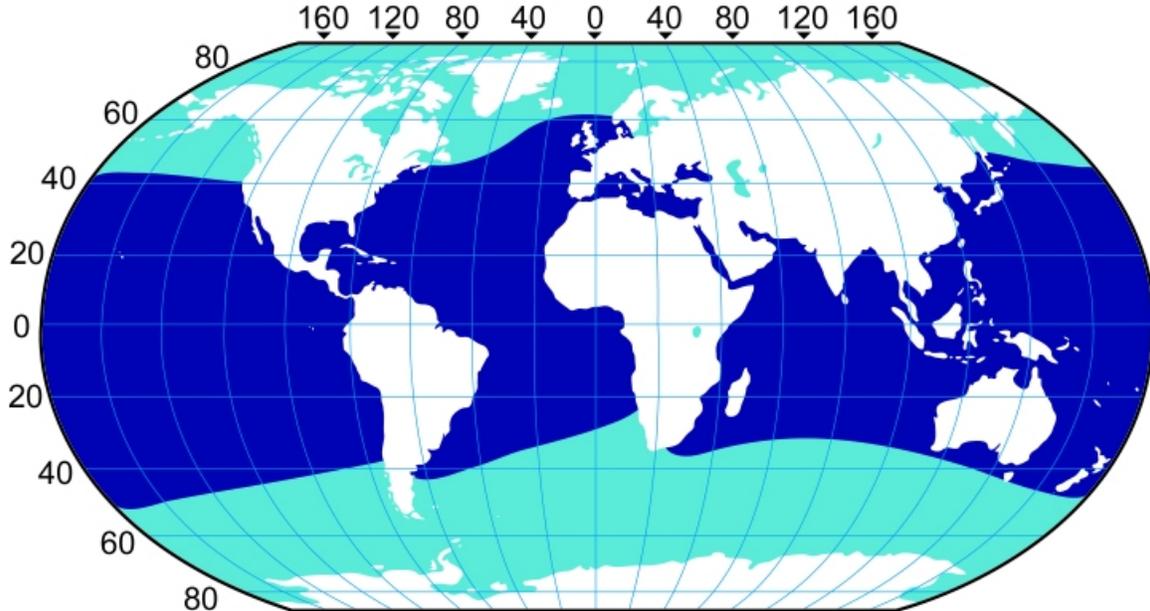
- Measure out 16 feet.
- If you were to stand at one end, how far can you jump?
- Is it more or less than the dolphin?
- By how much?

Dolphins can dive up to 150 feet to get food and can go ten minutes between breaths.

- How many yards is that?
- How deep can you dive in a pool?
- How long can you hold your breath?

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Research and geography Bottlenose Dolphin Range & Distribution



■ Bottlenose Dolphin *Tursiops truncatus*

<http://www.acsonline.org/factpack/btlnose.htm>

On the above map, the range and distribution of the bottlenose dolphin is shown in blue.

- What do you notice about where the dolphins live?
- Why do you think they don't live in the Arctic or Antarctic?
- What is the one continent that has no dolphins?
- If you live in Greenland, would you see a dolphin?
- If you live in Mexico, would you see a dolphin?

Bottlenose dolphins live in the ocean which is saltwater. They can frequently be seen in bays and estuaries along the coast as they look for food but they cannot live in freshwater.

There are some other types of dolphins that live in freshwater rivers. Research what types of dolphins they are and in which rivers they live.

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Character

Feel good about yourself

Have you ever wanted to be more like someone else? Sometimes that can help you to be a better person but it can also make you forget about what is good about you.

Here are some ideas to help you feel good about yourself:

- Do something to help someone else
- Do something that you are good at and keep practicing so that you do it really, really well
- Don't be afraid to try something new, it might just be something that you are really good at doing or that you really like
- If you do try something and you don't do a good job, don't give up but keep trying
- Be proud of the things you can do
- Being a good person comes from inside you—it is not something that other people can do for you
- Being pretty from the inside is more important than being pretty on the outside

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