WINTER’s amazing true story… now has HOPE.

Dolphin Tale 2

SEPTEMBER 12
#WinterHasHope

WANT TO HELP PROTECT DOLPHINS AND THE PLACES WHERE THEY LIVE?
GO TO NWF.org/DolphinTale2
NWF is teaming up with Warner Bros. Pictures and Alcon Entertainment’s *Dolphin Tale 2*! The amazing film continues the story of the brave dolphin Winter, whose miraculous rescue and recovery—thanks to a groundbreaking prosthetic tail—made her a symbol of hope and perseverance to people around the world and inspired the 2011 family hit movie *Dolphin Tale*.

It has been several years since young Sawyer Nelson (Nathan Gamble) and the dedicated team at the Clearwater Marine Hospital, headed by Dr. Clay Haskett (Harry Connick, Jr.), rescued Winter. With the help of Dr. Cameron McCarthy (Morgan Freeman), who developed a unique prosthetic tail for the injured dolphin, they were able to save her life.

Yet their fight is not over. Winter’s surrogate mother, the elderly dolphin Panama, passes away, leaving Winter alone and grieving. However, the loss of Panama may have even greater repercussions for Winter, who, according to USDA regulations, cannot be housed alone, as dolphins’ social behavior requires them to be paired with other dolphins. Clearwater must find a companion for her before the team loses their beloved Winter to another aquarium. But as time runs out, there may still be Hope…

The real Winter, who plays herself in both *Dolphin Tale* and *Dolphin Tale 2*, today serves as a symbol of courage, perseverance and hope to millions of people—both able and disabled—who have been touched by her remarkable story of recovery and rehabilitation.

**ABOUT NATIONAL WILDLIFE FEDERATION**

National Wildlife Federation inspires Americans to protect wildlife for our children’s future. For more than 75 years, NWF has been connecting people of all ages with nature through award-winning education programs and resources, including the children’s magazine and *Ranger Rick®*. National Wildlife Federation is proud to be the education partner for *Dolphin Tale 2*.

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**CREDITS:**

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ACTIVITY ONE:  
**Amazing Marine Mammals**

Subjects: Biology, Natural Science, Environmental Science

**LEARNING OBJECTIVES:**
- Describe the characteristics that distinguish mammals from other animals.
- Explain the adaptations of marine mammals.
- List some mammal species, including several species of marine mammals.

**MATERIALS:**
- Index cards or small pieces of paper
- Marker

**BACKGROUND:**
Dolphins are marine mammals—mammals that live in the ocean. In addition to dolphins, this group includes whales, seals, sea lions, walruses, manatees, and sea otters.

**What makes a mammal?** All mammals—from dolphins to mice to cows to people—have certain characteristics in common.
- Mammals are vertebrates.
- Mammals have lungs to breathe air.
- Mammals are warm-blooded, meaning they keep their body at a constant temperature.
- Almost all mammals give birth to live young.
- Mammals have hair or fur (although very little on dolphins and whales).
- Mammal mothers produce milk to feed their young.

Some of these characteristics are shared with other kinds of animals. For instance, fish, birds, reptiles, and amphibians are also vertebrates. Birds, like mammals, are warm-blooded. But only mammals have hair and nurse their young on mothers’ milk.
How are marine mammals special? Marine mammals have adaptations for life in the ocean. Dolphins, whales, seals, and other marine mammals can hold their breath for long stretches while diving underwater. They have streamlined bodies and powerful flippers for efficient swimming, and a layer of fat called blubber that helps keep them warm in cold water. Dolphins are most closely related to whales and porpoises. Dolphins, whales, and porpoises form a group of marine mammals called cetaceans.

WHAT YOU DO:

1. Referring to the background information above, ask students to help you make a list of the characteristics of mammals. Ask them to name as many different kinds of mammals as they can.

2. Then explain that some mammals live in the ocean and are called marine mammals. Work together to create a list of the characteristics of marine mammals, and to name marine mammal species.

3. On index cards, write the names of the mammals—marine and others—that students suggest. You might also want to include the names of some non-mammal species. Shuffle the cards and hand out one to each student. Place the cards face down so that students cannot read the animals’ names.

4. Have students hold their cards up to their foreheads so that others can read them but they still don’t know which animal they represent. Then play a round of “21 Questions,” with students asking questions to help them guess their animals’ identities. For instance, if the card reads “sea otter,” they might start by asking “Am I a mammal?” Yes. “Am I a marine mammal?” Yes. “Do I have a blowhole?” No. “Do I have thick fur?” Yes. And so forth.

5. Depending on the size of your group, you might have students go one at a time, with the rest of the group answering their questions, or have all students mingle at once and ask questions of one another.

6. Conclude the activity by reviewing the characteristics of mammals in general and marine mammals in particular.

ADAPTATIONS:

For younger students. If students are not yet proficient readers, paste drawings or photos of the animals on the cards in addition to writing their names.

For older students. After completing the activity, have students devise a key that can be used to categorize a variety of different animals. Like the activity, the key should be based on a series of yes or no questions. For example, it might start with the question “Is it a vertebrate?” A yes answer leads to Fish, Mammal, Bird, Reptile, Amphibian. A no answer leads to Insect, Worm, Mollusk, Crustacean, and Echinoderm. Subsequent questions further narrow down the choices until a single species is reached.
ACTIVITY TWO

DOLPHIN ANATOMY

Subjects: Biology, Natural Science, Environmental Science

LEARNING OBJECTIVES:

- Name and describe the function of the major parts of a dolphin’s body.
- Explain why it was so important for Winter to have a functional tail.

MATERIALS:
- Copies of the Dolphin Anatomy Student Page

WHAT YOU DO:

1. Hand out the Dolphin Anatomy Student Page and give students time to complete it.
2. Discuss the various parts of a dolphin’s anatomy and their functions. Ask students to explain how each of these body parts helps a dolphin survive in its ocean habitat.
3. Ask students to consider what happened when Winter damaged her tail. How did it affect her ability to do the things a dolphin needs to do? How did she benefit from receiving a prosthetic tail to replace the one she lost?

ADAPTATIONS:

Take a closer look at how a dolphin uses its tail to swim. Show students a video of a dolphin swimming, pointing out how the tail flukes move in an up-and-down motion to propel the dolphin. Then have students compare this with a video of fish swimming (or observe fish in an aquarium). Note how the tail moves side-to-side. Explain that after Winter lost her tail flukes, she was moving sideways to swim (like a fish) instead of up and down, and veterinarians were afraid she would damage her spine over time. When Winter was fitted with her prosthetic tail, she had to relearn the up-and-down motion, but now she can swim again as a dolphin should.
DOLPHIN ANATOMY STUDENT PAGE

Dolphins have many adaptations to help them swim, dive deep, and come to the surface to breathe air. When Winter lost her tail, she was no longer able to move the way a dolphin is meant to move.

Below are some of a dolphin’s body parts. On the picture of Winter, fill in the name of the matching body part in each blank.

**Flukes** – Tail parts that move up and down to push the dolphin through the water. With her prosthetic flukes, Winter can swim like a dolphin again.

**Dorsal Fin** – A fin on the dolphin’s back that helps it keep its balance and turn as it swims.

**Pectoral Fins** – Often called the “flippers,” these fins on each side of the dolphin’s body are used for steering, stopping, and balance.

**Blowhole** – A hole on top of the dolphin’s head, used for breathing.

**Rostrum** – Also called the “snout” or “beak,” this body part is the front end of a dolphin.
ACTIVITY THREE:  
DOLPHIN COMMUNICATION

Subjects: Biology, Natural Science, Environmental Science, Physics

LEARNING OBJECTIVES:
- Describe how echolocation works.
- Explain why echolocation is useful to dolphins.

MATERIALS:
- Blindfolds
- Tokens (such as poker chips)

BACKGROUND:
The underwater environment can be dark or murky, making it hard to see. Dolphins rely a great deal on sound to navigate and communicate with each other.

Communication. Dolphins use a variety of whistles to talk to each other and scientists believe that each dolphin in a pod has its own special whistle to identify itself.

Navigation. To find their food and avoid obstacles and danger in places where sight is limited, dolphins use echolocation. A dolphin sends out a series of clicks, which then bounce off the objects around it and return to the dolphin. The dolphin listens for the echoes and interprets them. How loud the echoes are and how long they take to return are clues that the dolphin uses to figure out what is nearby (such as fish to eat, a rock, a boat, etc.).
What you do:

1. Ask students if they know how bats find their insect prey in the dark of night. Explain that they use echolocation and that dolphins use a similar method to navigate and find their food underwater.

2. Give students a chance to experience echolocation with a fun and active game. Set up a playing field with a starting line and a finish line some distance away. Designate several students to be dolphins. Blindfold the dolphins to simulate dark or murky water conditions. Then, on the playing field, cluster several students together to represent a boat. Scatter other stationary students around to be rocks. The remaining students will be fish and can move around the playing field. Give each fish a handful of tokens.

3. Line up the dolphins on the starting line. Their goal is to get to the finish line and eat fish along the way. When you say “go,” the dolphins begin moving toward the finish line. As they move, they say “click, click, click.” Each time the other students hear a click, they respond with the name of the object they represent: “boat,” “rock,” “fish.”

4. If a dolphin tags a fish, the fish gives the dolphin a token and goes to the finish line. If the dolphin bumps into the boat or a rock, he or she must take five steps backwards before moving forward again.

5. Play several rounds, giving each student an opportunity to be a dolphin. Then discuss the game. Did students find that it got easier to navigate with practice? Could they tell where sounds came from? Were stationary sounds easier to pinpoint than moving ones? Were all the dolphins able to collect one or more tokens from fish, or did some go hungry? Was it easy or difficult to avoid the obstacles?

Adaptations:

After discussing echolocation and communication, invite students to make up their own “dolphin language.” They can designate different clicks and whistles to represent useful words (such as yes, no, come here, take this, etc.), and then see if they can communicate simple ideas to each other using this language.

Useful Links:

Listen to dolphin sounds at www.everythingdolphins.com/SoundsPG.htm
ACTIVITY FOUR: OCEANS ALIVE

Subjects: Natural Science, Environmental Science, Ecology, Geography, Language Arts, Visual Arts

LEARNING OBJECTIVES:
- Locate the nearest ocean and the path water follows to reach it.
- Name some of the many living and nonliving elements that interact to form an ocean ecosystem.

MATERIALS:
- Map of your region
- Scissors
- Large sheet of paper
- Pens, pencils, crayons, markers
- Construction paper
- Tape

BACKGROUND:
When rain falls, it runs downhill, entering streams, rivers, lakes, and eventually one of the world’s oceans. More than 70% of the Earth’s surface is covered by the oceans. About half of the living things on the planet are part of the ocean ecosystem.

WHAT YOU DO:
1. Ask students what happens to a raindrop that falls in your area. What watercourse might it reach? Where will this watercourse carry it? Look at a map and trace out the path, eventually leading to one of the world’s oceans.
2. Explain to students that you are going to make a mural of the ocean ecosystem. Have students research the ocean that you identified in step #1. Ask each student to choose one plant or animal that is part of this ocean’s ecosystem to investigate.
3. Hang a large sheet of paper on the wall and explain that you’ll be transforming it into a mural. Provide a variety of art supplies and invite students to create cutouts of the organisms they researched. On the back of their cutouts, ask them to write some facts about the organism’s role in the ecosystem.
4. Have each student tape his or her cutout to the mural in such a way that it can be flipped up to read the information on the back.
5. Let students draw in the seafloor, the surface, and other elements to fill in the mural.
6. Give students time to look at their classmates’ cutouts and to ask and answer questions.

USEFUL LINKS:
Play a Ranger Rick game about the ocean food chain: www.nwf.org/Kids/Ranger-Rick/Games/Fish-Food-Game.aspx
ACTIVITY FIVE:

**WRITER’S CORNER**

Subjects: Language Arts, Visual Arts, Social Studies

**LEARNING OBJECTIVES:**
- Reflect on some of the major themes in the film.
- Communicate thoughts and opinions effectively using a variety of media.

**MATERIALS:**
- Writing supplies or computer access
- Optional: audio or video recording equipment, art supplies

**WHAT YOU DO:**

1. In *Dolphin Tale 2*, Winter’s story touches on a variety of themes that will inspire creative and critical thinking, empathy, and a desire to take action. Choose a topic to explore further and reflect upon. Use the following prompts as starting points.

   - Because of Winter’s experience with damaging a limb and then adapting to her new prosthetic device, she has been particularly inspiring to people who struggle with disabilities of their own. How do you think hearing Winter’s story—or even meeting Winter—might help someone with a disability? Whether or not you have a disability, what does her story mean to you?

   - In the film, you see people at work in several different careers that help animals and people. Marine biologists, veterinarians, and wildlife rehabilitators all play a role in saving Winter. Do you think you would enjoy working in any of these careers? Why or why not?

   - Do you think people have a responsibility to protect dolphins? Why or why not? If so, what do you think are the best ways to help them? Using the letter template on page 14, write a letter expressing your thoughts about dolphin protection.

2. Ask students to share their thoughts in writing, or give them a choice from among a variety of media, such as an audio or video recording, a blog post, a collage or drawing.

3. Provide an opportunity for students to share and discuss their work with each other.

**USEFUL LINKS:**

Read the stories of kids and other who have been inspired by Winter at [www.seewinter.com/winter/winters-friends](http://www.seewinter.com/winter/winters-friends).
TAKE ACTION 
ACTIVITY SIX:

ADOPT A DOLPHIN!

Subjects: Language Arts, Visual Arts, Community Service, Technology

LEARNING OBJECTIVES:

- Define and describe specific dolphin adaptations and behaviors.
- Communicate information about dolphins to others.
- Build decision-making, prioritizing, and teamwork skills.
- Participate in a community service project.

WHAT YOU DO:

1. You and your students can help save dolphins by learning all you can about them and organizing an event to help others learn more, too. Start by using this guide to find out more about dolphins, their habitat, and threats to their survival. (see dolphin fun facts page 17.)

2. Then, to help educate others about dolphins, organize a dolphin celebration in class, as part of a club activity, or as a community event after school.

3. A goal of the event could be to raise funds to adopt a dolphin. These adoptions help National Wildlife Federation in its efforts to protect and recover wildlife habitat and to educate people to appreciate nature right outside their doorstep.

4. If you like, you can use the certificate on page 13 to reward students or guests for their participation.

USEFUL LINKS:

To symbolically adopt a dolphin through the National Wildlife Federation, go to www.shopnwf.org/Adoption-Center/index.cat and click on “Adopt a Bottlenose Dolphin”.

Track wildlife sightings in your area using NWF’s Wildlife Watch at www.nwf.org/wildlifewatch.
PLANNING CHECKLIST FOR THE CELEBRATION:

- Identify your intended audience.
- Choose a date and time.
- Decide on a location.
- Make and distribute flyers for the event.
- Decide what activities will be included.
- Decide on any other elements, such as food or beverages to be served.
- Recruit volunteers to lead crafts and games.
- Gather materials and equipment.
- Set up for the day.
- Have fun!
- Be sure to recruit a clean-up crew!

ACTIVITIES FOR THE EVENT:

- Collaborate on a habitat mural in sidewalk chalk or on a large piece of paper.
- Make dolphin masks and have a parade.
- Collect a variety of whistles, clickers, and noisemakers and use them to make dolphin music.
- Fill a tub with water and invite participants to play with swim fins, simulating how fish move their tails in a side-to-side motion to swim, while dolphins move them up and down.
- Play the echolocation game in Activity Three.
- Include a park or beach cleanup activity to benefit local wildlife as well as the ocean ecosystem, where most runoff eventually ends up.
- Write letters about dolphin protection using the letter template on page 14.

ADAPTATIONS:

For older students. Students can take a central role in all of the event planning activities and outreach communications. They can put their computer skills to work to accomplish the tasks.
IN APPRECIATION

Dolphin Tale 2

is hereby recognized for efforts to help the National Wildlife Federation to protect dolphins and other imperiled wildlife species across America.
TAKE ACTION
ACTIVITY SEVEN:

EXPRESSION YOURSELF. WRITE A LETTER.

To save Winter, Sawyer takes action. He learns all he can about dolphins and uses his knowledge to persuade grownups to help Winter. Writing a letter is one way you can tell other people about something you think is important. You can write a letter to a local business, a newspaper, or an elected official such as a city council member, mayor, or state or federal representative to express how you feel and what you think needs to be done. This is called a persuasive letter. Persuade means "to try to get someone to do something by helping them to understand."

WRITE FOR WILDLIFE!

Want to write to your lawmakers asking them to protect wildlife? Go to the National Wildlife Federation’s "Action Headquarters": www.nwf.org/action. Here you can find out about important laws such as the Endangered Species Act (ESA) and bills to help wildlife and save their natural habitats like our oceans. Research the issues and write a letter to your local representatives or members of Congress. Let them know how you think they should vote on these bills and why!

THE LETTER

1) RETURN ADDRESS - Write your address here.
2) TODAY’S DATE
3) INSIDE ADDRESS - Write the name, title and address of the person to whom you are writing the letter here.
4) THE GREETING - Write “Dear,” followed by the person’s title, last name and a colon (:) For example, you might write “Dear Senator Rodriguez:”. This part of the letter is also called the Salutation.
5) THE BODY - This is where you write what you want the person to know. Write clearly and simply.
6) THE CLOSING This is the way you end or close your letter. Here, use a comma (,). “Sincerely” is the word you can use to end your letter.
7) SIGNATURE - Sign your name! You may also choose to print your name underneath your signature and include your age.
8) THE ENVELOPE - Address the envelope as shown. Be sure to include the right ZIP code!
9) POSTAGE - Use a stamp for the right amount. Put it on the upper right corner of the envelope. You’re ready to send your letter!
ACTIVITY EIGHT:
WHAT YOU CAN DO TO HELP DOLPHINS!

- **Take part in a beach cleanup.**
  This will help keep dolphin habitats free from litter and pollution. Even if you live far from the ocean, cleaning up the shores of inland water bodies benefits many wildlife species.

- **If your family buys tuna fish, choose varieties that say “Dolphin Safe.”**
  This means that the tuna was caught in a way that’s meant to keep dolphins from harm.

- **Get involved!** Join an organization that works to protect dolphins and other wildlife, such as the National Wildlife Federation or a local group that works in your area.

- **Adopt a dolphin** through the National Wildlife Federation. Go to www.shopnwf.org/Adoption-Center/index.cat and click on “Adopt a Bottlenose Dolphin.”

- **Dispose of garbage and chemicals properly!** Chemicals can end up in the oceans and harm plants and animals.

- **Use reusable bags and recycle whenever possible.** Plastic bags are especially dangerous for marine animals because they look like food—such as jelly fish.

- **Write a letter!** Let people know when you think something is important. The guidelines on page 14 can help you get started.

- **Tell Winter’s Story!** If everyone tells a friend about Winter’s rescue and recovery and how amazing dolphins are, it can inspire more people to take the actions above to help dolphins and keep their ocean habitat clean.

As you can see, when we help dolphins, we help keep the oceans clean for people too!

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Want to help your school take big steps to protect wildlife and the environment?

Join Eco-Schools USA! Eco-Schools is an international program that helps you form an Eco-Action team and make a plan to green your school building, grounds, and curriculum. You choose to focus on one or more of the eight “pathways,” which include Energy, Transportation, or Water—a good fit if you’re looking to do more to help marine animals!

Learn more about how Eco-Schools USA works at www.eco-schoolsusa.org

Find the Eco-Schools USA Water Pathway at www.nwf.org/Global-Warming/School-Solutions/Eco-Schools-USA/Become-an-Eco-School/Pathways/Water.aspx[CH2]
# ACTIVITY NINE:  
DOLPHIN TALE 2 WORD SEARCH

**What You Do:**
Find each of the words below in the search box! Look up, down, across, backwards and diagonally.

- **Anthropomorphic**: Human characteristics given to non-human objects or animals.
- **Adaptations**: Physical characteristics or behaviors that make a living organism better able to survive in its environment.
- **Cetacean**: A marine mammal in the order which includes whales, dolphins, and porpoises.
- **Mammal**: An animal that is warm-blooded, breathes air, and has hair or fur. Mothers produce milk for their young.
- **Marine**: Having to do with the ocean.
- **Marine Mammal**: A group of mammals that includes whales, dolphins, seals, sea lions, and manatees.
- **Ecosystem**: A biological community of living things and their environment.
- **Echolocation**: A sensory system that allows dolphins to detect echoes that bounce off objects in the environment and provide information about the objects' locations.
- **Flukes**: The parts of a dolphin's tail that move up and down to push it through the water.
- **Prosthesis**: A device that replaces a missing body part.

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DOLPHIN FUN FACTS

These facts are adapted from National Wildlife Federation's Ranger Rick® magazine.

KNOW YOUR DOLPHINS

dration. Winter is a bottlenose dolphin from the Atlantic Ocean.

• The smallest dolphins are about the length of a person. The largest ones are longer than a midsize car.

• Scientists think dolphins are related to cows, giraffes, hippos and camels.

DOLPHIN LIFE

• Bottlenose dolphins can live to be 40 years old. Winter and Hope were both very young when they were rescued.

• In the wild, dolphins live in small groups called pods. Pod members work together to protect each other from enemies such as sharks. Sometimes the moms form a safe “playpen” by swimming together with the babies in the middle.

DOLPHIN COMMUNICATION

• Dolphins make lots of sounds, including chirps, clicks and whistles. Scientists have recorded more than 100 kinds of dolphin whistles.

• A dolphin often lets out a thin bubble stream when giving off its own special call. It may be saying, “Hi, there, it’s me!”

• Dolphins use echolocation to find their way underwater. They send out high-pitched clicking sounds—sometimes thousands of these clicks a second. The sounds bounce off whatever is around them. As the sounds echo back, the dolphin can tell the distance, size, and shape of the objects they bounced off.

• Dolphins have an organ called a melon in their forehead area (between the snout and the blowhole). A dolphin uses its melon to help it with echolocation.

DOLPHIN ADAPTATIONS

• Dolphins have a special gland that bathes the outside of their eyes with an oily liquid. This liquid protects the dolphins’ eyes so that the salty seawater doesn’t make them sting.
A dolphin can store much more air in its lungs than a person can. Dolphins also store lots of oxygen in their muscles, and have more red blood cells that carry oxygen in their blood. When hunting for fish or squid, a dolphin can dive down to 800 feet!

Sea mammals such as dolphins are warm-blooded and must keep a constant body temperature. One way they do that is by storing a layer of fat, called blubber, just under the skin as insulation.

**DOLPHIN SMARTS**

Dolphins are among the most intelligent animals in the world. Only chimpanzees and humans are ranked higher on the list of smart animals.

Dolphins have invented lots of ways to get a meal of fish. For example, some bottlenose dolphins herd a school of fish toward land. With a sudden burst of speed, the dolphins stir up a wave behind the fish. This washes the fish high up onto the shore. The dolphins then surf up right behind them and grab a quick feast before wriggling back into the water.

Irrawaddy dolphins living in the Ayeyarwady River have another great way to get fish. They work with local fishermen! The dolphins herd fish close to the fishermen’s boats. Then they signal with their tails to let the fishermen know when to throw their nets. The dolphins get to scoop up a quick meal of the fish that escape the net.

For years, scientists have watched some bottlenose dolphins off the west coast of Australia do something odd. The dolphins take sea sponges from the sea floor and slip them over their snouts like gloves. They believe the dolphins use the sponges to protect themselves from broken shells and spiny, stinging fish as they poke in the seafloor mud for a meal.
ACTIVITY ONE
AMAZING MARINE MAMMALS
Science: NSES
Grades K-4 Standard C: Life Science
Characteristics of organisms, Organisms and environments
Grades 5-8 Standard C: Life Science
Populations and ecosystems, Diversity and adaptations
English/Language Arts: NCTE/IRA
Standard 4: Communications skills
Standard 5: Communication strategies

ACTIVITY TWO
DOLPHIN ANATOMY
Science: NSES
Grades K-4 Standard C: Life Science
Characteristics of organisms, Organisms and environments
Grades 5-8 Standard C: Life Science
Regulation and behavior, Diversity and adaptations, Populations and ecosystems
Grades K-8: Standard A: Science as inquiry
Abilities necessary to do scientific inquiry

ACTIVITY THREE
DOLPHIN COMMUNICATION
Science: NSES
Grades K-4 Standard C: Life Science
Characteristics of organisms, Life cycles of organisms, Organisms and environments
Grades 5-8 Standard C: Life Science
Regulation and behavior, Diversity and adaptations, Populations and ecosystems
Grades K-8: Standard A: Science as inquiry
Abilities necessary to do scientific inquiry

ACTIVITY FOUR
OCEANS ALIVE
Science: NSES
Grades K-4 Standard C: Life Science
Characteristics of organisms, Life cycles of organisms, Organisms and environments
Grades 5-8 Standard C: Life Science
Regulation and behavior, Diversity and adaptations, Populations and ecosystems
English/Language Arts: NCTE/IRA
Standard 4: Communication skills
Standard 7: Evaluating data
Standard 8: Developing research skills
**ACTIVITY FIVE**

**WRITER’S CORNER**

**Science: NSES**

 Grades K-4 Standard C: Life Science
 - Characteristics of organisms, Life cycles of organisms, Organisms and environments
 Grades 5-8 Standard C: Life Science
 - Regulation and behavior, Diversity and adaptations, Populations and ecosystems
 Grades K-8: Standard A: Science as inquiry
 - Abilities necessary to do scientific inquiry

**English/Language Arts: NCTE/IRA**
 - Standard 1: Reading for perspective
 - Standard 4: Communication skills
 - Standard 5: Communication strategies
 - Standard 6: Applying knowledge

**Social Studies: NCSS**
 - Standard IV: Individual development and identity

**ACTIVITY SIX**

**ADOPT A DOLPHIN**

**Science: NSES**

 Grades K-4 Standard C: Life Science
 - Characteristics of organisms, Life cycles of organisms, Organisms and environments
 Grades 5-8 Standard C: Life Science
 - Regulation and behavior, Diversity and adaptations, Populations and ecosystems

**English/Language Arts: NCTE/IRA**
 - Standard 4: Communication skills
 - Standard 5: Communication strategies
 - Standard 6: Applying knowledge
 - Standard 7: Conducting research

**Social Studies: NCSS**
 - Standard X: Civic Ideals and practices

**ACTIVITY SEVEN**

**WRITE A LETTER**

**English/Language Arts: NCTE/IRA**
 - Standard 4: Communication skills
 - Standard 5: Communication strategies
 - Standard 6: Applying knowledge
 - Standard 7: Conducting research

**Social Studies: NCSS**
 - Standard X: Civic Ideals and practices

**ACTIVITY EIGHT**

**WHAT YOU CAN DO**

**Social Studies: NCSS**
 - Theme 3: People, Places, and Environments,
 - Theme 9: Global Connections, Theme 10: Civic Ideals and Practices
 Grades K-4 Standard F: Science in Personal and Social Perspectives
 - Changes in populations, Types of resources, Changes in environments, Science and technology in local challenges
 Grades 5-8 Standard F: Science in Personal and Social Perspectives
 - Populations, resources and environments, Risks and benefits, Science and technology in society
 Grades K-8 Standard G: History and Nature of Science
 - Science as a human endeavor

**ACTIVITY NINE**

**WORD SEARCH**

**Science: NSES**

 Grades K-4 Standard C: Life Science
 - Characteristics of organisms, Organisms and environments
 Grades 5-8 Standard C: Life Science
 - Regulation and behavior, Diversity and adaptations, Populations and ecosystems

**DOLPHIN FUN FACTS**

**Science: NSES**

 Grades K-4 Standard C: Life Science
 - Characteristics of organisms, Organisms and environments
 Grades 5-8 Standard C: Life Science
 - Regulation and behavior, Diversity and adaptations, Populations and ecosystems

**English/Language Arts: NCTE/IRA**
 - Standard 1: Reading for perspective