

National Geographic Kids Reader: Dive, Dolphin!

Notes for teachers: using this book in the classroom

Reading objectives: apply phonic knowledge and skills as the route to decode words; link what they read or hear to their own experiences; predict what might happen next on the basis of what has been read so far

Spoken language objectives: use relevant strategies to build their vocabulary; give well-structured descriptions, explanations and narratives

Curriculum links: Science: Animals, including humans; Geography: Location knowledge; Geographical Skills and Fieldwork; Mathematics: Number and Place Value; Art and Design

Interest words: dolphin, beaks, ocean, rivers, fin, flippers, together, seaweed, through, blowhole, breathe, habitat

Pronunciation guide: Irrawaddy (ir-uh-wod-y), Yangtze (Yang-tz-ee)

Resources: paper; crayons

Children who are reading at Yellow and Blue book bands should be able to read the main text in this book and talk about the content and pictures with some support – for example, in a group or guided reading session, or when reading one-to-one with an adult.

Language

- The words describing each picture should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - compound words or words with multiple syllables, e.g. *together, seaweed, habitat*
 - less familiar high frequency words, e.g. *through*
 - less familiar technical vocabulary to describe dolphins and their habitats, e.g. *dolphins, flippers, fin, beak, blowhole, breathe, oceans, rivers*
- The use of exclamation marks and the impact they have on sentences can be noticed and discussed.
- The singular and plural forms *this* and *these* can be noticed and discussed, e.g. when do we say *this* and when do we say *these*?
- The use of *some* and *all* to distinguish between features can be noticed and discussed.
- The meaning of the word *habitat* might need to be explained.
- Children will need help decoding and pronouncing the names of the dolphins and places on the habitat map on page 22. They may need to say the names aloud several times: *Atlantic bottle nose, Chinese white, Hector's, Irrawaddy, Spinner, Yangtze River, Atlantic Ocean, Pacific Ocean, Indian Ocean, Africa, Asia, New Zealand, South East Asia, China.*

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Images

- Look at the image on the front cover and talk about what diving is and what the dolphin is doing. Discuss why the dolphin might be diving.
- Develop children's vocabulary by asking them to describe what diving feels like. Talk about experiences of jumping and diving in water.
- Look carefully at the image on page 13 of the team of dolphins hunting the shoal of fish. Ask children to predict what will happen next.

Activities

- Turn to page 22 and ask children to read the title *Dolphin habitat map* and the explanation. Help children to read and say each dolphin's name and location on the world map and count how many different types of dolphin there are. Help children to use the colour coded key to work out where each dolphin can be found.
- Help children to play the matching game on page 23. Provide paper and crayons and ask children to draw and label a picture of a dolphin to show its beak, flippers, fin, tail and blowhole.

Questions

- Do all dolphins have long beaks?
- What different markings do dolphins have? Find pictures in the book to show the different markings.
- Where do dolphins live?
- How many special body parts does a dolphin have and what are they?