

# Dolphin P-K Teacher's Guide



**ATLANTIS**

PARADISE ISLAND, BAHAMAS™

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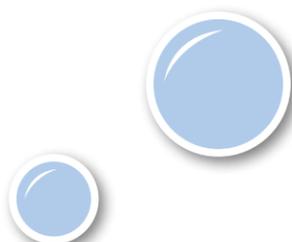


## Goal and Objectives

**Goal:** Students will develop an understanding of what a dolphin is and where it lives.

**Objectives:** Upon the completion of the Dolphin program, students will be able to:

- Determine which animals live in the ocean like dolphins.
- State and demonstrate the body parts of a dolphin.
- List other animals that begin with the same letters as dolphins.
- Use mosaic techniques to create a dolphin and its habitat.
- Use their sense of touch to identify items.
- Move like a dolphin.
- Show on a world map where bottlenose dolphins live.
- Demonstrate two dolphin behaviors.

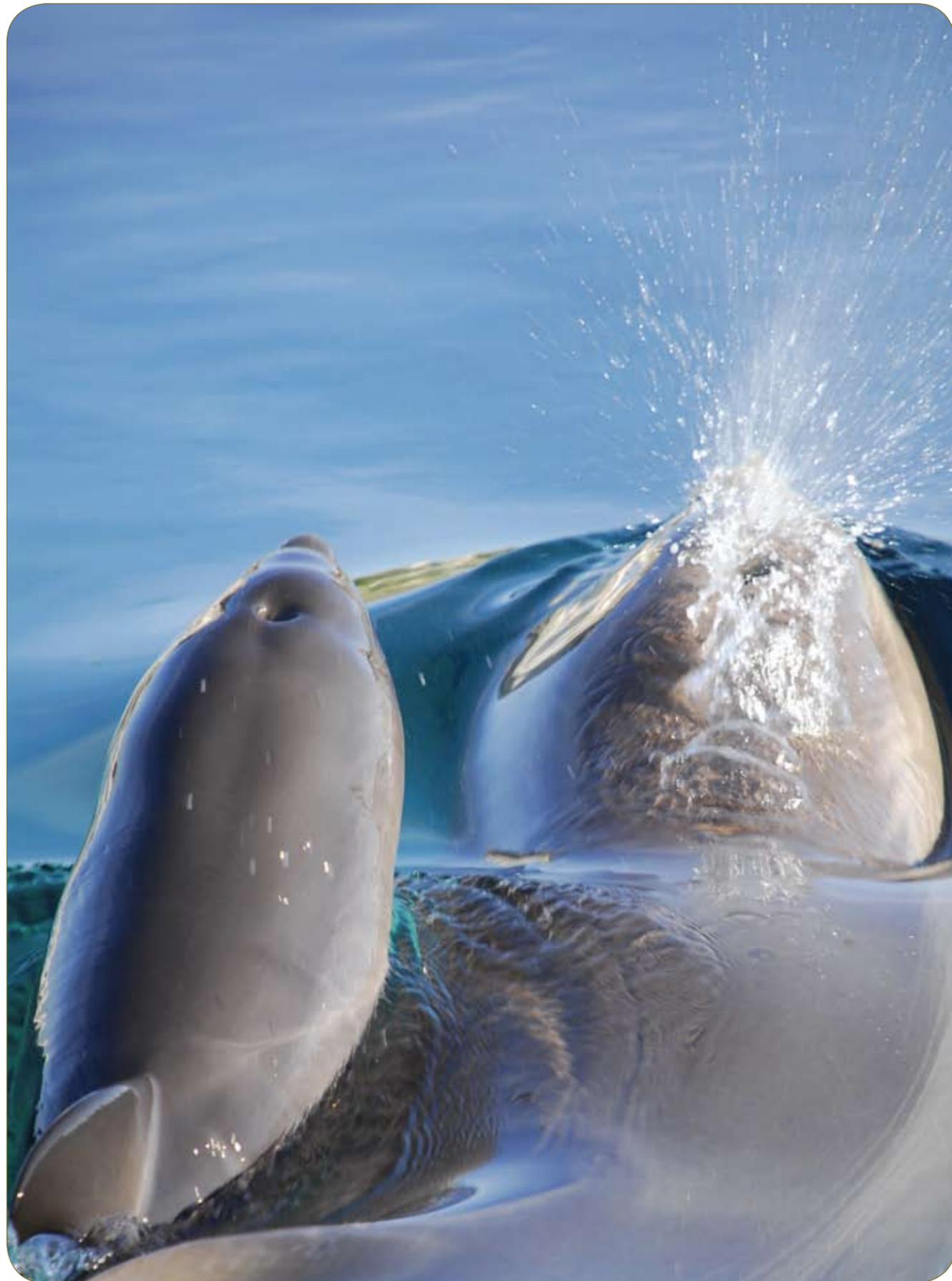


## Message to Our Teacher Partners

Atlantis, Paradise Island, strives to inspire students to learn more about the ocean that surrounds them in The Bahamas. Through interactive, interdisciplinary activities in the classroom and at Atlantis, we endeavor to help students develop an understanding of the marine world along with the desire to conserve it and its wildlife. Dolphin Cay provides students with a thrilling and inspirational opportunity to learn about dolphins and their undersea world as well as ways they can help conserve them. Through students' visit to Atlantis, we hope to open their minds to the wonders of science and help them to begin the development of their problem-solving skills. This should lead some students to future careers in the sciences.

We are a resource for you. Atlantis, Paradise Island, offers a variety of education programs on themes such as dolphins, coral reefs, sharks, and water. Please contact us if you have any questions as you prepare your students for their adventure at Dolphin Cay. All of Atlantis' education programs and curriculums support the Science and Technology Standards and Benchmarks K-6 for The Commonwealth of The Bahamas, including "Knows about the diversity and unity that characterizes life" and "Understands how species depend on one another and the environment for survival." This curriculum includes interdisciplinary lessons that incorporate English, math, geography, and art concepts.





# Dolphin Overview

## Dolphins are mammals

Dolphins are mammals just like humans and have many of the same traits, which include:

- Warm-blooded: dolphins maintain a constant body temperature.
- Possess hair: dolphins have a few hairs on their snout that they lose soon after birth.
- Nurse their young: dolphins have fat-rich milk, which helps their babies gain weight quickly.
- Give live birth: dolphin babies are born in the water.



## Dolphin design

Dolphins are designed to live in the water. They have a fin on top of their back called the dorsal fin. This fin helps them remain straight and upright in the water when they swim. The pectoral flippers on the sides of their bodies help them to steer and stop while they are swimming. The dolphins' large tail has flukes and they move it up and down to move forward in the water.

## Bottlenose dolphins live at Atlantis

Bottlenose dolphins get their name from their snout, which looks like a bottle. But that is not their nose! Dolphins breathe through an opening on the top of their head called a blowhole. Water does not enter their nose, because a flap keeps water out.

## Dolphin moves

Dolphins have a large variety of behaviors, which include swimming, leaping into the air, diving deep, jumping into the air and landing on their sides, and putting their heads up out of the water and looking around. Dolphins are also very social and will interact and play with objects and one another. Dolphins will work together in groups to form a circle around a school of fish and then feed. Dolphins also surf!



## Dolphins are very social

Bottlenose dolphins live in groups that include mother and baby and two males living together. These groups will join others and spend a part of each day together. These ever-changing groups will hunt together and females will care for each other's babies. Other types of dolphins, such as killer whales, live in family groups called pods.

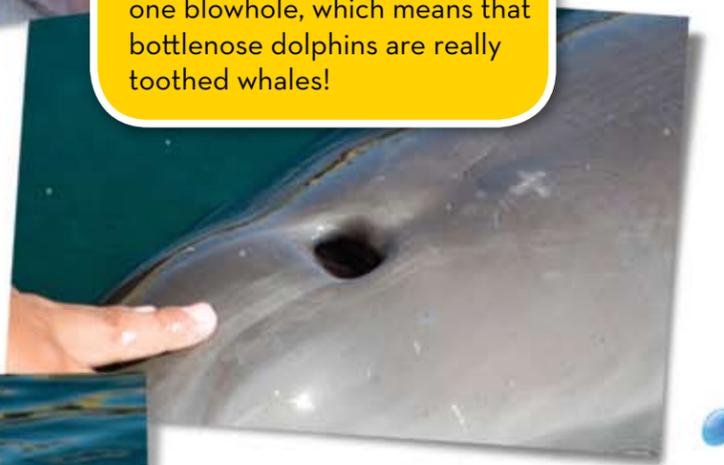


## Parts!

Can you identify parts of a dolphin?



Toothed whales have teeth and one blowhole, which means that bottlenose dolphins are really toothed whales!



On the underside, or ventral side, a dolphin has two pectoral flippers (left). On the dolphin's back, or dorsal side, is one fin called the dorsal fin (right).



# Dolphin Discovery

**Objective:** Students will be able to identify which animals share the same first letters in their names with the letters in the word “dolphins.”

## Introduction

It is fun to create your own animal alphabet list. The letters in “dolphins” can be used to start many other animal names, such as deer, ostrich, lion, parrot, hyena, insect, and snake.

## Supplies:

activity sheets on pages 4 and 5

Step 1: Write the word “dolphins” in large letters on the board. Review the spelling of dolphins with the students. Have them repeat out loud each letter in the word dolphins.

Step 2: Ask the students if they can think of any other animals whose names start with the letter D. Write the responses on the board. If the students are having trouble thinking of another animal, make the sound or imitate the body movement of the animal as a hint. For example, for the letter D, you can quack to help them discover that the word “duck” also begins with the letter D. For the letter S, you can put your hand like a fin on your back and pretend to swim like a shark.

Step 3: Repeat the exercise with the letters O, L, P, H, I, N, S. Make sure to write the example of at least one animal for each letter on the board.

Step 4: Hand out the activity sheets on pages 4 and 5.

Step 5: Ask students to write the beginning letter of each animal's name below its picture.

Step 6: Review the answers with the class. Go back and add all the animal names to the master list on the board.



Each animal has a name that starts with a letter from the word **dolphins**. Write down that letter.



Each animal has a name that starts with a letter from the word **dolphins**. Write down that letter.



Dolphins are collectively fed more than 400 pounds of sushi-quality fish every day!



## Say Ahh!

Health care at Dolphin Cay.



The medical pool features a hydraulic-lift floor to assist the veterinarians and marine mammal specialists in examining dolphins and performing routine medical procedures.

Atlantis' dolphin facility is equipped with a pharmacy and its own laboratory, which is similar to medical laboratories found in human hospitals.



# Which Animals Live with Dolphins?

**Objective:** Students will be able to identify which animals live in the ocean with dolphins.

### Introduction

Dolphins live in the ocean. There are many other animals that also live in the ocean and are marine mammals like dolphins, such as whales, seals, sea lions, walruses, and polar bears. Other creatures that live in the ocean are fish, such as grouper, parrotfish, jacks, and butterflyfish; sharks, such as nurse sharks, reef sharks, and hammerheads; stingrays, such as cownose rays and southern stingrays; starfish; and conchs.

### Supplies:

activity sheet on page 8

Step 1: Ask students where dolphins live. Discuss how they live in the ocean or sea all the time. Ask them if they can think of any other animals that live in the ocean.

Step 2: Hand out the activity sheet on page 8. Ask the students to circle all of the animals that live in the ocean.

Step 3: Review with the students which animals live in the ocean like the dolphins. Ask students to list the body parts that animals often have that live in the ocean.



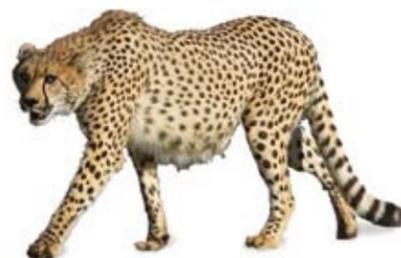
*I feel like a fish out of water...*



# Which Animals Live with Dolphins?

activity sheet

Circle all of the animals that live in the ocean.



# Pod Count

**Objective:** Using groups of dolphins, students will use their counting skills to identify how many are found in each family.

## Introduction

Dolphins live in a variety of different groups. Mother bottlenose dolphins and their babies, called calves, will live together and they will join other mothers and young to socialize, play, and hunt for food. Male bottlenose dolphins also live together in groups and they are called bachelors. Killer whales, the largest of the dolphins, will live in large family groups, which include a large male killer whale along with many female killer whales and their youngsters and babies. These groups are called pods.

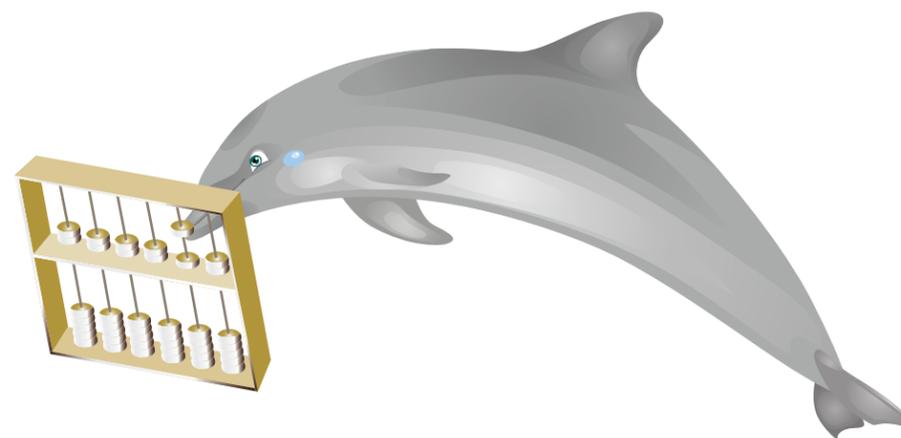
## Supplies:

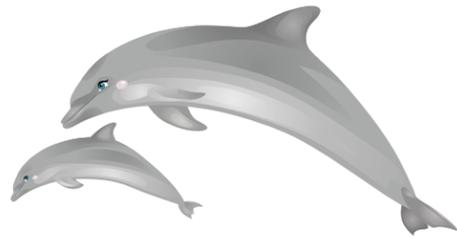
activity sheets on pages 10 and 11

Step 1: Explain to students that dolphins have different types of families. Today, students are going to count the dolphins in these families.

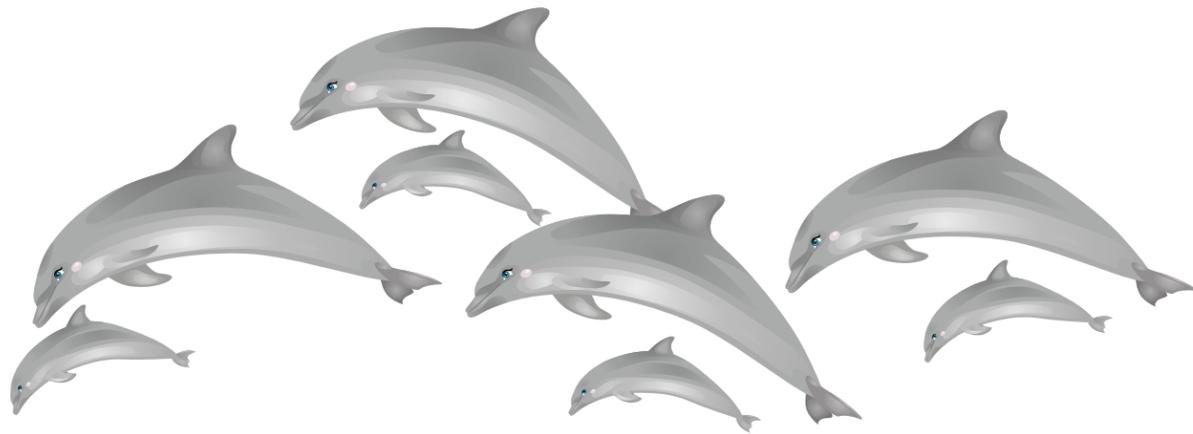
Step 2: Hand out the activity sheets on pages 10 and 11. Describe each type of family on the activity sheet, and after you describe them, have students count and write the number of dolphins that they see on the line below each group.

Step 3: Ask students to volunteer their answers for how many dolphins are in each group and how many dolphins are all together on pages 10 and 11.



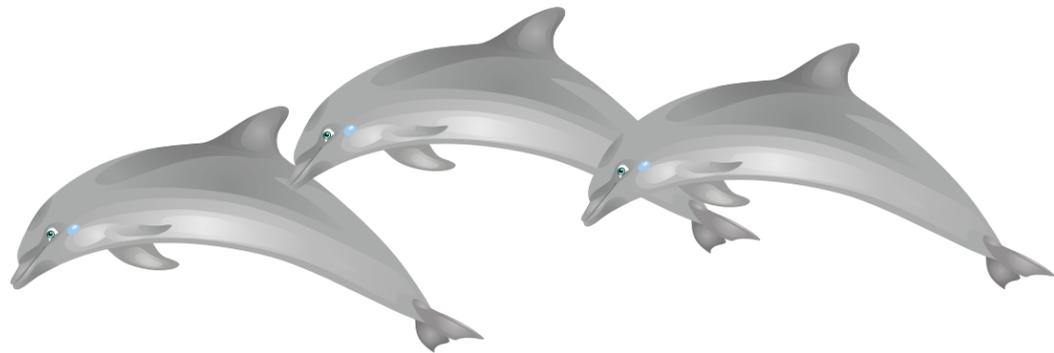


1) How many dolphins in this group? \_\_\_\_\_

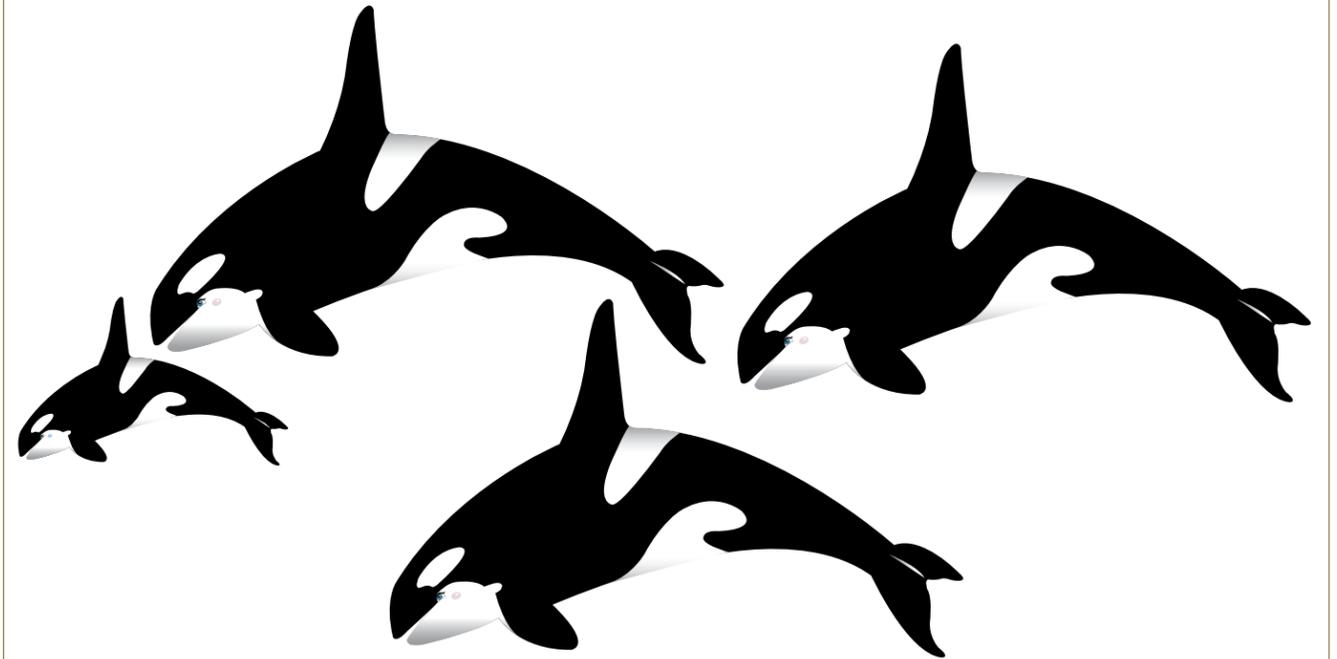


2) How many baby dolphins, or calves, in this group? \_\_\_\_\_

3) How many total dolphins in this group? \_\_\_\_\_



4) How many male dolphins in this bachelor group? \_\_\_\_\_



5) How many killer whales in this group? \_\_\_\_\_

6) If all the dolphins joined together to feed, how many dolphins would there be? \_\_\_\_\_

Mmmm!

Fun food facts at  
Dolphin Cay.



## What is that?

Jackie, a dolphin at Dolphin Cay, enjoys a “fishcicle,” a frozen treat filled with fish. She likes to play with it before she finally eats it!



## Did you know?

Each dolphin at Dolphin Cay enjoys its own concoction of fish and vitamins in its own buckets.



# How Do They Measure Up?

**Objective:** Students will learn the concept of big and little and long and short as they learn to measure.

## Introduction

Dolphin species are all different sizes. In fact, there are very small dolphins and very large dolphins. The smallest dolphin is the tucuxi, which is about 4 feet long. Bottlenose dolphins have a large size range that is from 6 to 12 feet in length. Killer whales are the largest and longest of the dolphins and can be as long as 22 feet!

## Supplies:

Stuffed dolphin or killer whale plush and other stuffed animals: bear, dog, horse, monkey, and any others (one per child)

Dog biscuits

activity sheet on page 14

Step 1: Provide a plush animal for each student or ask each student to bring in a stuffed animal from home (and make sure to have extra animals on hand for those that forget them or don't have one). Try to have at least one of each of the following plush animals: dolphin, bear, dog, cat, and monkey.

Step 2: Ask each student to come to the front of the class and pick up at least five dog biscuits.

Step 3: Ask students to determine how many dog biscuits it takes to complete the length of their animal. Have students write the number of dog biscuits on their activity sheet.

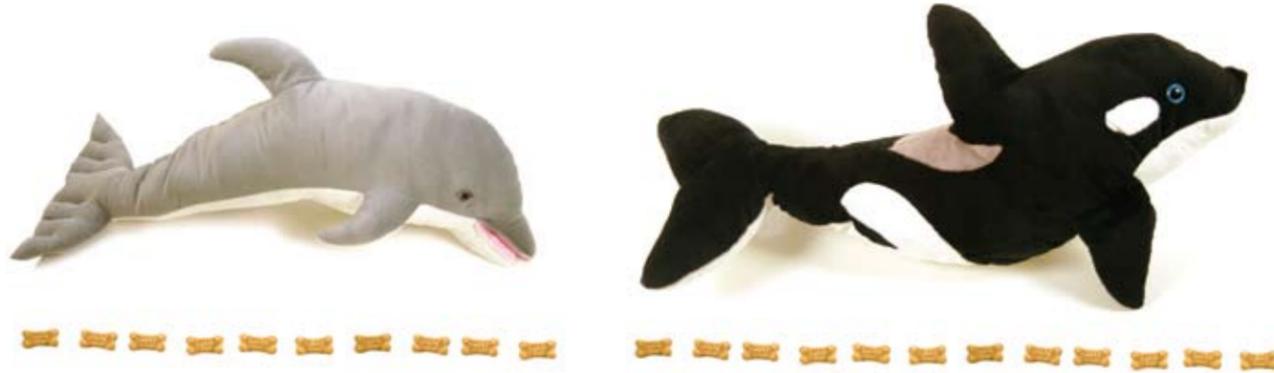
Step 4: Have children trade animals and measure them with dog biscuits, then have them write the number of dog biscuits on their activity sheet, next to the picture of the animal.

Step 5: Discuss with the children which animal they think is the biggest? Which animal is the smallest?

Step 6: Determine the smallest and largest animals and place them in front of the class.

## How Do They Measure Up?

To determine the length of the dolphin and killer whale, count the number of biscuits and write the number below the animals. Then measure your animals with biscuits and write down the number.



## Food Search

**Objective:** Students will learn how to identify items using their sense of touch.

### Introduction

Dolphins eat a large variety fish, including cod, salmon, and haddock as well as squid, which they will hunt in dark waters. They are able to use their senses to find their food.

### Supplies:

- activity sheet on page 16
- Large pail
- Seagrass and water or shredded paper
- Marbles
- Nuts and bolts
- Paper clips
- Pencil erasers
- Pens
- Pieces of sponge
- Index cards



Step 1: Make two copies of the activity sheet on page 16. Paste the images on index cards and put the index cards upside down in a pile.

Step 2: Gather all of the items above: marbles, nuts and bolts, paper clips, pencil erasers, pens, and pieces of sponge and place in a bucket.

Step 3: Gather seagrass and place in the bucket with water to recreate a dolphin's home. If you are unable to collect seagrass, place a lot of shredded paper in the bucket. Make sure either the seagrass or shredded paper covers all of the items.

Step 4: Explain to students that they are going to look for food "in the ocean" just like a dolphin does. Explain that at many times dolphins have to use other ways to find food besides seeing it since it is dark in many parts of the ocean.

Step 5: Place the bucket on a low table and have students sit around the table in a circle. Ask one student at a time to approach the table. Have the student pick up a card and then show it to the class. Ask them to reach into the bucket and find the item that is on the card.

Step 6: Ask the student what it was like trying to find their "food" by just using their fingers.

Step 7: Give every student in the class an opportunity to "fish for his/her food."

# Food Search

## activity sheet

Cut out the objects and glue onto index cards.



# Build a Dolphin

**Objective:** Students will learn the body features of a dolphin.

### Introduction

Dolphins and whales have adapted to a watery world, although their ancestors lived on land. Over millions of years their bodies have become streamlined and their limbs have been modified into flippers and flukes. To make breathing easier, the nostrils have migrated from the front of the face to the top of their head.

### Supplies:

Copies of the Build a Dolphin activity sheet on page 18, one per student

Scissors

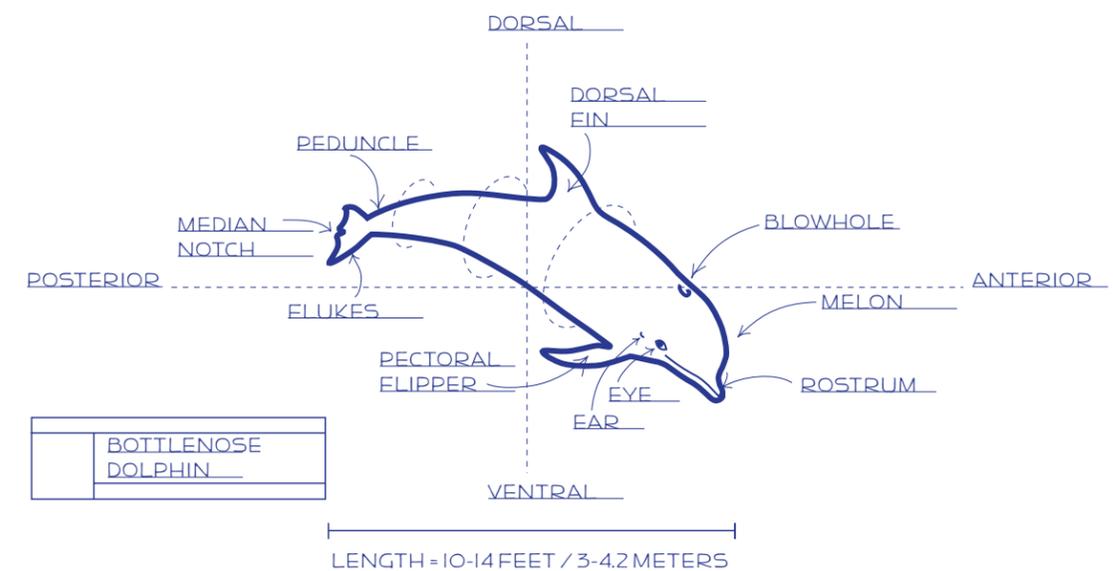
Glue sticks

Step 1: Using the illustrations on this page, review the body parts of the dolphin with the class.

Step 2: Distribute the Build a Dolphin activity sheet along with scissors and glue sticks.

Step 3: Instruct students to cut out the dolphin body parts.

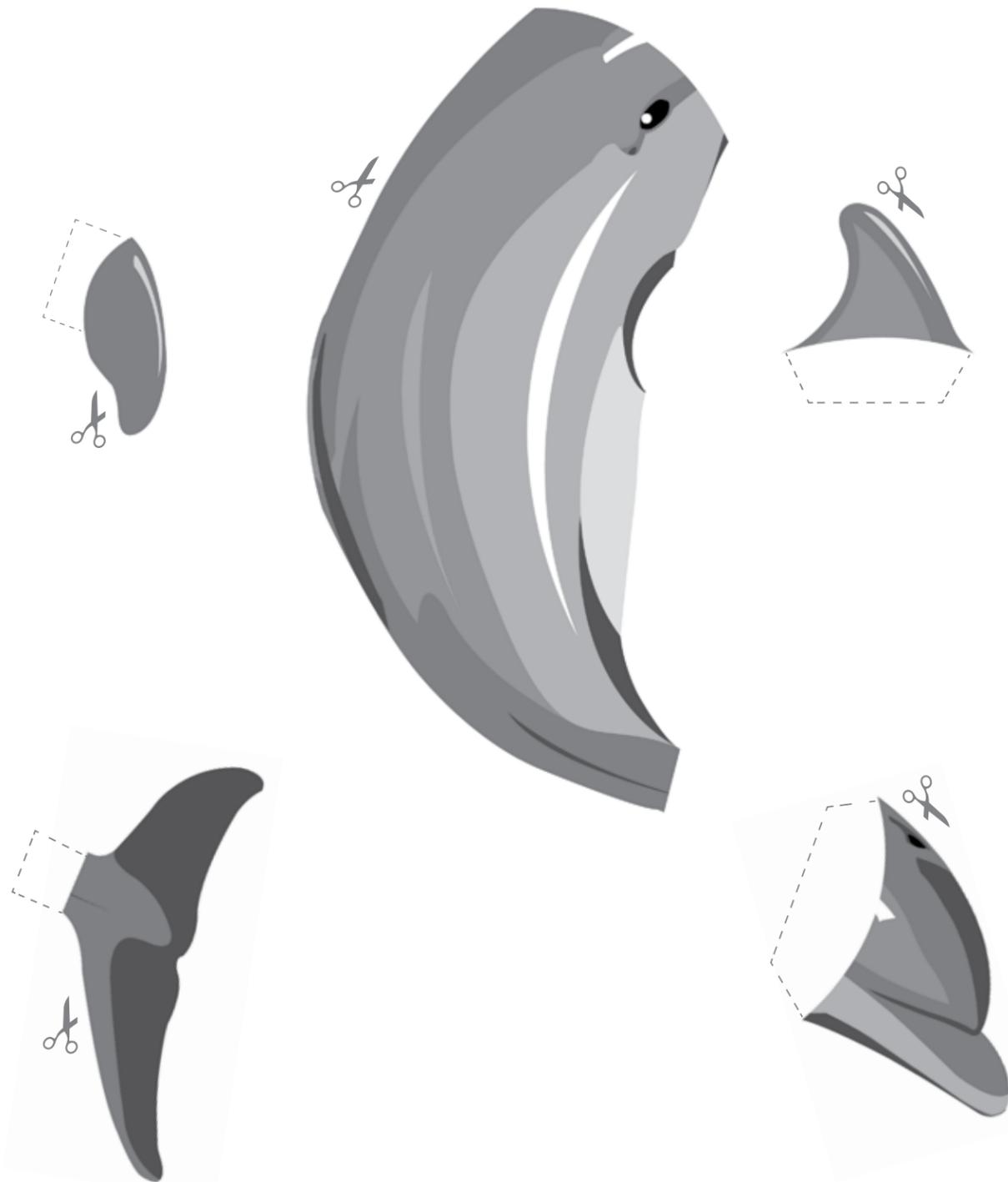
Step 4: Have students glue the body parts on the dolphin. Review names of the body parts with students when they have finished constructing their dolphins.



## Build a Dolphin

### activity sheet

Make a copy of this page and enlarge if possible. Instruct students to cut out the dolphin body parts.



## Dolphin Hokeypokey

**Objective:** Students will learn the body parts of a dolphin.

### Introduction

Dolphins are designed to live in the water. They have a fin on top of their back called the dorsal fin. This fin helps them remain straight and upright in the water when they swim. The pectoral flippers on the sides of their bodies help them to steer and stop while they are swimming. The dolphins' large tail has flukes, and they move the tail up and down to move forward in the water.

Bottlenose dolphins have a snout that looks like a bottle, and its snout is called a rostrum. But this is not its nose! The bottlenose dolphin's nose is on top of its head and is called a blowhole. A muscular flap over this nostril helps keep water out of its nose. The dolphin has very small ears: they have lost their ear flaps.

**Supplies:**  
activity sheet on page 20, one per student

Step 1: Enlarge the activity sheet on page 20.

Step 2: Hand out the activity sheet on page 20. Review each body part of the dolphin with the students. The dolphin has a fin on its back. It has two flippers on the sides of its body. Its nose is on top of its head. Its snout is called a rostrum. And the flukes make up its tail, which it uses to swim.

Step 3: Ask students to pretend they are now dolphins. First have them stand up. Then place your hand on your back like a fin and have them show you their fins. Then hold your arms out to your side like flippers and ask them to show you their flippers. Place one fist on top of the other and then place them on your nose to replicate the rostrum. Have your students do the same. Point to the top of your head and state that if everyone was a dolphin, that is where their blowhole would be. And finally, put your heels together and point your toes outward to show what flukes would look like. Have your students show you their flukes.

Step 4: Sing and do the body movements for the "Hokeypokey" with your class. Following are the words to the song:

"Hokeypokey"  
You put your right foot in,  
You put your right foot out,  
You put your right foot in and shake it all about.  
You do the Hokeypokey  
And you turn yourself around,  
That's what it's all about.



Continue the song and replace the right foot with the following body parts:

- 1) left foot
- 2) right hand
- 3) left hand
- 4) right shoulder
- 5) left shoulder
- 6) nose
- 7) back
- 8) whole body

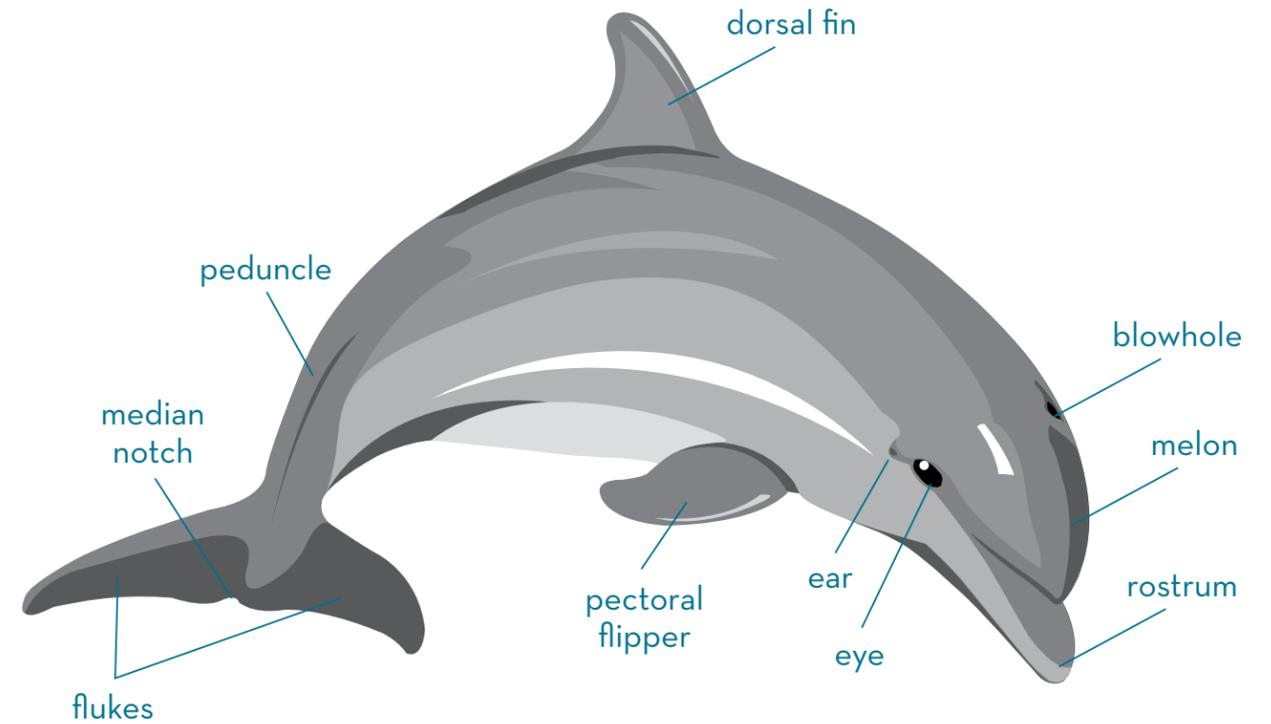
Step 5: Once the students have mastered the "Hokeypokey" with their body parts, have them repeat the song with their new dolphin body parts.

"Dolphin Hokeypokey"

You put your right flipper in,  
 You put your right flipper out,  
 You put your right flipper in and shake it all about.  
 You do the Hokeypokey  
 And you turn yourself around,  
 That's what it's all about.

Continue the song and replace the right flipper with the following body parts:

- 9) left flipper
- 10) dorsal fin
- 11) rostrum
- 12) blowhole
- 13) right fluke
- 14) left fluke



### Some Dolphin Facts

Did you know that...

Dolphins listen with their jaws—they receive sounds through their lower jaw, where a fat-filled cavity conducts sound waves through the jaw to the middle ear bones and on to the hearing centers in their brains.



Dolphins breathe through the top of their head—they don't have gills like fish, so they cannot breathe underwater. They must breathe through their mouth or have nostrils like humans. Instead, they use their blowhole, which opens and closes, and unlike humans, they breathe voluntarily, meaning they choose when to take a breath.

Dolphins are intelligent—they are self-aware and capable of abstract thinking and can recognize their reflection in the mirror.

Dolphins see with their ears—they use echolocation by making a sound and listening to it bounce off objects. This helps them to find food and navigate without bumping into things.

Millions of years ago dolphins had legs. If you look at a dolphin's skeleton, you can see two small, rod-shaped pelvic bones that may be leftover hind legs—some scientists think that means dolphin ancestors may have walked on land!



# Dolphin Dramatic Play

**Objective:** Students will be able to replicate the movements of dolphins and other sea life.

### Introduction

Different animals have different methods for moving around in the ocean. And some animals move during the beginning of their lives and then settle down, like an anemone. Dolphins have tail flukes that they move up and down in the water to swim. Fish and sharks have tail fins that they move side to side to propel themselves through the sea. An octopus uses jet propulsion, by forcing water out of an area called a funnel, in combination with moving its legs. Stingrays move by using their fins and moving them up and down.

**Supplies:**  
activity sheet on page 24

Step 1: Practice the following movements with your students to prepare them for the interactive story that you will share with them:

- Dolphin swimming: Have the students hook their thumbs together and spread their hands apart to make dolphin flukes. Have them practice moving their flukes up and down.
- Fish swimming: Have the students hook their thumbs together and move their arms side to side.
- Shark swim: Have the students hook their thumbs together and move their arms side to side in a really BIG motion.
- Anemone feeding: Have the students intertwine their fingers and then move them back and forth like an anemone feeding.
- Octopus swimming: Have the students intertwine their fingers and position their fingers toward the floor to swim like an octopus.
- Stingray swimming: Have the students bend their arms, sticking out their elbows and moving them up and down.
- Person swimming: Have the students use their hands like swim fins and move them up and down independently.

Step 2: Once the students have the movement down for each animal (and person!), read the story and cue them in for each one of the animal and people movements. After reading the story a few times, change the animals' names in the story to names of students in your class.

Step 3: If you have readers in your class, have students take turns reading the story to the class while you and the other students make the animal movements.

## Dolphin Story

Dolphin, Dolphin, what do you see? What do you see swimming by me?



Dolphin, Dolphin, what do you see? What do you see swimming by me?



Dolphin, Dolphin, what do you see? What do you see swimming past me?



Dolphin, Dolphin, what do you see? What do you see that looks like it's swimming by me?



Dolphin, Dolphin, oh, my, I do see! You are speeding very fast past me!



# Picture This: Dolphin Mosaic

**Objective:** Students will use the mosaic technique to create a picture of a dolphin in its ocean home.

### Introduction

A mosaic is a piece of art that is created by putting together pieces of paper, pottery, cloth, stone, glass, or other material to create a picture. Mosaics are a very old form of artwork and can be found in the Middle East, Italy, Russia, Turkey, and Greece. Mosaics have been created for over 4,000 years as well as by modern artists such as Gaudi and Picasso.

### Supplies:

activity sheet on page 26 (one per student)

Glue sticks (one per every two students)

Magazines, construction paper, colored paper, and/or cloth

Paper cups

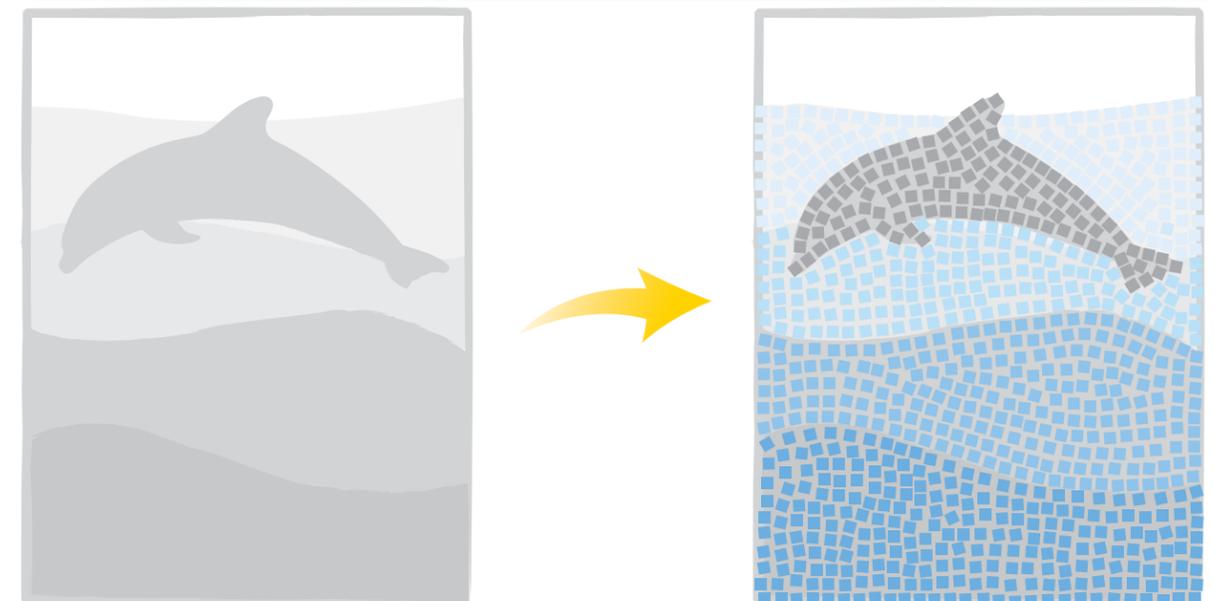


A Roman mosaic of a dolphin

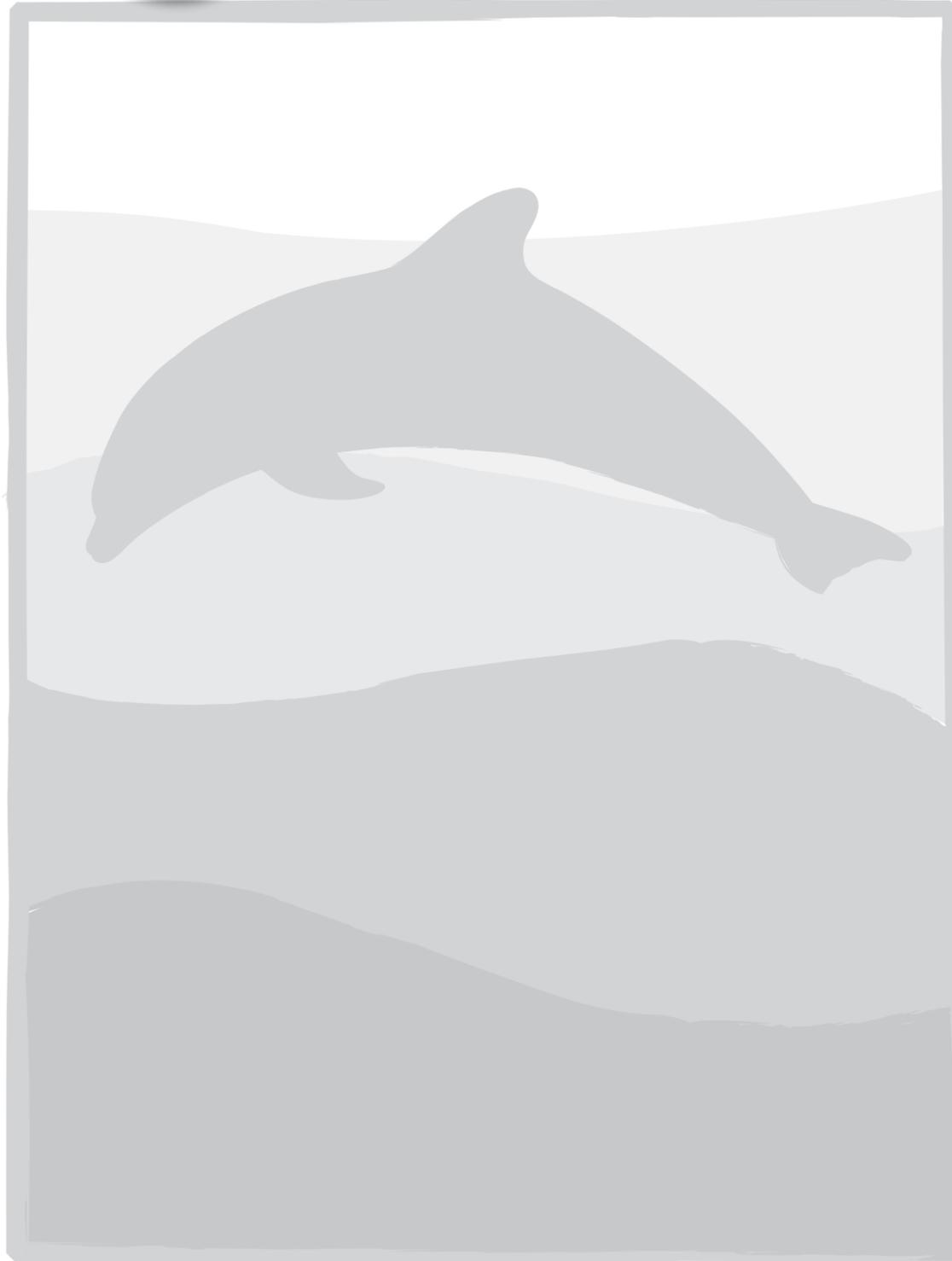
**Step 1:** Cut out pieces of magazines, paper, or cloth into coin sizes. You will need enough pieces for students to cover their entire activity sheets. Place each paper/magazine/cloth piece in paper cups.

**Step 2:** Distribute paper cups of mosaic "tiles," glue sticks, and activity sheets to each student table.

**Step 3:** Enlarge the activity sheet and demonstrate to students how they will glue the "tiles" on their activity sheets. An example is shown below:



## Picture This: Dolphin Mosaic



## Dolphins on the Move

**Objective:** Students will use puppets to reenact dolphin behavior.

### Introduction

Dolphins have a large variety of behaviors, which include swimming, leaping into the air, diving deep, jumping into the air and landing on their sides, and putting their heads up out of the water to look around. Dolphins are also very social and will interact and play with objects and one another. Dolphins will work together in groups to form a circle around a school of fish and then feed. Dolphins also surf!

### Supplies:

Copies of activity sheets on pages 28 and 29

Tongue depressors

Glue sticks

Step 1: Copy four sets of the activity sheets on pages 28 and 29.

Step 2: Cut out the dolphin images, glue the tongue depressor on one image and then glue the identical image on the other side.

Step 3: Explain to the class the different types of behaviors that can be seen in dolphins. Demonstrate those behaviors with the dolphin puppets. These behaviors include:

- a) Swimming slow and fast
- b) Diving deep
- c) Jumping high
- d) Two dolphins swimming together
- e) Leaping high and landing on your side, which is called a breach.
- f) Surfing
- g) Putting your head high out of the water and looking around above the water, which is called spy-hopping.
- h) Fishing as a group

Step 4: Divide the class into six groups and distribute a puppet to each student. Have them be dolphins!

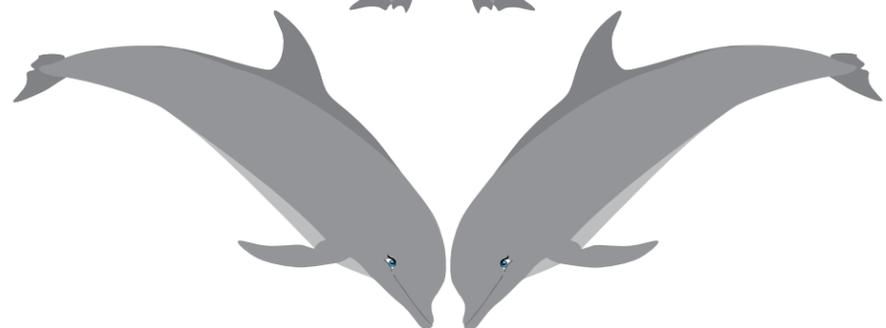
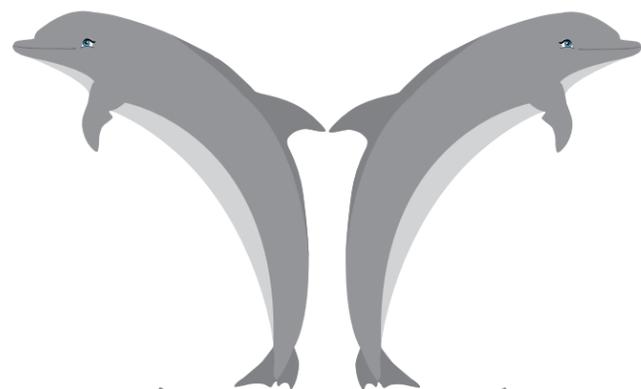
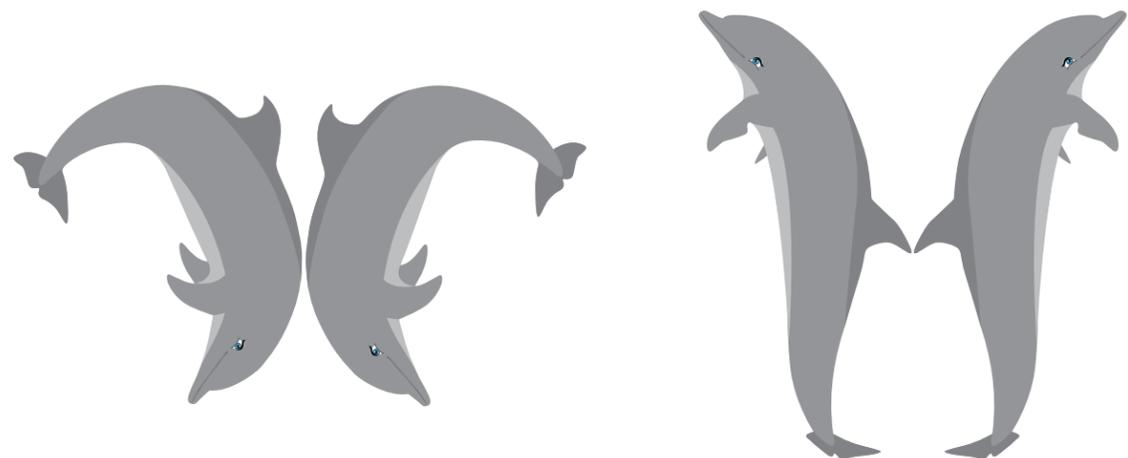
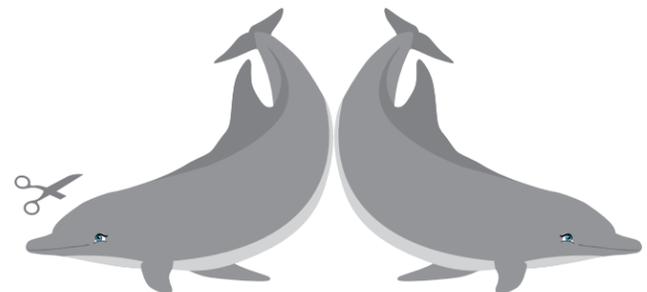
Step 5: After the activity, place the puppets in a free play station and encourage their use.



# Dolphins on the Move

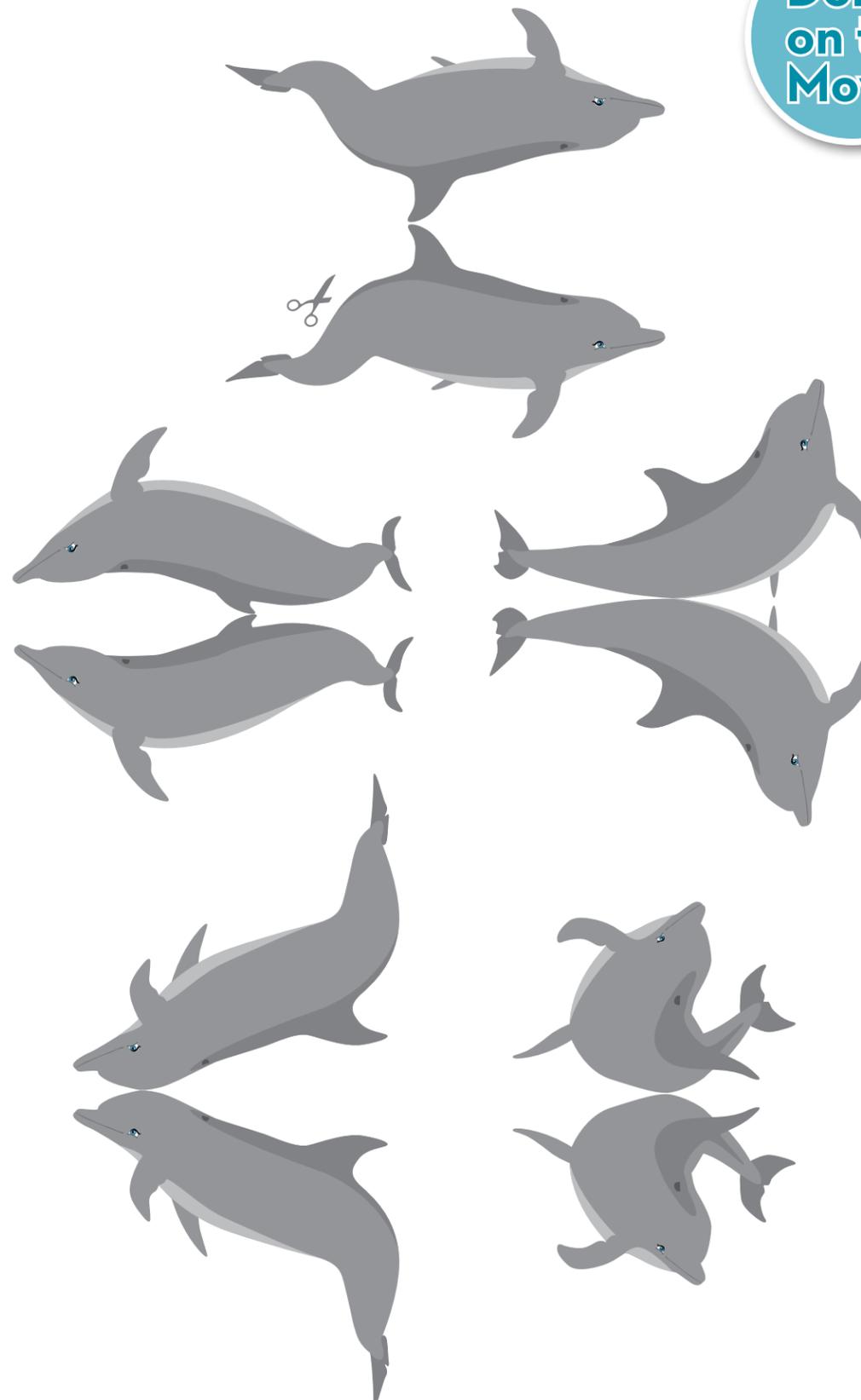
activity sheet

Cut out the dolphins.  
Then fold over and glue onto the wooden tongue depressor.



activity sheet

# Dolphins on the Move





# Where Do I Live?

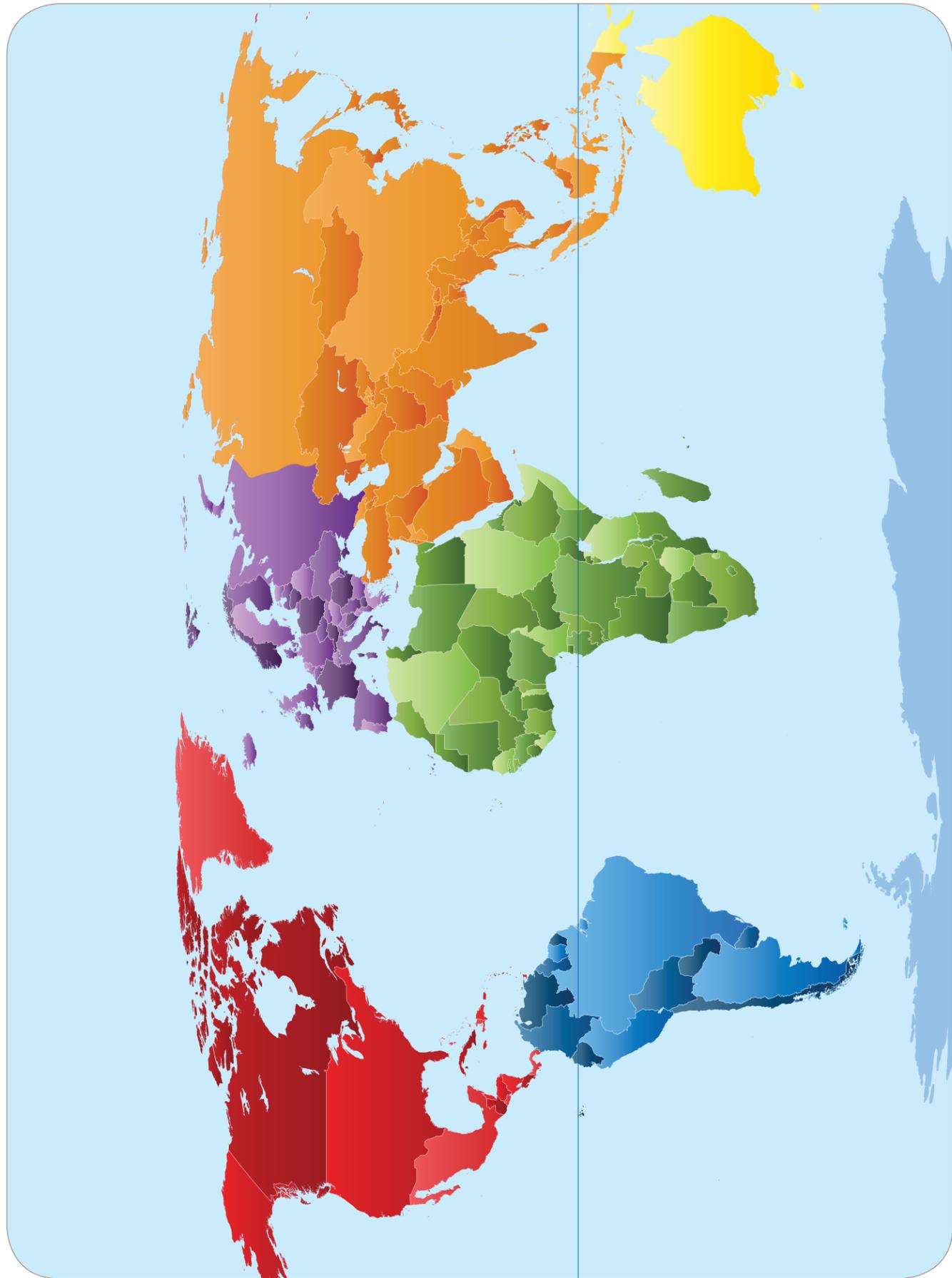
**Objective:** Students will be able to state that dolphins live in the ocean and place dolphins in an ocean on a world map.

**Introduction**  
Dolphins live in all oceans of the world.

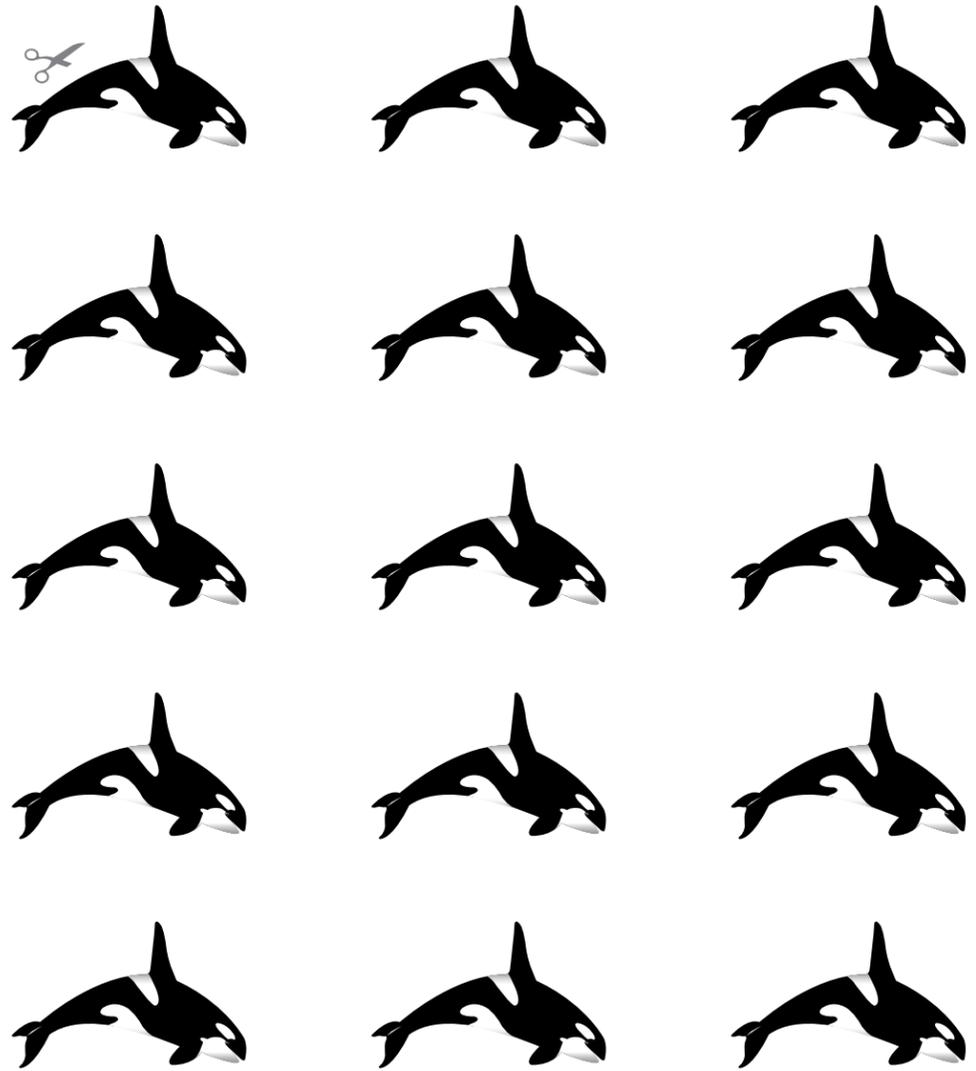
**Supplies:**  
Copies of activity sheet on page 33  
Glue sticks (one per student)

- Step 1: Enlarge the world map on page 32 or use a large map in your classroom.
- Step 2: Ask students to come up to the map and show where an ocean is found and where land is located.
- Step 3: Ask students if they think dolphins live on land or in the ocean.
- Step 4: Have students cut out the killer whales.
- Step 5: Have students glue their killer whales in each ocean of the world.





Where Do I Live?





### More Dolphin Facts

Did you know that...

Dolphins can have more than 90 pointy, white teeth to hold their prey, and they don't chew their food: instead, they swallow it whole and digest it in their three-chambered stomach.

Dolphins actually call each other by name—dolphins communicate with whistles and use individual calls to identify one another. Some scientists who study dolphin communication think that wild dolphins have special, high-pitched calls known as signature whistles that each dolphin uses to tell their pod buddies apart, and each one chooses their own signature whistle by their first birthday!

Dolphins enjoy teamwork: they rely on each other for survival by sticking together and forming groups that can cover a broad area, which helps in hunting for food. They work together and herd a big school of fish into a small, crowded clump and then take turns speeding through the trapped fish to eat.



# Dolphin or Other Sea Creature?



**Objective:** Students will learn how to differentiate a dolphin and whale from other sea creatures.

**Supplies:**  
Copies of activity sheet on page 36  
Pencils



DOLPHINS and WHALES are mammals like us, and we share many of the following traits:

- Have hair, though dolphins lose the few hairs they have soon after birth.
- Breathe air using one or two blowholes.
- Are warm-blooded and have a thick layer of blubber to keep them warm.
- Nurse their young with fat-rich milk.
- Give live birth in the water.

They also have body parts specially adapted for moving through the water:

- Dorsal fin on the back for stability. Some fish have two dorsal fins.
- Pectoral flippers on the sides of their body for steering and stopping.
- Tail flukes that propel them forward by moving their flukes up and down.

SEA LIONS, SEALS, and WALRUSES are also marine mammals but have traits that distinguish them from whales and dolphins as well as from sharks and fish:

- Two hind flippers
- Nails on flippers
- Whiskers
- Two nostrils

FISH are animals like dolphins and whales—but not mammals—and they have different traits that include:

- Covered with bony scales.
- Use gills to get oxygen from the water.
- Are cold-blooded and their body temperature is similar to the water temperature in which they live.
- Move their tail, or caudal fin, side to side when swimming.

They also have external body parts that dolphins and whales don't have:

- Pelvic fin
- Anal fin
- Gill cover, or operculum

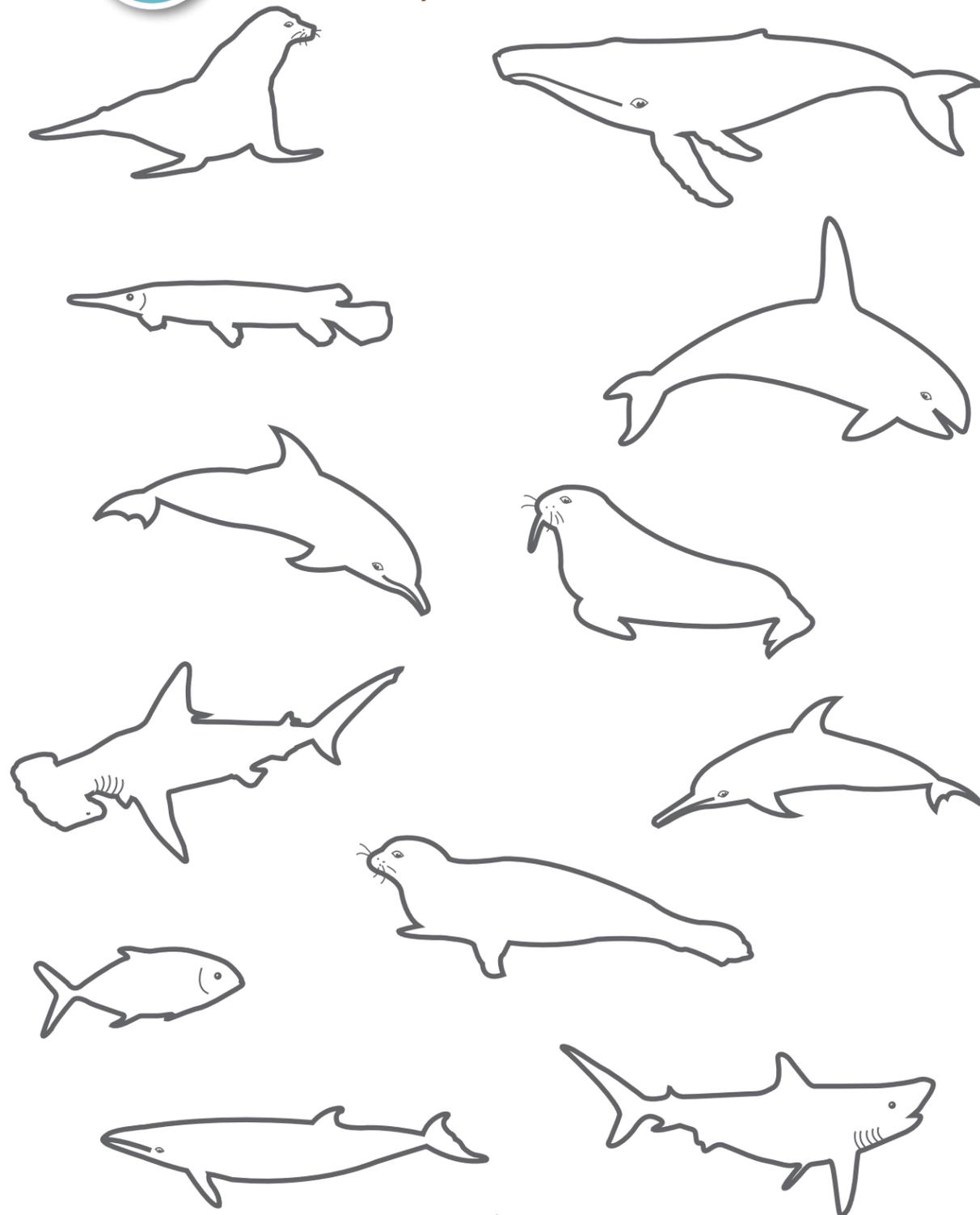
SHARKS are fish that have a skeleton made of cartilage. Just like other fish, they have pelvic and anal fins as well as a tail, or caudal fin, that they move side to side. Their unique traits include:

- Skin that feels like sandpaper. It is covered with small, toothlike structures called dermal denticles.
- Five to seven gill slits located behind the eyes on both sides of the body.

## Dolphin or Other Sea Creature?

### activity sheet

- Circle all the dolphins and whales.
- Put a box around all the fish and sharks.
- △ Draw a triangle around sea lions, seals, and walruses.
- ✍ Write the word **mammal** below each mammal and **fish** below each fish.



## Recycling Can Make a Difference!

**Objective:** Students will count how many cans they recycle.

### Introduction

Recycling is one way that we can help animals. When cans are recycled, then new minerals are not removed from the Earth to make new cans. When paper is recycled, trees in the forest don't have to be cut down to make new paper and cardboard. When plastic is recycled, we don't need to use more oil to create more plastic bottles.

### Supplies:

Butcher paper

Markers

Dolphin and whale cutouts

Four plastic bags for each child

Copies of activity sheet on page 38

Step 1: Discuss with your class why recycling is important. Everything that we end up recycling means that we have to take fewer materials out of animal homes to make things that humans need.

Step 2: Divide your class into two groups and name one group "dolphins" and the other "killer whales." Let them know that for the next month they are all going to participate in recycling.

Step 3: Create a bar chart on each piece of butcher paper and post it on the wall (see activity sheet on page 39). Write the team's name on the top of each chart. Make several copies of the activity sheet on page 38 and cut out whales and dolphins.

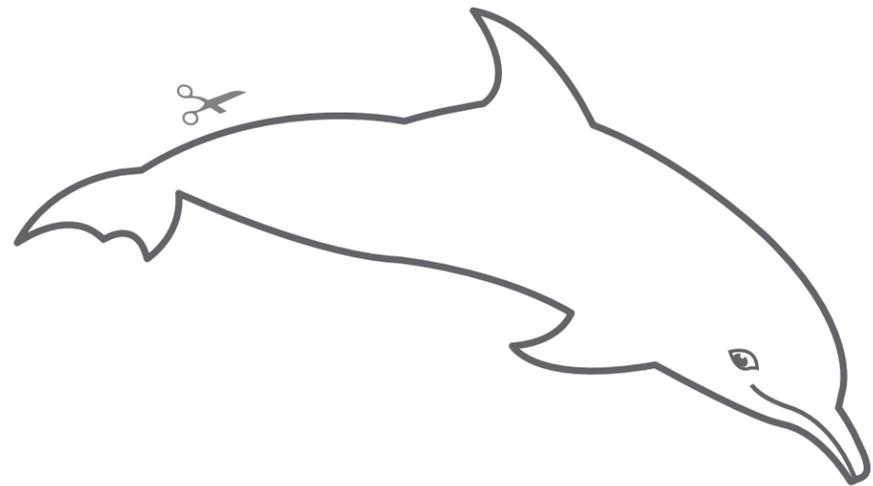
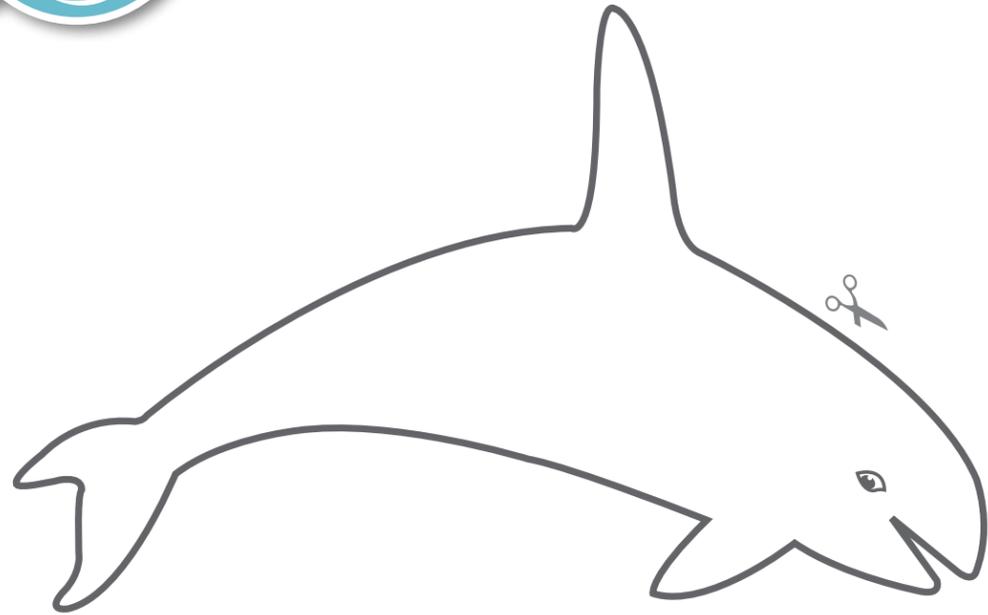
Step 4: Send a letter home, along with one plastic bag each week to each student's parents, and let them know that their child will be participating in a class project to recycle cans for one month. Ask for their assistance in helping the students collect aluminum cans.

Step 5: Every Friday during the four-week period, ask each child to bring in his/her bag with cans to their classroom.

Step 6: For each student that brings in cans, have them count them and write the number on the dolphin or killer whale cutouts. Then paste the dolphin and whale on the bar chart and create a total for the week for each team.

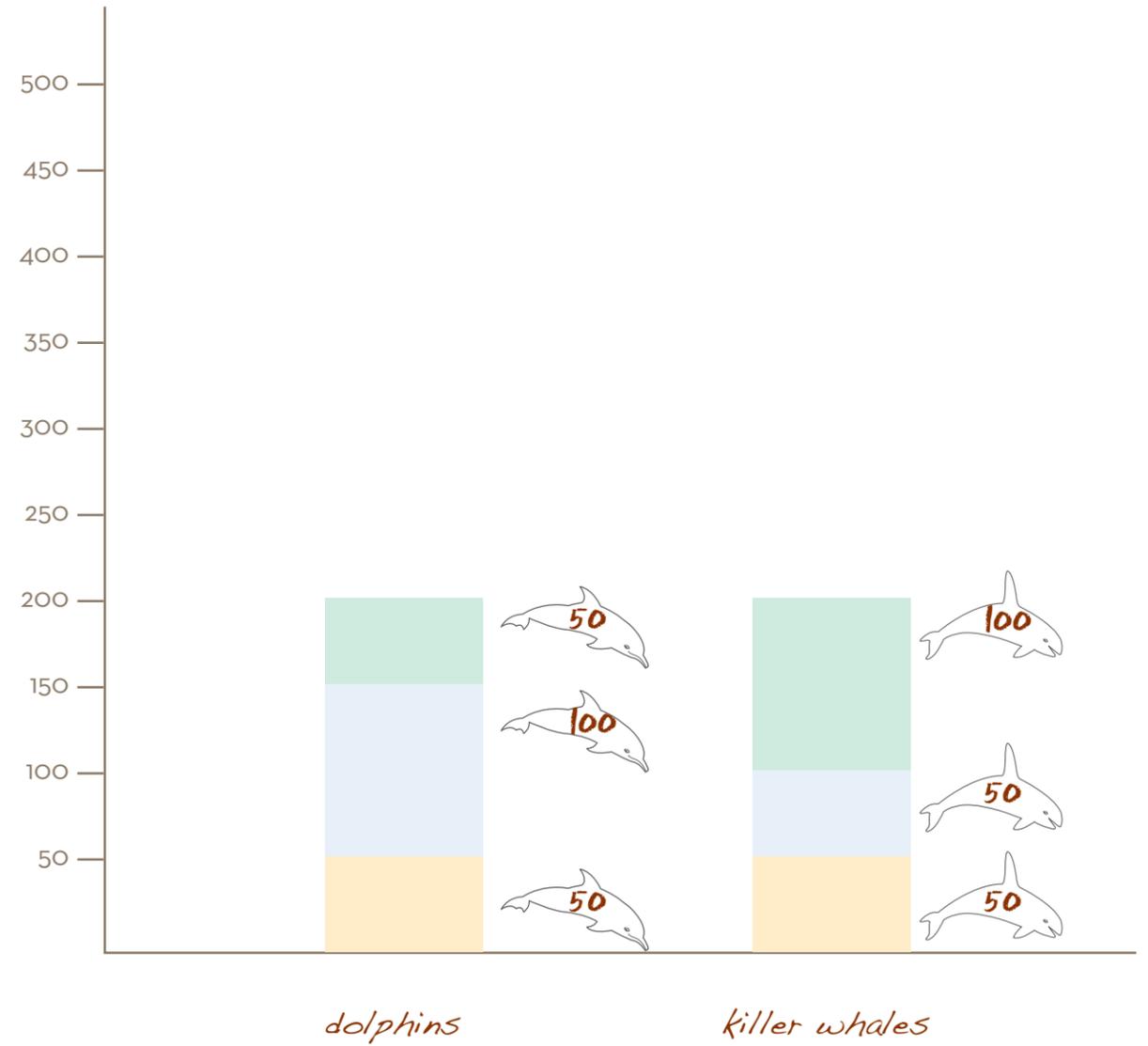
Step 7: Turn in the cans for recycling and celebrate your success! Share your results with your students' parents. In The Bahamas, you can find recycling locations at <http://www.cansforkidsbahamas.com>.

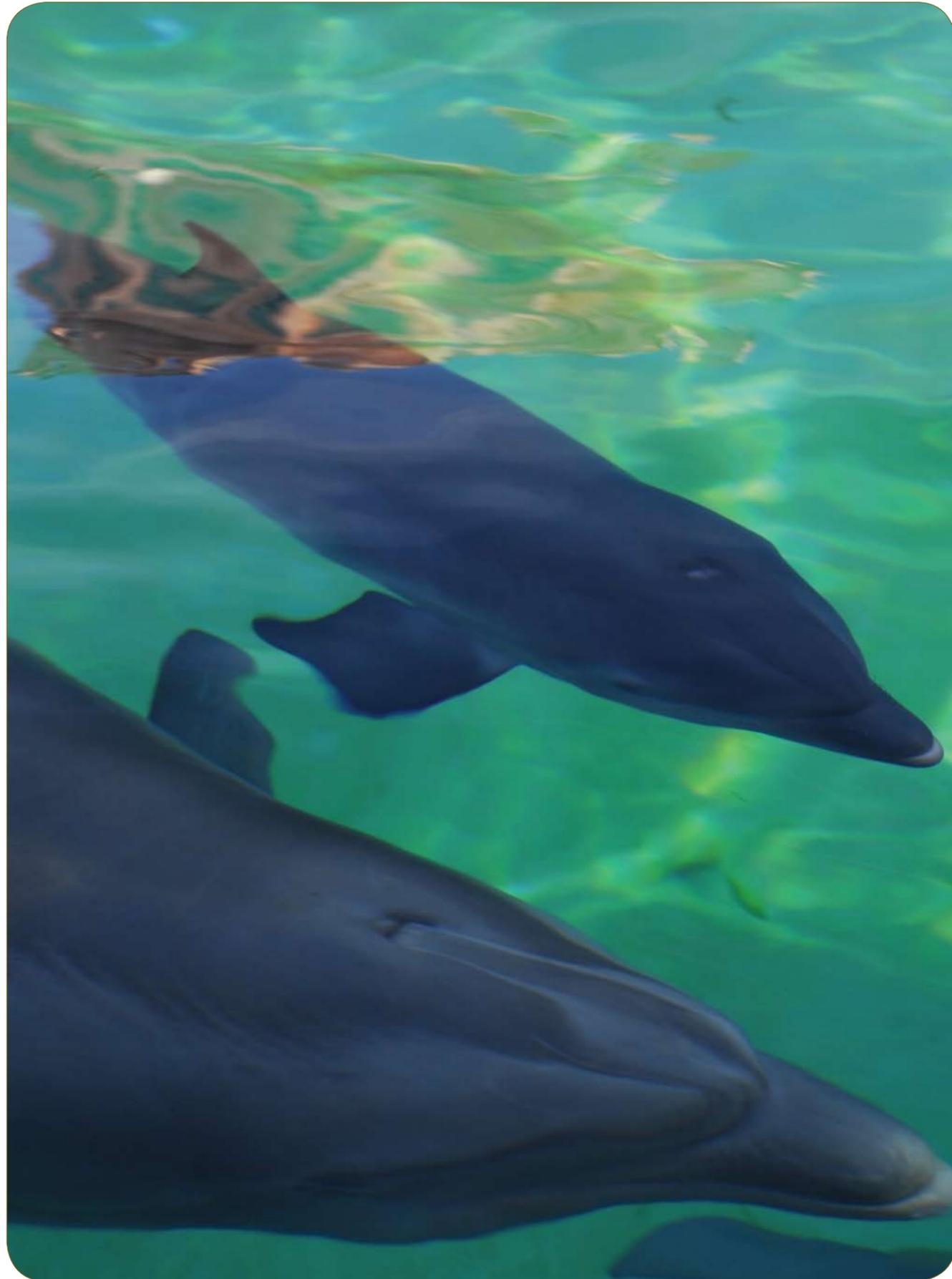
Recycling  
Can Make  
a Difference!



Recycling  
Can Make  
a Difference!

Each day when the student brings in cans, count them; write down the number of cans on the dolphin or killer whale cutout; paste the dolphin or killer whale on the bar chart; then add that amount to the bar chart.





# Vocabulary

**blowhole:** a single opening, or nostril, with a muscular flap found on top of a dolphin's head and through which it breathes.

**breach:** a dolphin's or whale's leap partially or completely out of the water that ends with the animal landing on its side, belly, or back. It is thought to be a means of communication.

**calf:** a baby dolphin.

**dorsal:** the top of the back of a dolphin or whale.

**dorsal fin:** the fin on the back of a dolphin.

**echolocation:** a technique of locating objects by determining the time for an echo to return from an object and the direction from which it returns. Used by dolphins to navigate and hunt for food.

**endangered:** threatened with extinction.

**flipper:** a wide, flat limb of a dolphin, seal, or sea lion that is used for swimming.

**flukes:** the two flattened pieces of a dolphin's tail, which are used to propel a dolphin forward while swimming.

**gills:** slits used by fish to obtain oxygen from the water.

**grouper:** a large fish found in the Caribbean.

**killer whale:** the largest of the dolphins that lives in family groups called pods.

**mammal:** an animal that is warm-blooded, nurses its young, gives live birth, breathes air, and has hair. Dolphins are mammals but lose the few hairs they have on their rostrum soon after birth.

**melon:** a rounded piece of fat located in a dolphin's or whale's forehead that is used in echolocation.

**mosaic:** a piece of art that is created by putting together pieces of pottery or other material to create a picture.

**ocean:** a large body of seawater.



## Vocabulary

**pectoral flipper:** a broad, flat, paddlelike limb that contains bones and is used for steering and stopping.

**pod:** a small social group, or family, of dolphins such as killer whales.

**predator:** an animal that eats other animals.

**prey:** an animal that is eaten by other animals.

**recycling:** to return used items for remanufacturing.

**rostrum:** a beaklike, or snoutlike, projection from the head of the dolphin.

**spy-hopping:** occurs when a dolphin or whale is upright in the water and looking around above the surface.

**ventral:** the bottom side of the animal.

**veterinarian:** a doctor who provides medical care for animals.

**warm-blooded:** animals whose body temperatures remain constant.

**whale:** a mammal that lives in the sea and is identified by its specialized flippers and flukes. All dolphins are whales.



## Notes



