

NAME: _____



Activity One



Literary Devices

Authors use literary devices to deepen the understanding of the story for the reader. First, read the literary device definitions below. Then, read the quotes from the novel. State the literary device and say how they deepen your understanding of the story.

Simile—a comparison using like or as

Metaphor—a comparison NOT using “like” or “as”

Alliteration—repeating the same first letter or sound

Repetition—repeating the same word or phrase for emphasis

Like silent, hungry sharks that swim in the darkness of the sea, the German submarines arrived in the middle of the night.

Literary Device _____

Meaning added to the story _____

She laughed a lot, she said, “Boys, boys, boys.”

Literary Device _____

Meaning added to the story _____

The S.S. Hato took her first bite of open sea and began to pitch gently.

Literary Device _____

Meaning added to the story _____

He really was a black mule.

Literary Device _____

Meaning added to the story _____

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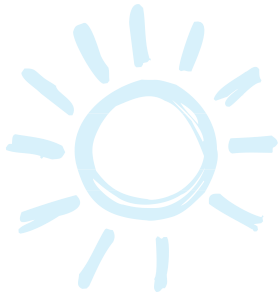
Activity Two

Message in a Bottle

Pretend that a bottle washes up on the beach, and Phillip has the opportunity to write a letter to his parents. Draft Phillip's letter below, imagining what he would say to his parents.

Handwriting practice area with a vertical margin line on the left and horizontal blue lines. Three grey dots are placed on the margin line to indicate the start of three paragraphs.

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Activity Three



A Novel Museum

Future generations would like to remember Phillip's adventure. Pretend that Phillip has used a schooner to bring tourists to the unnamed island. What artifacts and places would Phillip show them? List the item or place, and describe their significance.

Item or Place: _____

Significance: _____

Item or Place: _____

Significance: _____

Item or Place: _____

Significance: _____

Item or Place: _____

Significance: _____

NAME: _____



Activity Four



Interview

Pretend that you are a talk show host who has Phillip on your show for a guest appearance. What questions would you ask? How would Phillip answer them? What pictures would you show in the background?

| Questions |
|-----------|
| |
| |
| |
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| |
| |
| |
| |

Answers

A large yellow speech bubble with a white outline, intended for writing answers.

Background Pictures

A large light blue rectangular box with a darker blue border, intended for drawing background pictures.

NAME: _____

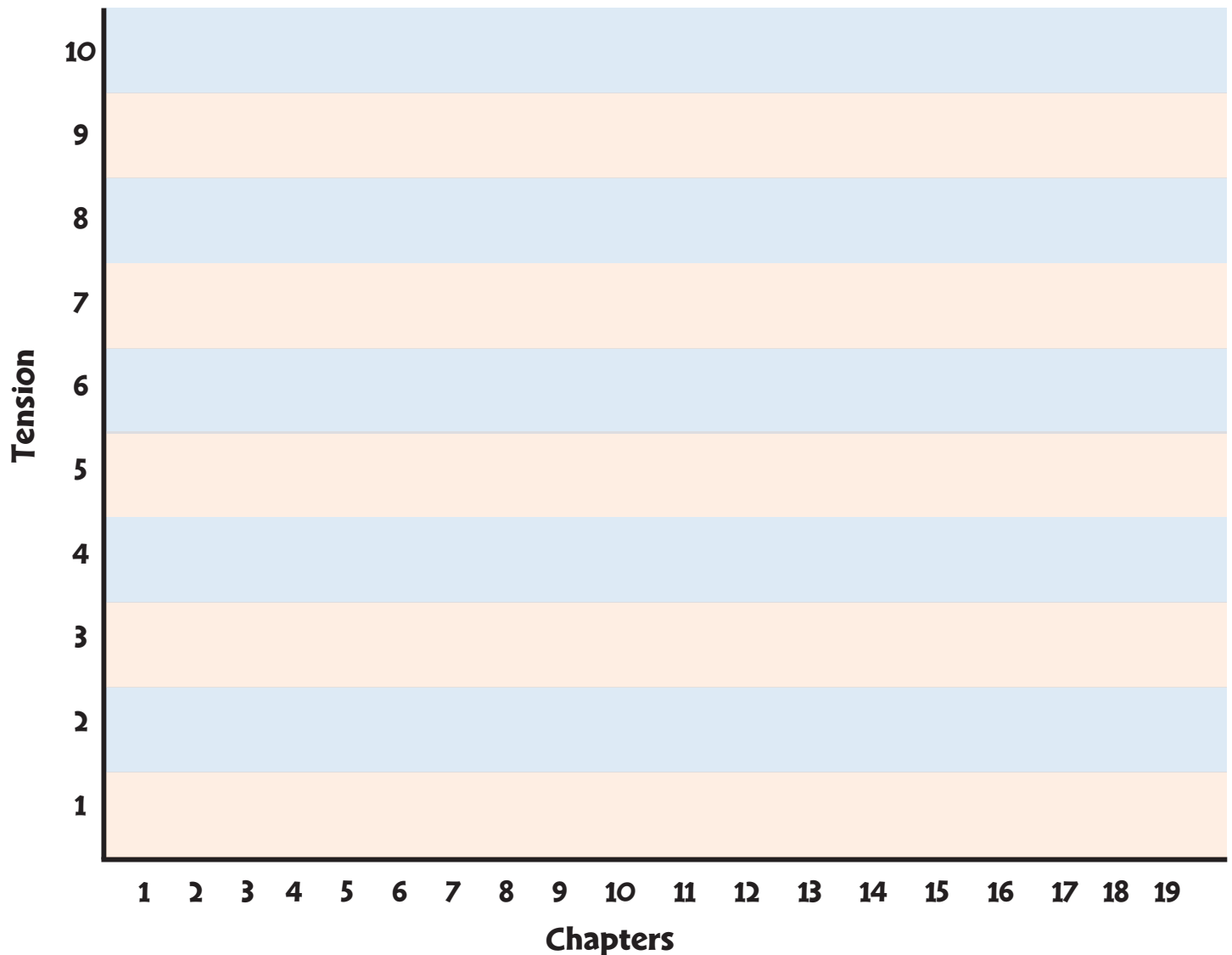


Activity Five

Climax Tension Graph



Rate each chapter for tension on a scale of 1 to 10, 1 being the least tension and 10 being the most tension. Then, using your ratings, create a tension graph that illustrates the tension in the text.



Is there consistent tension throughout the story? Or is there a pattern as to how the author uses tension? How do you think that the author uses tension to make the story more interesting?

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Activity Six

Write a Paragraph

In this activity, you will learn how to write a clear and structured paragraph. Complete this graphic organizer and write a paragraph using complete sentences and this structure.

Topic Sentence:

Despite being temporarily blind, with the help of Timothy, Phillip learns to survive alone on the island.

Provide an example of a way that Timothy helps Phillip learn to survive.

Explain how Phillip uses this knowledge to survive on his own.

Provide a second example of a way that Timothy helps Phillip learn to survive.

Explain how Phillip uses this knowledge to survive on his own.

Provide a third example of a way that Timothy helps Phillip learn to survive.

Explain how Phillip uses this knowledge to survive on his own.

Write a concluding statement that summarizes the paragraph and rephrases the topic sentence.
