

Name \_\_\_\_\_

## My BOOK Review

Would you recommend this book? Write about the book, and explain why you like or dislike it. Include a title, picture, and text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Themes & Lessons

Think about the major themes written in the boxes below. Write relevant lessons that can be learned from the story, in each of the connecting boxes.

Theme: **Friendship**

Lesson: \_\_\_\_\_

Lesson: \_\_\_\_\_

Theme: **Nature**

Lesson: \_\_\_\_\_

Name \_\_\_\_\_

## Island of the BLUE DOLPHINS

Find words or phrases of imagery in the text that help you picture being on the Island of the Blue Dolphins. Write them on the lines below. Then, write about how the imagery makes you feel. Finally, illustrate the setting.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Figurative Language

Below, write quotes from the book which contain figurative language. Then, write the type of figurative language. Last, justify your answers.

Quote	Type	I know this because...

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Name \_\_\_\_\_

## Questions and Answers- Writing Sheet

Write Who, What, Where, When, Why, and How questions about the story below. Then, cut out each of the boxes, mix them up, and give them to your partner! Your partner will try to match the questions and answers correctly.

**ASK** → **ANSWER**

\_\_\_\_\_ → \_\_\_\_\_

\_\_\_\_\_ → \_\_\_\_\_

Name \_\_\_\_\_

## A TYPICAL DAY: KARANA AND YOU

Through this story, we learn about Karana's everyday life on the Island of the Blue Dolphins. On the left, outline what you imagine Karana's typical schedule might look like. On the right, outline what your typical schedule might look like.

Time	KARANA'S SCHEDULE	MY SCHEDULE
6:00 am		
Morning		
12:00 pm		
Afternoon		
6:00 pm		

Name \_\_\_\_\_

## Response Literature: Theme

Write the biggest lesson that can be learned from this story. Write a paragraph explaining the lesson, and explaining why that lesson can be learned from the story. Then, illustrate your writing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Island of the Blue Dolphins: Character Notes

Use this page to take notes about the characters in the story.

Ramo	Captain Orlov	Ulape

Karana

Name \_\_\_\_\_

## CAUSE and EFFECT

In the boxes on the left, read about three story events from Chapter 4. In the boxes to the right, write about three effects that each of these story events caused.

**CAUSES** → **EFFECTS**

**CHAPTER 4: A battle occurs between Karana's tribe and the Aleuts.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_

## What Would I Do?

Think of three times in the story that you disagreed with what a character did. Write the characters' names and what they did. Then write what you would have done instead.

What the Character Did	What I Would Have Done

Name \_\_\_\_\_

## FIGURATIVE LANGUAGE

**METAPHOR**-a comparison between two things not using the words "like" or "as."  
**SIMILE**-a comparison between two things using the words "like" or "as."  
**PERSONIFICATION**-when objects are made to seem human-like.  
**IMAGERY**-written description that puts a picture in the reader's mind.

**DIRECTIONS:** Read each quote from *Island of the Blue Dolphins*. Circle the part of each sentence that is figurative. Name the type of figurative language. Then, justify your answer.

- I remember the day the Aleut ship came to our island. At first it seemed like a small shell afloat on the sea. (page 1)
  - Type of figurative language: \_\_\_\_\_
  - I know this because \_\_\_\_\_
- Then [the ship] grew larger and was a gull with folded wings. (page 1)
  - Type of figurative language: \_\_\_\_\_
  - I know this because \_\_\_\_\_
- My brother Ramo was only a little boy half my age, which was twelve. He was small for one who had lived so many suns and moons, but quick as a cricket. Also foolish as a cricket when he was excited. (page 1)
  - Type of figurative language: \_\_\_\_\_
  - I know this because \_\_\_\_\_
- "The sea is smooth," Ramo said. "It is a flat stone without any scratches." (page 14)
  - Type of figurative language: \_\_\_\_\_
  - I know this because \_\_\_\_\_

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Common Core codes are listed on the bottom of each activity.

**20 Reading Response Activities:**

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

Name \_\_\_\_\_

**Island of the Blue Dolphins Journal: Freewriting**

Read the quote from *Island of the Blue Dolphins*. Write your response to it below. To help you get started, think through some of the questions below.

- How does the quote relate to the story?
- How does the quote apply to you?
- Do you agree or disagree with it?
- Does the quote remind you of something that happened in your own life?
- Why do you like or dislike this quote?
- How does the quote make you feel?

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I thought of  
**MANY THINGS**  
but stronger  
was the wish  
to be where people lived, to hear their  
voices and their laughter.

Island of the Blue Dolphins, Chapter 28 ©2017 Nothing but Class

I kept thinking over and over as I swam how I would punish Ramo when I reached the shore, yet when I felt the sand under my feet and saw him standing at the edge of the waves, holding his fishing spear and  
**LOOKING SO FORLORN**  
I forgot all those things I planned to do.

Island of the Blue Dolphins, Chapter 7 ©2017 Nothing but Class

AS I LAY THERE I WONDERED WHAT  
would happen to me  
IF I WENT AGAINST THE LAW OF  
OUR TRIBE WHICH FORBADE THE  
MAKING OF WEAPONS BY WOMEN-  
IF I DID NOT THINK OF IT AT ALL  
and made those things  
which I must have to  
**PROTECT MYSELF.**

Island of the Blue Dolphins, Chapter 9 ©2017 Nothing but Class

**FREE-WRITING JOURNAL** included:

- Journal Template for students to free-write
- Use attractive quote posters as springboards for writing

## Culminating Project Choices: Grading Sheet

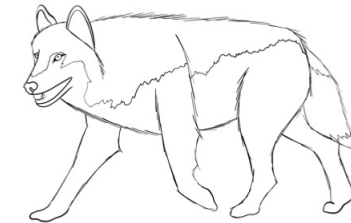
Name: \_\_\_\_\_

<p><b>Project Choice #1</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #2</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #3</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Project Choice #4</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #5</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #6</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Project Choice #7</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #8</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Project Choice #9</b></p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

## ACTIVITY PACKET










# ISLAND OF THE BLUE DOLPHINS

By Scott O'Dell



## Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least \_\_\_\_\_ stars. Color in the stars of the project(s) you choose.

<p><b>Author Research</b> ☆☆</p> <p>Use the Internet to do research about the author, Scott O'Dell. Write a biography about him. Be sure to include a Works Cited page.</p> 	<p><b>Play</b> ☆☆☆</p> <p>Choose your favorite scene from the story. Write it in the form of a play. Either read it to the class, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p> 	<p><b>Sequel</b> ☆☆☆</p> <p>What do you think happens to Karana after the story ends? Write a sequel to the story. Include illustrations with your story.</p> 
<p><b>Game</b> ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p><b>Alternate Ending</b> ☆</p> <p>Do you wish <i>Island of the Blue Dolphins</i> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p> 	<p><b>Newspaper</b> ☆☆☆</p> <p>Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p> 
<p><b>3D Characters</b> ☆☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p><b>Paper Bag Book</b> ☆☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include</p> 	<p><b>Puppet Show</b> ☆☆☆</p> <p>Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you</p> 

Name \_\_\_\_\_

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### Additional Resources:

- Two sided student reference bookmarks
- Culminating Project Choices for the end of the book

## TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4-5	Questions and Answers	Use after finishing the novel.
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	6-7	Response to Literature: Theme	Use after finishing the novel.
		8-9	Themes & Lessons	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	10-11	A Typical Day: Karana and You	Use after finishing the novel.
		12	Main Events	any
		13-14	Obstacles	throughout the novel.
		15-16	Cause and Effect	4, 8, 20
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	17-18	Character Changes: Karana	Use after finishing the novel.
		19	Island of the Blue Dolphins: Character Notes	Use throughout the novel.
		20	Who Would You Be?	any
Setting	RL 3.3/RL 4.3/RL 5.3/RL 6.3	21-22	Setting: Island of the Blue Dolphins	1-3
		23	Setting and Imagery	any
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	24	Figurative Language Version 1	any
		25-28	Figurative Language Version 2	1-18
		29-32	Similes	19-28
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	33	Dear Diary...	any
Connecting Text with Illustrations	RL 3.7/RL 4.7/RL 5.7/RL 6.7	34	My Book Cover	Use after finishing the novel.
Reading Comprehension	RL 3.10/RL 4.10/RL 5.10/RL 6.10	35	Reading Strategy: Predictions	Use throughout the novel.
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	36	Would You Rather...?	any
		37	My Book Review	Use after finishing the novel.
		38-41	Island of the Blue Dolphins: Freewriting Journal (with 3 quotes) • Display the 3 quotes before or after you read the chapters marked. Use the quotes as springboards for the freewriting journal entries. •	
		42-43	Culminating Project Choices with grading sheet	

**Easy navigation & prep:**

- Detailed Table of Contents
- Outlines standards focus
- Tells you when to use what

# Instructions

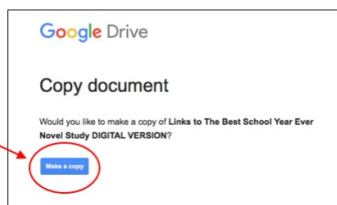
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

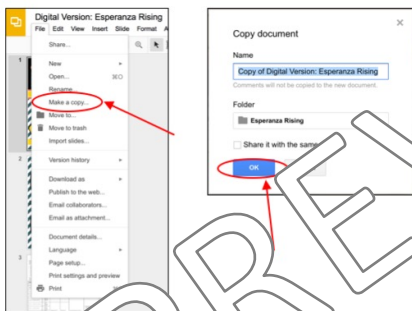
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

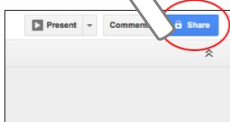


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

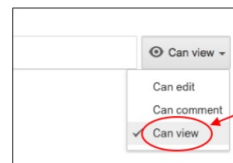


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

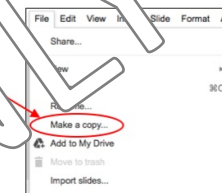


\*Note: Sharing with students can also be done through Google™ Classroom.\*

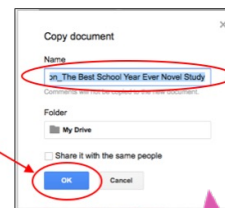
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress and finished products.

10. Don't forget that you do have the option to print the digital version in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers use both versions to end up using both versions.

11. There are places where students are not allowed to use iPads or tablets, this is easy to do. However, if you are in a school that allows iPads or tablets under the "Insert" dropdown menu in Google™ Drive.

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

## BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

# Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

## MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

Background... Layout Theme... Transition...

Name [Text here](#)

## HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	<a href="#">Text here</a>	<a href="#">Text here</a>
2	<a href="#">Text here</a>	<a href="#">Text here</a>
3	<a href="#">Text here</a>	<a href="#">Text here</a>
4	<a href="#">Text here</a>	<a href="#">Text here</a>

Write about each of the problems that Harry encounters below. Write about how the conflict gets resolved. If it doesn't get resolved, explain why.

RL 3.3/RL 4.3/RL 5.3/RL 6.3

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