Lesson Plan Summary
Magic Tree House #9: Dolphins at Daybreak

How do I use details to support a main idea?
How do an animal’s adaptations help it survive in its habitat?

<table>
<thead>
<tr>
<th>THIS EXTENTION WILL ENABLE EACH CHILD TO:</th>
<th>COMMON CORE STANDARDS ADDRESSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a diorama of the coral reef habitat.</td>
<td>VISUAL ARTS:</td>
</tr>
<tr>
<td>Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.</td>
<td>• Creative responses to texts</td>
</tr>
<tr>
<td>Comprehend new vocabulary.</td>
<td>READING:</td>
</tr>
<tr>
<td>Examine how authors use certain words and styles to involve readers in the plot.</td>
<td>• Identify main ideas and supporting details in text.</td>
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<tr>
<td>Complete a study of main ideas and details.</td>
<td>• Analyze texts to make predictions and conclusions.</td>
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<tr>
<td>Research adaptations and traits of dolphins or sharks.</td>
<td>• Analyze relationships among characters, setting, and plot.</td>
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<tr>
<td>Write a ship’s log about a mini-sub adventure.</td>
<td>• Identify figurative language devices.</td>
</tr>
<tr>
<td>Research an organism living in the coral reef.</td>
<td>• Gather information from non-fiction texts.</td>
</tr>
<tr>
<td>Give a persuasive, research-based presentation about sharks or dolphins.</td>
<td>WRITING:</td>
</tr>
<tr>
<td>Present projects to class and explain how students connected to the text.</td>
<td>• Text types and purposes</td>
</tr>
<tr>
<td>Compare and contrast some popular ocean-related careers.</td>
<td>SPEAKING AND LISTENING:</td>
</tr>
<tr>
<td>Explain how a submarine allows transportation underwater.</td>
<td>• Comprehension and collaboration</td>
</tr>
<tr>
<td>Identify how a coral reef is a habitat for some organisms.</td>
<td>• Presentation skills</td>
</tr>
<tr>
<td>Explain special adaptations of animals such as the octopus, oyster, shark, and dolphin.</td>
<td>• Respectful audience behavior</td>
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SOCIAL STUDIES:
• Career study
• Transportation

SCIENCE:
• Identify characteristics of different habitats.
• Explain how adaptations of animals help them survive in their habitats.

Created by: Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina

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Cross Curriculum Lesson Plan

Magic Tree House #9: Dolphins at Daybreak

How do I use details to support a main idea?
How do an animal’s adaptations help it survive in its habitat?

Lessons for Whole-Class Reading

Materials:
• Computer with a connection to a TV or Smart Board
• Copies of Reading Guides and Reading Guide Key
• Rubrics in Accompanying Materials
• Project Menus for each student (in Accompanying Materials)
• Chart paper with a dolphin outline for the “Dolphin Detail Brainstorm Chart”

Procedures:

1. Introduce Dolphins at Daybreak with main idea and detail brainstorm. Provide students with the main idea “dolphin,” and ask them to come up with as many details as possible. Record on the “Dolphin Detail Brainstorm Chart.”

2. Suggested activities to use with certain chapters:
   • Chapter 2: Brainstorm things that could solve the riddle on page 11. Write down students’ ideas and revisit them at the end of the book.
   • Chapter 3: Look at pictures of a coral reef (in Accompanying Materials).
   • Chapter 6: Watch an octopus live at this link: http://hmsc.oregonstate.edu/visitor/octocam. If the octopus is not active at the time of your viewing, there are other pre-recorded segments as well.
   • Chapter 9: Read about oysters at this link: http://animals.nationalgeographic.com/animals/invertebrates/oyster/.

3. Once the class finishes reading the book, allow students to pick a project from a project menu. The menu is in the Accompanying Materials.
   • Imagine that you found a mini-sub. Where would you go? Write a 5-entry ship’s log to tell your story. Be sure it has a well-developed beginning, middle, and end with lots of details.
   • Create a diorama of a coral reef. Be sure to include important habitat components and the animals that live there!
   • Research one of the organisms that lives in the coral reef. Create a scientifically-accurate model of the organism and write a paragraph about its special characteristics.

4. As a whole class, host a Team Shark/Team Dolphin Debate. Directions for this project are included later in this document.

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5. Extensions:
   • **Social Studies:** Construct a Venn diagram comparing and contrasting different ocean-related careers: oceanographer, marine biologist, and scuba diver. Information about each of these careers can be found at the links below:
     - Oceanographer: [http://kids.earth.nasa.gov/archive/career/oceanographer.html](http://kids.earth.nasa.gov/archive/career/oceanographer.html)
   • **ELA—Comprehension:** For a comprehension and vocabulary check, administer the quiz in the Accompanying Materials.
   • **ELA—Main idea and details:** Study main ideas and details with the lesson below.

**It’s All in the Details!**

**Materials:**
- Main idea and detail cards (Accompanying Materials)
- Chart paper or overhead with transparency for class dolphin story

**Procedure:**
1. Introduce the lesson by drawing the American flag—but don’t tell students what it is! Draw it in the following steps, with no explanation:
   a. Large rectangle (flag outline)
   b. Small square in the upper-left corner (blue area)
   c. Horizontal stripes
   d. Stars
   At what point could students guess what the drawing showed? Why are details important?

2. Break into small groups. Distribute “Detail Cards” to groups. Each small group will analyze their details and make a prediction as to what their main idea could be. Then, read the “Main Idea Cards” to the class and allow each small group to claim their main idea. Did each group guess their main idea? Why or why not?

3. Extend to writing. Write a very boring story about dolphins all together. Then, add details from *Dolphins at Daybreak*. Which story is more interesting? Why?

4. Challenge students to include details in their own writing! Share progress at the end of writing time.
Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “The Mystery of the Ancient Riddles” cluster includes *Dolphins at Daybreak, Ghost Town at Sundown, Lions at Lunchtime,* and *Polar Bears Past Bedtime.* In these books, Jack and Annie are trying to solve an ancient riddle.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different story elements.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.
- Additionally, this cluster would lend itself nicely to a class riddle study. Students can choose to write their own riddles and accompanying adventure stories!

Assessment

*All assessment materials are in the Accompanying Materials.*

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric
How to Host a Team Shark/Team Dolphin Debate

Work on persuasion skills with a Team Shark/Team Dolphin Debate! For this whole-class project, students will work in teams to research either sharks or dolphins and convince the rest of the class why their animal is “better” adapted to ocean life than the other.

Materials:
- Chart paper for dolphin/shark T-chart
- *Dolphins and Sharks* Research Guides for small groups
- Additional research materials about dolphins and sharks, if needed (check the library or the Internet!)
- Research Persuasion Sheets for each student (in Accompanying Materials)

Procedure:
1. Introduce the project with a one-word brainstorm. Post the T-chart with “Dolphins” on one side and “Sharks” on the other. Ask students to share one word for each animal. Do any patterns emerge? Why?

2. Explain that to learn more about sharks and dolphins and their unique adaptations, the class will hold a Team Shark/Team Dolphin Debate. Small groups will choose a side and use research to prove to the class why their animal is better adapted to ocean life. Remind students that a powerful technique in persuasion is to show a weakness of the other side, so they may wish to identify a “weakness” of their opposing animal.

3. Divide students into groups. Determine which animal each group will study. (There should be a 50/50 split in the class between dolphins and sharks for a fair debate.)

4. Distribute research materials and Research Persuasion Sheets to students. Provide time to research and draft persuasive arguments with groups.

5. As groups are ready, hold mini-lessons about persuasive arguments and writing.

6. When all students are done with their research and persuasive arguments, hold a Team Shark/Team Dolphin Debate!

7. After the debate, discuss which animal won. Was there a clear winner? Why or why not? How did prior conceptions about each animal influence the debate?

8. A rubric for this project is included in the Accompanying Materials.
Dolphins at Daybreak Unit: Accompanying Materials
Dolphins at Daybreak Reading Guide
Answer in complete sentences!

Chapter 1
1. What did Jack dream about? (p. 1)
   __________________________________________________________
2. What is unusual about Annie's dream? (p. 2)
   __________________________________________________________
3. Who are the main characters? (p. 2)
   __________________________________________________________
4. Where does the story take place? (p. 3)
   __________________________________________________________
5. Describe Morgan le Fay. (p. 4)
   __________________________________________________________
6. What must Jack and Annie do to become Master Librarians?
   __________________________________________________________
7. Where do Jack and Annie have to go to answer the first riddle? (p. 8)
   __________________________________________________________

Chapter 2
1. Why is the ground pink? (p. 12)
   __________________________________________________________
2. What is the reef made of? (p. 13)
   __________________________________________________________
3. What are scientists who study the ocean called? (p. 14)
   __________________________________________________________
4. What is the machine they found? (p. 14)
   __________________________________________________________
5. What does the hull do? (p. 17)
   __________________________________________________________
6. Text-to-self: Have you ever done something someone told you not to? What happened?
   __________________________________________________________

Chapter 3
1. How does Annie steer the mini-sub? (p. 21)
   __________________________________________________________
2. Write the simile about the underground world on p. 22.
   __________________________________________________________
3. Sketch the underground world from the description on p. 22.
Chapter 4
1. What habitat does a coral reef like? (p. 24) _______________________________________
___________________________________________________________________________
2. How many kinds of fish live around coral reefs? (p. 24) ___________________________
___________________________________________________________________________
3. List the animals they saw around the reef. (p. 25-26) ______________ __________________
__________________________________________________________________________
4. Why are dolphins not the answer to the riddle? (p. 29) ___________________________
___________________________________________________________________________
5. Predict: What might the ship’s log tell them? ______________________________________
___________________________________________________________________________

Chapter 5
1. What is a ship’s log? (p. 31) ____________________ _________________________________
___________________________________________________________________________
2. What 3 things did the ship do on Monday, July 5? (p. 31-32) _______________________
___________________________________________________________________________
3. Text-to-text: Why are cracks in the hull a problem? _______________________________
___________________________________________________________________________
4. What does ‘defective’ mean? (p. 33) _______________________________________
___________________________________________________________________________
5. Write the simile on p. 35 about the eyes. _______________________________________
___________________________________________________________________________
6. What is the ‘plant’? (p. 35) ____________________________________________________
___________________________________________________________________________

Chapter 6
1. The title of this chapter is which figurative language device? __________________________
___________________________________________________________________________
2. Write a multiplication problem to figure out the total number of rows of suckers on an octopus’s 8 arms. (p. 36) ______________________________________________________________
3. When does an octopus come out of hiding? (p. 37) ________________________________
___________________________________________________________________________
4. What is a physical adaptation of an octopus that allows it to grip things? (p. 37) _________
____________________________________________________________________
5. Where are the new cracks in the hull? (p. 38) ______________________________________
___________________________________________________________________________
6. What is a defense an octopus uses to protect itself from enemies? (p. 39) ______________
___________________________________________________________________________

Chapter 7
1. Write the simile on p. 43 about the mini-sub. ______________________________________
___________________________________________________________________________
2. What new problem do Jack and Annie face? (p. 43) ________________________________
___________________________________________________________________________
3. “Go, go, go” is what literary device? (p. 43) ______________________________________
___________________________________________________________________________
4. What new problem do Jack and Annie face? (p. 44) ________________________________
___________________________________________________________________________
5. What should you do if you see a shark while swimming? (p. 45) ________________

Chapter 8
1. Infer: Does the title sound calm? Why/why not? ____________________________

2. Infer: What animal does the fin belong to? (p. 48) ____________________________

3. Why does Jack purposefully not tell Annie what he sees? (p. 49) ________________

4. What was pushing Jack? (p. 51) ___________________________________

5. Compare and contrast dolphins and sharks.

<table>
<thead>
<tr>
<th>Dolphins</th>
<th>Same</th>
<th>Sharks</th>
</tr>
</thead>
</table>

Chapter 9
1. Write the simile on p. 54. ____________________________________________________________________________

2. “Splash” is which figurative language device? (p. 56) ________________________________________________

3. What does Annie tell Jack about what she saw in the water and why she didn’t tell him? (p. 57) __________
________________________________________________________________________________

4. How does Jack find the answer to the riddle? (p. 58) ________________________________________________

5. What is inside the oyster shell? (p. 59) ___________________________________________________________

6. Text-to-world: What is a physical adaptation of an oyster that protects it? __________________________

7. What makes a pearl? (p. 61) ______________________________________________________________________

Chapter 10
1. What is unusual about time while they’re gone? (p. 64) ____________________________________________

2. Text-to-text: Why didn’t Jack and Annie get their shoes wet? _________________________________________
Dolphins at Daybreak Vocabulary Guide

Be familiar with these words!

Chapter 1
- stared
- dream
- librarian
- magical
- dawn
- velvet
- absolutely
- scroll
- ancient

Chapter 2
- reef
- breeze
- lapped
- coral
- skeletons
- plain
- machine
- bumpy
- hulls
- aboard
- guide
- scrambled

Chapter 3
- beautiful
- glued
- strange
- planet

Chapter 4
- floating
- peeping
- antlers
- species
- peering
- smooth
- slippery

Chapter 5
- diary
- collected
- samples
- widened
- defective
- golf

Chapter 6
- horror
- crept

Chapter 7
- spurt
- bobbed
- cork
- splash
- calm
- hatch

Chapter 8
- zigzag
- fin
- float
- sink
- clinking
- clinging

Chapter 9
- sparkled
- diamond
- puzzled
- flippers
- chattered
- gracefully
- disappeared
- shallow
- soaked
- oyster
- irritates

Chapter 10
- slanted
- patch
- squeezed
Dolphins at Daybreak Reading Guide (KEY)
Answer in complete sentences!

Chapter 1
1. What did Jack dream about? (p. 1) 
   Jack dreamed that the treehouse was back.
2. What is unusual about Annie’s dream? (p. 2) 
   She had the same dream as Jack.
3. Who are the main characters? (p. 2) 
   Jack and Annie are the main characters.
4. Where does the story take place? (p. 3) 
   The story takes place in the Frog Creek Woods.
5. Describe Morgan le Fay. (p. 4) 
   She is lovely and old with long white hair.
6. What must Jack and Annie do to become Master Librarians? (p. 10) 
   They must research and answer hard questions.
7. Where do Jack and Annie have to go to answer the first riddle? (p. 8) 
   They have to go to the ocean.

Chapter 2
1. Why is the ground pink? (p. 12) 
   They are on a coral reef.
2. What is the reef made of? (p. 13) 
   The reef is made of millions of coral skeletons.
3. What are scientists who study the ocean called? (p. 14) 
   Scientists who study the ocean are called oceanographers.
4. What is the machine they found? (p. 14) 
   The machine they found is a mini-sub.
5. What does the hull do? (p. 17) 
   The hull keeps air in to protect people from water pressure.
6. Text-to-self: Have you ever done something someone told you not to? What happened? 
   I once told my sister not to touch the fire, but she did it anyway.

Chapter 3
1. How does Annie steer the mini-sub? (p. 21) 
   Annie steers by pressing the arrows.
2. Write the simile about the underground world on p. 22. 
   It was like another planet.
3. Sketch the underground world from the description on p. 22.
Chapter 4
1. What habitat does a coral reef like? (p. 24) It has warm, tropical waters.
3. List the animals they saw around the reef. (p. 25-26) They saw a starfish, jellyfish, seahorse, stingray, giant clam, and dolphins.
4. Why are dolphins not the answer to the riddle? (p. 29) Their skin is smooth and slippery, not rough as a rock.
5. Predict: What might the ship’s log tell them?

Chapter 5
1. What is a ship’s log? (p. 31) It’s a diary of an ocean trip.
2. What 3 things did the ship do on Monday, July 5? (p. 31-32) It collected rock and shell samples, mapped the ocean floor, and found cracks in the hull.
3. Text-to-text: Why are cracks in the hull a problem? The hull keeps water out!
5. Write the simile on p. 35 about the eyes. They were as big as golf balls.
6. What is the ‘plant’? (p. 35) The “plant” is an octopus.

Chapter 6
1. The title of this chapter is which figurative language device? onomatopoeia
2. Write a multiplication problem to figure out the total number of rows of suckers on an octopus’s 8 arms. (p. 36) 2x8=16
3. When does an octopus come out of hiding? (p. 37) An octopus comes out of hiding when it is curious.
4. What is a physical adaptation of an octopus that allows it to grip things? (p. 37) It has suckers to grip things.
5. Where are the new cracks in the hull? (p. 38) The new cracks are in the ceiling.
6. What is a defense an octopus uses to protect itself from enemies? (p. 39) An octopus squirts black ink to protect itself from enemies.

Chapter 7
1. Write the simile on p. 43 about the mini-sub. It bobbed on the waves like a cork.
2. What new problem do Jack and Annie face? (p. 43) There are cracks in the bottom of the mini-sub.
3. “Go, go, go” is what literary device? (p. 43) repetition
Chapter 8

1. **Infer:** Does the title sound calm? Why/why not? ________________________________

2. **Infer:** What animal does the fin belong to? (p. 48) ______________________________

3. Why does Jack purposefully not tell Annie what he sees? (p. 49) __He wants to keep her calm.__

4. What was pushing Jack? (p. 51) _A dolphin was pushing Jack._

5. Compare and contrast dolphins and sharks.

   ![Venn Diagram]

   **Dolphins** Same **Sharks**

Chapter 9

1. Write the simile on p. 54. _It sparkled like a diamond._

2. “Splash” is which figurative language device? (p. 56) _onomatopoeia_

3. What does Annie tell Jack about what she saw in the water and why she didn’t tell him? (p. 57) __She saw the shark. She didn’t tell Jack to keep him calm!___

4. How does Jack find the answer to the riddle? (p. 58) _Jack steps on it._

5. What is inside the oyster shell? (p. 59) _A pearl was inside the shell._

6. **Text-to-world:** What is a physical adaptation of an oyster that protects it? _An oyster’s hard shell protects it._

7. What makes a pearl? (p. 61) _Sand gets inside the oyster._

Chapter 10

1. What is unusual about time while they’re gone? (p. 64) _No time has passed while they were gone._

2. **Text-to-text:** Why didn’t Jack and Annie get their shoes wet? _They took their shoes off before they got in the mini-sub._
Dolphins at Daybreak Vocabulary Guide

Be familiar with these words!

**Chapter 1**
- stared
- dream
- librarian
- magical
- dawn
- velvet
- absolutely
- scroll
- ancient

**Chapter 2**
- reef
- breeze
- lapped
- coral
- skeletons
- plain
- machine
- bumpy
- hulls
- aboard
- guide
- scrambled

**Chapter 3**
- beautiful
- glued
- strange
- planet

**Chapter 4**
- floating
- peeping
- antlers
- species
- peering
- smooth
- slippery

**Chapter 5**
- diary
- collected
- samples
- widened
- defective
- golf

**Chapter 6**
- horror
- crept

**Chapter 7**
- suckers
- curious
- moaned
- tentacles
- grasp
- impossible
- polite
- escape
- bothered

**Chapter 8**
- spurted
- bobbed
- cork
- splash
- calm
- hatch

**Chapter 9**
- zigzag
- fin
- float
- sink
- clinking
- clinging

**Chapter 10**
- sparkled
- diamond
- puzzled
- flippers
- chattered
- gracefully
- disappeared
- shallow
- soaked
- oyster
- irritates

**Chapter 10**
- slanted
- patch
- squeezed
Dolphins at Daybreak Vocabulary Check

**Words for Questions 1-10**
- chattered
- clinking
- curious
- defective
- escape
- hull
- impossible
- polite
- scramble
- scroll

**Definition match:** Write the word by its definition.

1. __________________ Using good manners
2. __________________ When you want to know more
3. __________________ An ancient paper; usually rolled up
4. __________________ Body of a boat
5. __________________ To move fast, usually with a crawl

**Sentence Completion:** Pick the best word to fill in the blank.

6. The ______________ toy wouldn’t turn on because it was broken.
7. It is ______________ for Annie to fly because she doesn’t have wings!
8. The two cups made a ______________ sound as they were hit together.
9. The dog didn’t want to stay inside, so he decided to ____________ when the door was open!
10. The two girls _______________ happily as they told each other about their weekend.

**Words for Questions 11-20**
- bobbed
- disappeared
- grasp
- peeping
- plain
- puzzled
- shallow
- soaked
- spurting
- zigzag

**Synonyms:** Pick the word that means the same.

11. _______________ Go away suddenly
12. _______________ Hold tightly
13. _______________ Squirting
14. _______________ Looking
15. _______________ Confused

**Antonyms:** Pick the word that means the opposite.

16. _______________ Sink
17. _______________ Straight
18. _______________ Deep
19. _______________ Dry
20. _______________ Fancy
Dolphins at Daybreak Comprehension Check

Circle the best answer!

1. Who are the main characters?
   a. Jack and Jill     c. Morgan and Annie
   b. Jack and Annie    d. Morgan and Jack

2. What is the setting of the mission? (Where does it take place?)
   a. South Carolina    c. The ocean
   b. A tree house       d. Africa

3. Why do Jack and Annie go to the ocean?
   a. They got lost.       c. They need to solve a riddle.
   b. They want to go on vacation.  d. They are bored.

4. What do Jack and Annie find on the beach?
   a. A dolphin           c. A turtle
   b. A surf board       d. A mini-sub

5. Why is the hull important?
   a. It keeps air inside a sub.  c. It keeps light inside a sub.
   b. It keeps water inside a sub. d. It keeps food inside a sub.

6. Which animal do they NOT see by the coral reef?
   a. A shark              c. A jellyfish
   b. A seahorse           d. A starfish

7. Why does the octopus come out of hiding?
   a. It was bored.        c. It was hungry.
   b. It was friendly.     d. It was curious.

8. Why does Jack not tell Annie about the fin he sees in the water?
   a. He wants to keep her calm.  c. He forgot to tell her.
   b. He wants to swim home first. d. He wants to scare her.

9. What was the answer to the riddle?
   a. A dolphin           c. An oyster
   b. A shark             d. A crab

10. If sand gets inside an oyster, then
    a. a pearl will form.   c. it will bob on the water like a cork.
    b. it will spit the sand out.  d. nothing will happen.
Dolphins at Daybreak Vocabulary Check (KEY)

Words for Questions 1-10
chattered  clinking  curious  defective  escape  hull  impossible  polite  scramble  scroll

Definition match: Write the word by its definition.
1. _polite_ Using good manners
2. _curious_ When you want to know more
3. _scroll_ An ancient paper; usually rolled up
4. _hull_ Body of a boat
5. _scramble_ To move fast, usually with a crawl

Sentence Completion: Pick the best word to fill in the blank.
6. The _defective_ toy wouldn’t turn on because it was broken.
7. It is _impossible_ for Annie to fly because she doesn’t have wings!
8. The two cups made a _clinking_ sound as they were hit together.
9. The dog didn’t want to stay inside, so he decided to _escape_ when the door was open!
10. The two girls _chattered_ happily as they told each other about their weekend.

Words for Questions 11-20
bobbed  disappeared  grasp  peeping  plain  puzzled  shallow  soaked  spurting  zigzag

Synonyms: Pick the word that means the same.
11. ____disappeared____ Go away suddenly
12. ____grasp____ Hold tightly
13. ____spurting____ Squirting
14. ____peeping____ Looking
15. ____puzzled____ Confused

Antonyms: Pick the word that means the opposite.
16. ____bobbed____ Sink
17. ____zigzag_____ Straight
18. ____shallow______ Deep
19. ____soaked_______ Dry
20. ____plain_________ Fancy
Dolphins at Daybreak Comprehension Check (KEY)

Circle the best answer!

1. Who are the main characters?
   a. Jack and Jill  
   b. Jack and Annie  
   c. Morgan and Annie  
   d. Morgan and Jack

2. What is the setting of the mission? (Where does it take place?)
   a. South Carolina  
   b. A tree house  
   c. The ocean  
   d. Africa

3. Why do Jack and Annie go to the ocean?
   a. They got lost.  
   b. They want to go on vacation.  
   c. They need to solve a riddle.  
   d. They are bored.

4. What do Jack and Annie find on the beach?
   a. A dolphin  
   b. A surf board  
   c. A turtle  
   d. A mini-sub

5. Why is the hull important?
   a. It keeps air inside a sub.  
   b. It keeps water inside a sub.  
   c. It keeps light inside a sub.  
   d. It keeps food inside a sub.

6. Which animal do they NOT see by the coral reef?
   a. A shark  
   b. A seahorse  
   c. A jellyfish  
   d. A starfish

7. Why does the octopus come out of hiding?
   a. It was bored.  
   b. It was friendly.  
   c. It was hungry.  
   d. It was curious.

8. Why does Jack not tell Annie about the fin he sees in the water?
   a. He wants to keep her calm.  
   b. He wants to swim home first.  
   c. He forgot to tell her.  
   d. He wants to scare her.

9. What was the answer to the riddle?
   a. A dolphin  
   b. A shark  
   c. An oyster  
   d. A crab

10. If sand gets inside an oyster, then
    a. a pearl will form.  
    b. it will spit the sand out.  
    c. it will bob on the water like a cork.  
    d. nothing will happen.
Main Idea and Detail Cards
Cut the detail cards (below) along the lines. Distribute to groups.

<table>
<thead>
<tr>
<th>sand</th>
<th>bathing suit</th>
<th>basket</th>
<th>blanket</th>
</tr>
</thead>
<tbody>
<tr>
<td>sandcastle</td>
<td>sunglasses</td>
<td>Food</td>
<td>Friends</td>
</tr>
<tr>
<td>umbrella</td>
<td>sunscreen</td>
<td>ants</td>
<td>grass</td>
</tr>
<tr>
<td>slide</td>
<td>see-saw</td>
<td>dog</td>
<td>fish</td>
</tr>
<tr>
<td>swings</td>
<td>soccer field</td>
<td>cat</td>
<td>bird</td>
</tr>
<tr>
<td>monkey bars</td>
<td>basketball court</td>
<td>hamster</td>
<td>hermit crab</td>
</tr>
<tr>
<td>presents</td>
<td>friends</td>
<td>fire engine</td>
<td>crab</td>
</tr>
<tr>
<td>cake</td>
<td>wrapping paper</td>
<td>rose</td>
<td>lobster</td>
</tr>
<tr>
<td>ice cream</td>
<td>candles</td>
<td>heart</td>
<td>Valentine’s Day</td>
</tr>
<tr>
<td>sled</td>
<td>coat</td>
<td>stem</td>
<td>leaves</td>
</tr>
<tr>
<td>gloves</td>
<td>boots</td>
<td>flower</td>
<td>seeds</td>
</tr>
<tr>
<td>scarf</td>
<td>earmuffs</td>
<td>roots</td>
<td>fruit</td>
</tr>
</tbody>
</table>

Cut apart the main idea cards (below) and display for the whole class after they have predicted what the main idea for their details is.

The Beach
A Picnic
A Playground
Types of Pets
A Birthday Party
Things that are Red
Things You Need in the Snow
Parts of a Plant

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PICK A PROJECT!

Now that you’ve finished reading Dolphins at Daybreak, pick a project to share with the class. Here are your options:

Create a diorama of a coral reef. Be sure to include important habitat components and the animals that live there!

Imagine that you found a mini-sub. Where would you go? Write a 5-entry ship’s log to tell your story. Be sure it has a well-developed beginning, middle, and end with lots of details.

Research one of the organisms that lives in the coral reef. Create a scientifically-accurate model of the organism and write a paragraph about its special characteristics.

RUBRIC:

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions</td>
<td>Student followed all directions.</td>
<td>Student followed some directions.</td>
<td>Student followed few directions.</td>
</tr>
<tr>
<td>Detail</td>
<td>Student includes many important details from reading.</td>
<td>Student includes some important details from reading.</td>
<td>Student includes few or no important details from reading.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Project is creative, unique, and relevant.</td>
<td>Project is somewhat creative, unique, and relevant.</td>
<td>Project is not creative, unique, or relevant.</td>
</tr>
<tr>
<td>Time</td>
<td>Student stayed on-task the whole time.</td>
<td>Student stayed on-task some of the time.</td>
<td>Student did not stay on task.</td>
</tr>
</tbody>
</table>

TOTAL: _/12 = _______  
COMMENTS:

Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina
1. Circle the animal you are researching: dolphin or shark
2. Your job is to persuade the class why your animal is better adapted to ocean life. Research answers to these guiding questions:
   • What are special physical characteristics/adaptations of your animal?
     • ____________________________________________________________
     • ____________________________________________________________
     • ____________________________________________________________
   • Draw a detailed diagram of your animal below.
   • How does your animal get food? ____________________________________
     • ____________________________________________________________
   • What are some unique elements of your animal's life style?
     • ____________________________________________________________
     • ____________________________________________________________
     • ____________________________________________________________
   • Does your animal have any predators? If so, what are they? __________
     • ____________________________________________________________
   • List any other facts that prove your animal is better adapted to ocean life.
     • ____________________________________________________________
     • ____________________________________________________________
     • ____________________________________________________________
3. Now, take your research and compare with your group. Work together to create a presentation to persuade the class that your animal is better adapted to ocean life. Don't forget visual props!
**Project Rubrics: Use these to grade the Team Shark/Team Dolphin Debate Project. Multiple are on a page to save paper!**

<table>
<thead>
<tr>
<th>Name: ______________________________________</th>
<th>Animal: ___________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>Research persuasion sheet is fully completed with details.</td>
<td>Research persuasion sheet is completed with some details.</td>
</tr>
<tr>
<td>Research persuasion sheet is incomplete and lacking details.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Process</strong></td>
<td></td>
</tr>
<tr>
<td>Student uses research to write a persuasive essay as a group.</td>
<td>Student uses research to write a somewhat persuasive essay as a group.</td>
</tr>
<tr>
<td>Argument includes many details.</td>
<td>Argument includes some details.</td>
</tr>
<tr>
<td>Student does not use research to write a persuasive essay as a group. Argument lacks details.</td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>Student works with group to create a detailed, persuasive presentation.</td>
<td>Student usually works with group to create a detailed, persuasive presentation.</td>
</tr>
<tr>
<td>Student does not work with group to create a persuasive presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Persuasive Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation is persuasive, detailed, and creative. Includes visual props. All team members are active in the presentation.</td>
<td>Presentation attempts to be persuasive, detailed, and creative. Most team members are active in the presentation.</td>
</tr>
<tr>
<td>Presentation is not persuasive, detailed, or creative. A few team members dominate the presentation while others do not participate at all.</td>
<td></td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td></td>
</tr>
<tr>
<td>Time was used wisely throughout the project.</td>
<td>Time was used wisely for most of the project.</td>
</tr>
<tr>
<td>Time was rarely used wisely during the project.</td>
<td></td>
</tr>
</tbody>
</table>

**Total: _____/15=_______ Comments:**

---

**Team Shark/Team Dolphin Debate Rubric**

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**Total: _____/15=_______ Comments:**

*Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina*
### Literature Circles Rubric

**Name:** ___________________________

**Book Title:** Dolphins at Daybreak

<table>
<thead>
<tr>
<th>Tracks text while listening</th>
<th>Prepared to read</th>
<th>Participates in discussion/Reading guide</th>
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<th>Shows cooperation</th>
<th>Total Points</th>
<th>Comments:</th>
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<tr>
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<td>____/10</td>
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<td>____/10</td>
<td>____/10</td>
<td>____/60</td>
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</tbody>
</table>

**Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina**
Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

**Book Title: Dolphins at Daybreak**

For each off-task behavior, mark off one number (starting with 10).

<table>
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