



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?

THIS EXTENTION WILL ENABLE EACH CHILD TO:

- Create a diorama of the coral reef habitat.
- Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.
- Comprehend new vocabulary.
- Examine how authors use certain words and styles to involve readers in the plot.
- Complete a study of main ideas and details.
- Research adaptations and traits of dolphins or sharks.
- Write a ship's log about a mini-sub adventure.
- Research an organism living in the coral reef.
- Give a persuasive, research-based presentation about sharks or dolphins.
- Present projects to class and explain how students connected to the text.
- Compare and contrast some popular ocean-related careers.
- Explain how a submarine allows transportation underwater.
- Identify how a coral reef is a habitat for some organisms.
- Explain special adaptations of animals such as the octopus, oyster, shark, and dolphin.

COMMON CORE STANDARDS ADDRESSED:

VISUAL ARTS:

- Creative responses to texts

READING:

- Identify main ideas and supporting details in text.
- Analyze texts to make predictions and conclusions.
- Analyze relationships among characters, setting, and plot.
- Identify figurative language devices.
- Gather information from non-fiction texts.

WRITING:

- Text types and purposes

SPEAKING AND LISTENING:

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

SOCIAL STUDIES:

- Career study
- Transportation

SCIENCE:

- Identify characteristics of different habitats.
- Explain how adaptations of animals help them survive in their habitats.

09-1S112

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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.

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>
 - Marine biologist: http://www.oceancareers.com/2.0/career_description.php?career_id=15
 - Scuba diver: http://www.oceancareers.com/2.0/career_description.php?career_id=23
- **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. StarsAt 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:

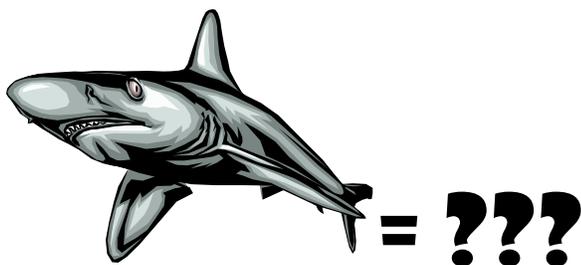
- Chart paper for dolphin/shark T-chart
- *Dolphins and Sharks* Research Guides for small groups
- Additional research materials about dolphins and sharks, if needed (*check the library or the Internet!*)
- Research Persuasion Sheets for each student (in Accompanying Materials)

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.



VS.



***Dolphins at Daybreak* Unit:
Accompanying Materials**

Name: _____ Date: _____

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

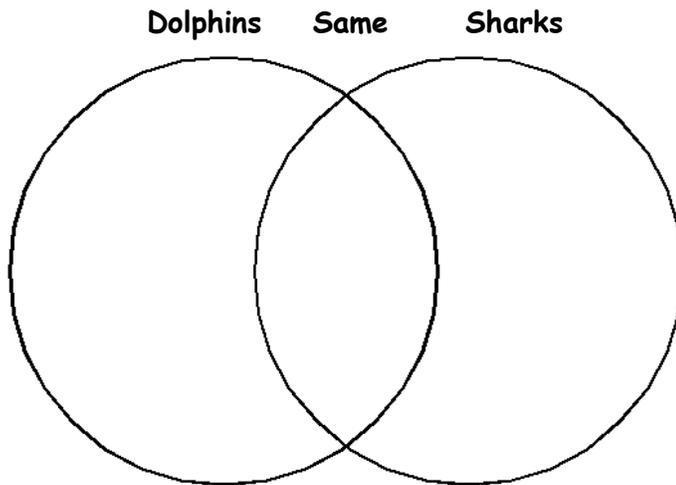
1. **Infer:** Does the title sound calm? Why/why not? _____

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.



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

- horror

- crept

Chapter 6

- suckers
- curious
- moaned
- tentacles
- grasp
- impossible
- polite
- escape
- bothered

Chapter 7

- spurting
- 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

Name: _____ Date: _____

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? 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? _____

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.
2. How many kinds of fish live around coral reefs? (p. 24) 5,000 fish live around coral reefs.
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!
4. What does 'defective' mean? (p. 33) Defective means broken.
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
4. What new problem do Jack and Annie face? (p. 44) The screen went blank.

5. What should you do if you see a shark while swimming? (p. 45) Swim away calmly and don't splash.

Chapter 8

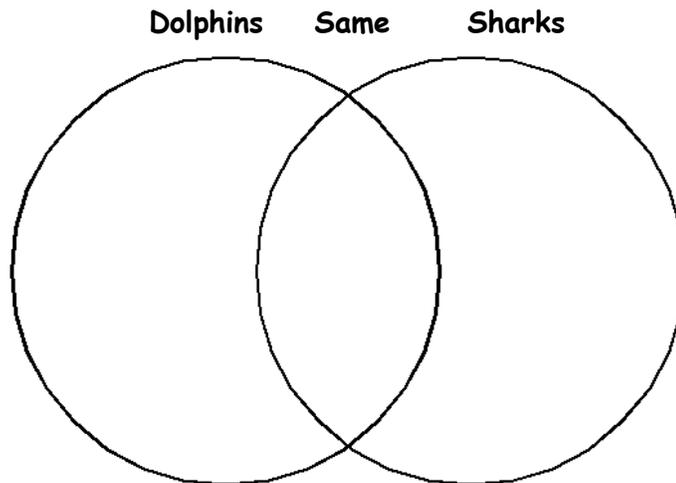
1. **Infer:** Does the title sound calm? Why/why not? _____

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.



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

- horror

- crept

Chapter 6

- suckers
- curious
- moaned
- tentacles
- grasp
- impossible
- polite
- escape
- bothered

Chapter 7

- spurting
- 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

Name: _____ Date: _____

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.

- _____ Using good manners
- _____ When you want to know more
- _____ An ancient paper; usually rolled up
- _____ Body of a boat
- _____ To move fast, usually with a crawl

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

- The _____ toy wouldn't turn on because it was broken.
- It is _____ for Annie to fly because she doesn't have wings!
- The two cups made a _____ sound as they were hit together.
- The dog didn't want to stay inside, so he decided to _____ when the door was open!
- 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.

- _____ Go away suddenly
- _____ Hold tightly
- _____ Squirting
- _____ Looking
- _____ Confused

Antonyms: Pick the word that means the opposite.

- _____ Sink
- _____ Straight
- _____ Deep
- _____ Dry
- _____ Fancy

Name: _____

Date: _____

Dolphins at Daybreak Comprehension Check

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.

Name: _____ Date: _____

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

Name: _____

Date: _____

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.

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

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

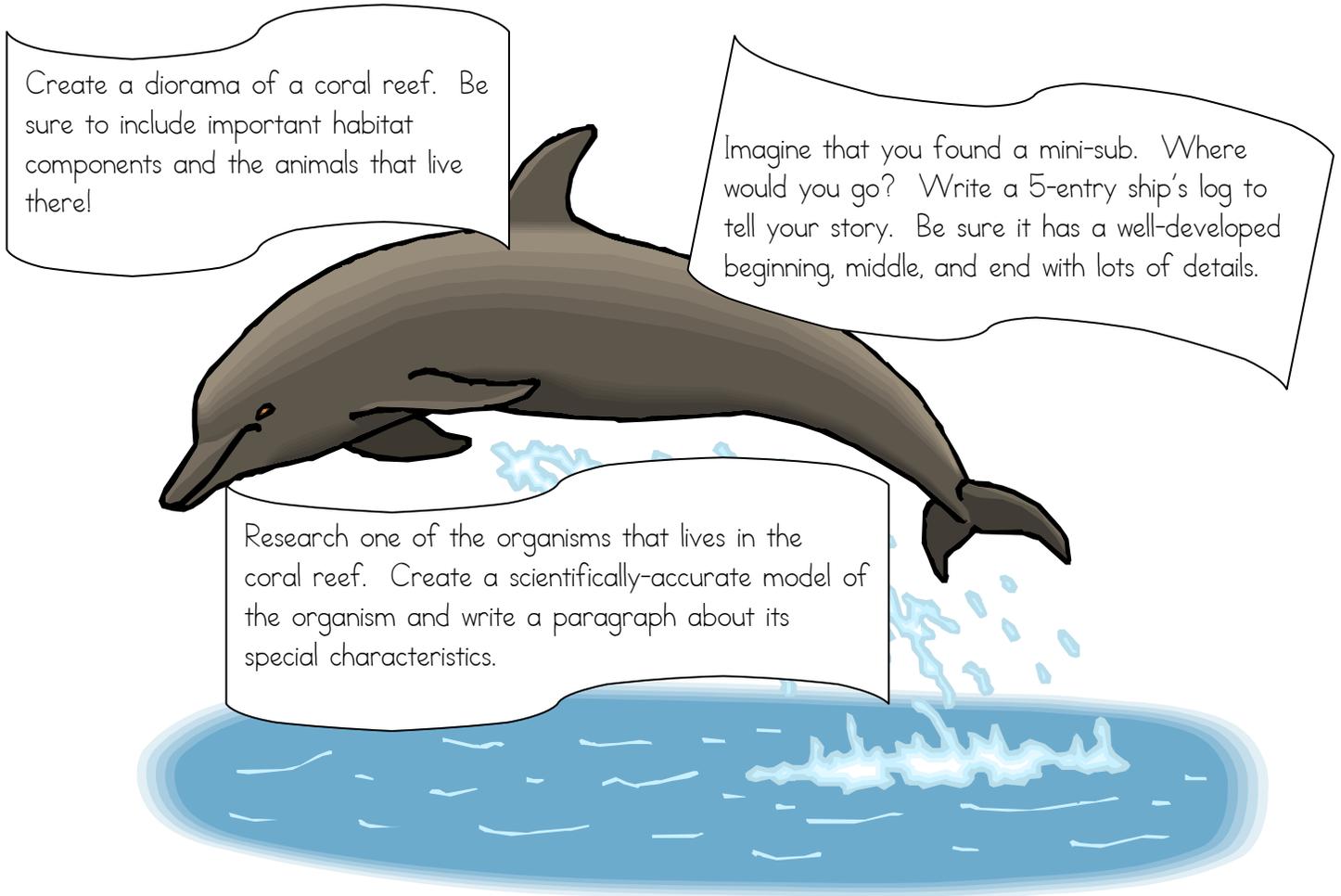
Things You Need in the Snow

Parts of a Plant

Name: _____ Date: _____

PICK A PROJECT!

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



RUBRIC:

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

TOTAL: _____/12=_____ **COMMENTS:**

Name: _____ Date: _____



Research Persuasion Sheet



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!

Team Shark/Team Dolphin Debate Rubric			
Name: _____		Animal: _____	
	3	2	1
Research	Research persuasion sheet is fully completed with details.	Research persuasion sheet is completed with some details.	Research persuasion sheet is incomplete and lacking details.
Writing Process	Student uses research to write a persuasive essay as a group. Argument includes many details.	Student uses research to write a somewhat persuasive essay as a group. Argument includes some details.	Student does not use research to write a persuasive essay as a group. Argument lacks details.
Teamwork	Student works with group to create a detailed, persuasive presentation.	Student usually works with group to create a detailed, persuasive presentation.	Student does not work with group to create a persuasive presentation.
Persuasive Presentation	Presentation is persuasive, detailed, and creative. Includes visual props. All team members are active in the presentation.	Presentation attempts to be persuasive, detailed, and creative. Most team members are active in the presentation.	Presentation is not persuasive, detailed, or creative. A few team members dominate the presentation while others do not participate at all.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: ____/15=_____ Comments:			

Team Shark/Team Dolphin Debate Rubric			
Name: _____		Animal: _____	
	3	2	1
Research	Research persuasion sheet is fully completed with details.	Research persuasion sheet is completed with some details.	Research persuasion sheet is incomplete and lacking details.
Writing Process	Student uses research to write a persuasive essay as a group. Argument includes many details.	Student uses research to write a somewhat persuasive essay as a group. Argument includes some details.	Student does not use research to write a persuasive essay as a group. Argument lacks details.
Teamwork	Student works with group to create a detailed, persuasive presentation.	Student usually works with group to create a detailed, persuasive presentation.	Student does not work with group to create a persuasive presentation.
Persuasive Presentation	Presentation is persuasive, detailed, and creative. Includes visual props. All team members are active in the presentation.	Presentation attempts to be persuasive, detailed, and creative. Most team members are active in the presentation.	Presentation is not persuasive, detailed, or creative. A few team members dominate the presentation while others do not participate at all.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: ____/15=_____ Comments:			

Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

Literature Circles Rubric

Name: _____

Book Title: Dolphins at Daybreak

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Dolphins at Daybreak

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Dolphins at Daybreak

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Dolphins at Daybreak

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

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).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
1.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
2.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
4.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
5.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
6.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
7.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
8.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
11.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
12.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
13.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
14.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
15.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
18.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
19.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
20.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1