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UNIT OVERVIEW

ISLAND OF THE BLUE DOLPHINS

OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts, as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar, and writing are all entwined in this integrated approach, eliminating the need for teaching these skills separately. Activities are divided into three main sections:

- 1) **Chapter Questions**
For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book, in order to answer the questions. (One major strength of the novel study approach is that students *must understand* the novel or they will be unable to do the required assignments.)
- 2) **Vocabulary and Language**
Each chapter also includes activities dealing with such things as word meanings, use of the dictionary, spelling, parts of speech, antonyms/synonyms, syllables, punctuation and grammar.
- 3) **Writing and Creativity**
In this section, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of this less-structured segment, allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills. A puzzle activity is incorporated into this section to add more variety to the lessons.



UNIT OVERVIEW

ISLAND OF THE BLUE DOLPHINS

READING STRATEGIES

A variety of reading approaches seems to work best. One proven method is for the teacher to read the book out loud to the entire class the first time through stopping after a chapter or two. In answering the questions, students will essentially be required to reread the chapter on their own. Not only does this "out loud" method insure that students are read to daily, but it also helps all students to understand the book regardless of reading level.

Having students read sections silently by themselves, out loud with partners or in small groups are all possible variations that will help keep student interest high.

*** Note ***

One way to gain a measure of the effectiveness of the novel study and to gauge student interest, is to instruct students *not* to read ahead on their own. Basic reverse psychology dictates that students will invariably be slouching down into their desks to sneak in a chapter while the teacher knowingly turns a blind eye.

ASSIGNMENTS

With the assignments, teachers can photocopy entire booklets for each student or only the portions that the teacher wishes to use. One possible method of reducing this large amount of photocopying, is to have students write down chapter questions and answers in their notebooks.

Teachers are free to pick and choose assignments as they see fit as well as adding in any optional lessons they develop.



STORY SUMMARY

ISLAND OF THE BLUE DOLPHINS

Karana, a young Native American girl, makes a choice between leaving with her village people on a rescue ship or swimming back to the island home to save her younger brother, Ramo.

Ramo and Karana, for a short time, live together trying to survive the terrible winters on this island. Heartache after heartache, Karana not only loses Ramo to a pack of wild dogs, but even her attempt to leave the island in a leaky boat fails miserably.

Her isolation from humans teaches her how to co-exist peacefully with the wildlife on the island and in the sea. Not only the birds, otters, and fish become her friends but even some of the wild dogs who were once her enemies.

After many years, missionaries come to the island and Karana is excited about leaving the island. For nearly eighteen years, she had longed for this moment. Maybe now she can live in a humanistic world.



ABOUT THE AUTHOR

ISLAND OF THE BLUE DOLPHINS

Scott O'Dell

Scott O'Dell was born May 23, 1898 in Los Angeles, California. Since his father worked on the railroad, Scott found himself spending a lot of time with his father outdoors and moving about the country. Scott enjoyed fishing, prying open the shells of abalones, and also canoeing.

Career: Scott's adult jobs included being a camera man for a movie company and an air force pilot in WWII. Later, Scott got a job with a newspaper as a writer and soon became the editor of a large Los Angeles newspaper company. Scott's interest in writing books started in 1934 with both fiction and non-fiction adult books. It wasn't until 1950 that he began writing children's novels.

Awards: Newbery Medal for Children's Literature (Island of the Blue Dolphins)
Newbery Honor Book Winner
Hans Christian Andersen Author Medalist
The Scott O'Dell Award was instituted for Historical Fiction in 1981.

Other Books by Author:

The Amethyst Ring
The Captive
The Cruise of the Arctic Star
The Feathered Serpent
The King's Fifth
Sing Down the Moon

The Black Pearl
Child of Fire
The Dark Canoe
Journey to Jericho
Sarah Bishop
Zia



Chapter 6

1. List the three important needs of the people, if in fact, there was danger of enemies.

1. _____ 2. _____ 3. _____

2. What good news did young Nanko bring to Matasaip and the people, regarding the sighting of an approaching ship?

3. Explain what Karana meant when she said, "... we were fearful of where... yet we were happy too."



Chapter 7

4. Which articles did Karana feel she should take with her?



A) A **compound word** is composed of **two or more words joined together**. For example: fish + hook = fishhook.

Create compound words by joining two words together from the following columns. Take one word from column A and join it to a word from column B. **Be Careful!** You may have to reverse the positions of the two words in order to create a word that is found in this novel.

Column A	Column B	Compound Word
1. under	one	_____
2. some	after	_____
3. shell	fish	_____
4. forth	stood	_____
5. noon	land	_____
6. head	hence	_____
7. times	some	_____
8. bone	go	_____
9. under	whale	_____
10. bow	string	_____
11. loads	canoe	_____
12. wood	fire	_____
13. fish	devil	_____



A) **YOU** were there to witness the unfolding of the events that terrible day. The day when Chief Chowig and forty warriors were either killed or badly wounded. Write **YOUR journal entry** for that one day. List what happened from sunrise to sunset. Include the times, places, events, and your personal thoughts and feelings.



B) A Ghaslas-at Crossword Puzzle - use the clues below to solve the puzzle:

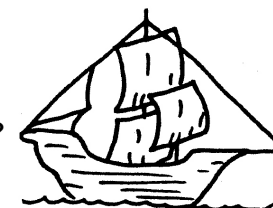


Down

1. What gift did Tutok give Karana?
2. What a devilfish really is.
3. A plant fibre softened in water and braided into twine to make clothing
7. A type of seaweed that grows in "beds".
9. A plentiful shellfish with red, green, and black shells.
10. Common name for "sai-sai", - fish that are dried to burn as lamps.
12. What is the Aleut woman's name?
13. "Gray fur and yellow eyes".

Across

4. Seabirds who catch lots of fish in their large bills.
5. What part of a sea elephant is used to make a spearhead?
6. A sea creature after which the island was named.
7. The main character in this story.
8. A mixture of ground-up sea shells and wild tobacco.
11. What was first named "Mon-a-nee", then renamed "Won-a-nee"?
14. What did Kimki leave the island in?
15. Karana's little brother.
16. What is the leader of the village called?





CHAPTERS 1 - 5

WRITING AND CREATIVITY

A) **Searching the Sea for Creatures** - how many names of fish or other creatures of the sea can you find in the puzzle below. List as many creatures as possible in the spaces below.

K	C	O	R	A	L	T	A	E	H	P	L	L	L	D
I	K	S	C	R	O	D	S	S	R	E	A	A	N	K
L	O	B	S	T	E	R	I	A	R	E	N	O	G	U
L	Q	X	S	U	O	F	C	E	S	U	M	N	Q	M
E	P	W	D	H	D	P	K	R	T	L	I	F	Q	L
R	O	B	A	R	A	C	U	D	A	R	N	N	D	L
W	N	E	O	L	A	R	Y	S	R	B	D	I	K	U
H	S	W	D	M	R	T	K	E	F	N	U	D	Z	D
A	S	O	L	E	S	U	H	I	I	Q	Y	R	O	Q
L	C	E	A	O	F	R	S	H	S	C	F	T	O	X
E	T	Y	I	V	Z	T	P	P	H	P	V	Q	W	Q
Y	A	P	I	Y	S	L	L	L	A	Z	Z	L	I	M
E	G	S	T	W	O	E	Z	W	D	J	V	F	C	V
U	T	C	S	D	K	Y	H	I	W	N	K	A	R	K
G	D	G	R	F	S	K	D	M	A	L	L	C	D	H

- | | |
|-----------|-----------|
| 1) _____ | 2) _____ |
| 3) _____ | 4) _____ |
| 5) _____ | 6) _____ |
| 7) _____ | 8) _____ |
| 9) _____ | 10) _____ |
| 11) _____ | 12) _____ |
| 13) _____ | 14) _____ |
| 15) _____ | 16) _____ |

ANSWER KEY



ANSWER KEY

ISLAND OF THE BLUE DOLPHINS

Chapters 1 - 5 Vocabulary And Language

- A) Answers will vary. Be sure to check thoroughly.
- B) 1. They carried the otter skins back to the Aleut's ship, the Red Sail.
 2. Chief Chowig had asked Kimki to get wood for the villagers at Ghalas-at.
 3. Why didn't Ramo arrive on time at the ship?
 4. Would you like a pet dog like Rontu?
 5. In early spring the sea-elephants look for a mate.
 6. Mr. Orlov, the Russian, was an untrusting person.
 7. "Look out Ulape, that blue clay on your cheek is smeared!"
 8. Who is the Aleut girl who is cooking abalones on the beach at Coral Cove?

Chapters 1 - 5 Writing And Creativity

A) Searching the Sea for Creatures

K	C	O	R	A	L	T	A	E	H	P	L	L	L	D
I	K	S	C	R	O	D	S	S	R	E	A	A	N	K
L	O	B	S	T	E	R	I	A	R	E	N	O	G	U
L	Q	X	S	U	O	F	C	E	S	U	M	N	Q	M
E	P	W	D	H	D	P	K	R	T	L	I	F	Q	L
R	O	B	A	R	A	C	U	D	A	R	N	N	D	L
W	N	E	O	L	A	R	Y	S	R	B	D	I	K	U
H	S	W	D	M	R	T	K	E	F	N	U	D	Z	D
A	S	O	L	E	S	U	H	I	I	Q	Y	R	O	Q
L	C	E	A	O	F	R	S	H	S	C	F	T	O	X
E	T	Y	I	V	Z	T	P	P	H	P	V	Q	W	Q
Y	A	P	I	Y	S	L	L	L	A	Z	Z	L	I	M
E	G	S	T	W	O	E	Z	W	D	J	V	F	C	V
U	T	C	S	D	K	Y	H	I	W	N	K	A	R	K
G	D	G	R	F	S	K	D	M	A	L	L	C	D	H

- B) Blue Dolphin Babble - 1. too hot for me 2. examination 3. head over heels in love 4. lemon pie 5. adding fuel to the fire 6. a balanced meal 7. swept under the rug 8. denim overalls 9. thunderstorm 10. tuna fish 11. knock on wood 12. up for grabs