

# DOLPHIN RESEARCH CENTER

## Distance Learning: Flagler's Flippers, Fins and Fun Facts for Elementary School

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Take the plunge into anatomy, physiology and adaptations with Flagler, a dolphin at Dolphin Research Center. Enjoy some friendly competition with your classmates and participate in a game show to test your dolphin knowledge!

**Grade Levels:** K-5

### **Program Description:**

Students will participate in an interactive studio based program with Dolphin Research Center Staff. Students will engage in some friendly competition for a game show to test their knowledge of anatomy, physiology and adaptation. At the end, students have the opportunity to ask a dolphin expert questions about dolphins while also learning how they can lessen their impact on the marine environment. All studio based programs include a live instructor interaction with video clips from all around our beautiful Florida Keys facility.

### **Concepts Addressed:**

- All students will:
  - Discover the basic external anatomy of the bottlenose dolphin
  - Identify common threats to dolphins and other marine mammals
  - Brainstorm ways in which they can lessen their impact on the marine environment
- 2-5
  - Compare and contrast human and dolphin organs and functions
- 5
  - Compare and contrast human and dolphin organs and functions with those of other living things

### **Program Format:**

- The program begins with an overview of our facility and our dolphin and sea lion families.
- Game Show
- Closing Conservation Discussion
- Question and Answer Session

### **Program Logistics**

**Program Length:** 45-60 minutes

**Minimum # of participants:** 1



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**Maximum # of participants:** For groups over 100 please contact us

**Program Cost:** \$95.00 (CILC premium members: \$85)

- Discounts may be available for bulk programming

**Program Fee Notes:** Payment of associated fees must be received 72 hours before the program date. If payment is not received by this time the program is subject to cancellation.

**Cancellation Policy:** We will not charge for programs canceled due to nature i.e. snow days. The full fee will be charged to sites which cancel with less than 48 hours notice. Payment is due 72 hours before the program. If payment is not received by this time the program is subject to cancellation. Dolphin Research Center reserves the right to cancel programs at anytime. If Dolphin Research Center cancels a program than it will contact the requester to discuss rescheduling options. If a program does not occur because of an error in communication between the requester and Dolphin Research Center, requesters will still be charged the full price of the programs. Sites need to participate in a tech run with Dolphin Research Center staff members. This will be scheduled to occur prior to your program date. If the tech run does not occur the full fee will be charged to sites that cannot connect at program time.

**Program Delivery Mode:** ZOOM, CILC One-Click-Connect (for H323)

**Recording of any type during a Dolphin Research Center distance learning program is prohibited.**

## Standards

### *Florida*

**Florida Next Generation Science Standards met or supported:**

- **SC.2.L.14.1** Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.
- **SC.2.L.17.1** Compare and contrast the basic needs that all living things, including humans, have for survival.
- **SC.2.L.17.2** Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- **SC.4.L.17.4** Recognize ways plants and animals, including humans, can impact the environment.



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- **SC.5.L.14.1** Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
- **SC.5.L.14.2** Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- **SC.5.L.15.1** Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- **SC.15.L.17.1** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

### Language Arts Florida Standards met or supported:

- **LAFS.K.SL.1.1** Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
- **LAFS.1.SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions.
- **LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **LAFS.3.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of



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information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

- **LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### *National*

#### **Next Generation Science Standards met or supported:**

- **1-LS1-1** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **3-LS4-3** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- **4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- **4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

#### **Common Core for English Language Arts met or supported:**

- **CCSS.ELA-Literacy.SL.K.1** Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups. A. Follow



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agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.

- **CCSS.ELA-Literacy.SL.1.1** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- **CCSS.ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.



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D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### Ocean Literacy Principles

- **5A** Ocean life ranges in size from the smallest living things, microbes, to the largest animal on Earth, blue whales.
- **5D** Ocean biology provides many unique examples of life cycles, adaptations, and important relationships among organisms (symbiosis, predator-prey dynamics, and energy transfer) that do not occur on land.
- **6D** Humans affect the ocean in a variety of ways. Laws, regulations, and resource management affect what is taken out and put into the ocean. Human development and activity leads to pollution (point source, nonpoint source, and noise pollution), changes to ocean chemistry (ocean acidification), and physical modifications (changes to beaches, shores, and rivers). In addition, humans have removed most of the large vertebrates from the ocean.
- **6G** Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all.

*Other state standards upon request*



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