

A Guide for Using

Island of the Blue Dolphins

in the Classroom

Based on the novel written by Scott O' Dell

*This guide written by Philip Denny
Illustrated by Keith Vasconcelles*



Teacher Created Materials, Inc.

6421 Industry Way
Westminster, CA 92683
www.teachercreated.com

©1992 *Teacher Created Materials*
Reprinted, 2003

Made in U.S.A.

ISBN 1-55734-412-4

The classroom teacher may reproduce copies of materials in this book for classroom use only. The reproduction of any part for an entire school or school system is strictly prohibited. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher.

Table of Contents

Introduction	3
Sample Lesson Plan	4
Before the Book (<i>Pre-reading Activities</i>)	5
About the Author	6
Book Summary	7
Vocabulary Lists	8
Vocabulary Activity Ideas	9
SECTION 1 (<i>Chapters 1-5</i>)	10
◆ Quiz Time!	
◆ Hands-On Project— <i>Observations</i>	
◆ Cooperative Learning Activity— <i>Your “Big Break!”</i>	
◆ Curriculum Connections— <i>Writing: You Were There</i>	
◆ Into Your Life— <i>Reading Response Journals</i>	
SECTION 2 (<i>Chapters 6-10</i>)	15
◆ Quiz Time!	
◆ Hands-On Project— <i>Danger</i>	
◆ Cooperative Learning Activity— <i>Math</i>	
◆ Curriculum Connections— <i>Environment: Did You Know?</i>	
◆ Into Your Life— <i>Planning Ahead</i>	
SECTION 3 (<i>Chapters 11-18</i>)	20
◆ Quiz Time!	
◆ Hands-On Project— <i>The Raw Materials</i>	
◆ Cooperative Learning Activity— <i>Beach House</i>	
◆ Curriculum Connections— <i>Artist’s Conception</i>	
◆ Into Your Life— <i>Pet Care</i>	
SECTION 4 (<i>Chapters 19-22</i>)	25
◆ Quiz Time!	
◆ Hands-On Project— <i>Picture This!</i>	
◆ Cooperative Learning Activity— <i>Storytelling</i>	
◆ Curriculum Connections— <i>Cave Art</i>	
◆ Into Your Life— <i>Phobia</i>	
SECTION 5 (<i>Chapters 23-29</i>)	30
◆ Quiz Time!	
◆ Hands-On Project— <i>Canoe Craft</i>	
◆ Cooperative Learning Activity— <i>Despair</i>	
◆ Curriculum Connections— <i>Nature’s Forces</i>	
◆ Into Your Life— <i>Make a Difference</i>	
After the Book (<i>Post-reading Activities</i>)	
Any Questions?	35
Book Report Ideas	36
Research Ideas	37
Culminating Activities	38
Unit Test Options	42
Bibliography of Related Reading	45
Answer Key	46

Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It can also give us a cherished story to hold in our hearts forever.

In Literature Units, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-Reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each section including:
 - *quizzes*
 - *hands-on projects*
 - *cooperative learning activities*
 - *cross-curriculum connections*
 - *extensions into the reader's own life*
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key

We are confident this unit will be a valuable addition to your planning, and we hope your students will increase the circle of “friends” they have in books!



Vocabulary Activity Ideas

Each section contains several vocabulary words. You may wish to divide these words and assign them to small groups of students. The groups may define the words, find them in the context of the book, and present the information to the class to record in a vocabulary notebook.

You can help your students learn and retain the vocabulary in *Island of the Blue Dolphins* by providing them with interesting vocabulary activities. Here are a few ideas to try.

- ❑ People of all ages like to make and solve puzzles. Ask your students to make their own **Crossword Puzzles** or **Wordsearch Puzzles** using the vocabulary words from the story.
- ❑ Challenge your students to a **Vocabulary Bee!** This is similar to a spelling bee, but in addition to spelling each word correctly, the game participants must correctly define the words as well.
- ❑ Play **Vocabulary Concentration**. The goal of this game is to match vocabulary words with their definitions. Divide the class into groups of 2-5 students. Have students make two sets of cards the same size and color. On one set, have them write the vocabulary words. On the second set, have them write the definitions. All cards are mixed together and placed face down on a table. A player picks two cards. If the pair matches the word with its definition, the player keeps the cards and takes another turn. If the cards don't match, they are returned to their places face down on the table, and another player takes a turn. Players must concentrate to remember the locations of the words and their definitions. The game continues until all matches have been made. This is an ideal activity for free exploration time.
- ❑ Have your students practice their writing skills by creating sentences and paragraphs in which multiple vocabulary words are used correctly. Ask them to share their **Compact Vocabulary** sentences and paragraphs with the class.
- ❑ Ask your students to create paragraphs which use the vocabulary words to present **History Lessons** that relate to the time period of historical events mentioned in the story.
- ❑ Challenge your students to use a specific vocabulary word from the story at least **10 Times In One Day**. They must keep a record of when, how, and why the word was used!
- ❑ As a group activity, have students work together to create an **Illustrated Dictionary** of the vocabulary words.
- ❑ Play **20 clues** with the entire class. In this game, one student selects a vocabulary word and gives clues about this word, one by one, until someone in the class can guess the word.
- ❑ Play **Vocabulary Charades**. In this game, vocabulary words are acted out.

You probably have many more ideas to add to this list. Try them! See if experiencing vocabulary on a personal level increases your student's vocabulary interest and retention.

Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page.

2. In the first chapter, how do Ramo and his sister, Karana, differ in their views of the sea?

3. At first, what does Ramo think the Aleut ship is?

4. Where do the women and children of Coral Cove go when the Aleut ship enters their cove?

5. What happened in a previous hunt that made Chief Chowig suspicious of the Russian hunters?

6. What is the hunting arrangement that is mutually agreed upon between Captain Orlov and Chief Chowig?

7. Why does the Chief not want his people to visit the hunters in their village or otherwise befriend them?

8. What is “the good fortune” that befalls the villagers that spring?

9. What was the reaction of the Russian hunters and what feelings emerged on both sides?

10. On the back of this paper, describe what happens when the Aleuts decide to leave. Do the Aleuts live up to their side of the previously arranged agreement?