

❖ **Comprehension & Analysis:** Answer in complete sentences.

1. Explain the disagreement that occurs between the Aleuts and the tribe in Chapter 4. What results from this disagreement?

2. How does the tribe react to the loss of evidence to support your answer.

3. Who is Kimki? What does Kimki decide to do for his tribe after he leaves?

4. Summarize what Nanko reports to the tribe.



❖ **Vocabulary:** Use a dictionary to complete the table below.

Word	Definition	Illustration
retreat		

CHAPTERS 4-6

❖ **Quickwrite:** Write about a time that you had to say goodbye to someone you cared about. How did this make you feel?

❖ **Multiple Choice:** Choose the best answers.

1. What does Orlov offer to pay with, rather than the otter pelts?
 - a. Furs.
 - b. Jewelry.
 - c. Fish.
 - d. Weapons.
2. How many men are left after the battle with the Aleuts?
 - a. 7
 - b. 15
 - c. 42
 - d. 24



❖ **True or False:** Write T for True and F for False.

1. Kimki becomes the new chief. ____
2. Kimki leaves to sail east and to prepare a place for his tribe. ____
3. Kimki returns from his journey after one week. ____

ve to fill in the blanks below.

bornly refused to _____ for many

always into all sorts of _____, so we

pp a close eye on him.

to my room to _____ about what I

I should do differently next time.

you are in Karana's position at the end of

the words or phrases describing how you

the thought clouds below.



Features student work for every 3-4 chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Short Answer Questions.
- Beyond-Creative activities.

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Assessments

Resource	Pages
Assessment Packet Cover	
Assessment #1 Chapter	
Assessment #1 Answer Key	
Assessment #2 Chapter	
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ABOUT THE STUDENT CHAPTER PACKET

The student work for every 3 chapters contains both comprehension and vocabulary. Each part includes the following sections:

A great idea is to have the students free-write reading the chapters. This gets their minds and thinking in the direction that the chapters will also help them to connect the concepts in themselves.

Multiple Choice or Sequencing—Two sets of these questions are included for every 3 chapters. **Focus—One question or activity is included. These include Literature standards like main idea, analysis, and figurative language.**

Short Answer and Analysis—Four short answer questions are included for every 3 chapters. You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation.

Writing—Students will write on all or choose just some of the questions. This is a great way to work with three new words every three chapters. The questions and clues are among the skills that students will learn.

Activities—This packet includes a mix of fun activities, including text-to-self questions and writing prompts to use their critical thinking. You might even have early finishers.

ACTIVITY PACKET

ISLAND OF THE BLUE DOLPHINS

By Scott O'Dell



ASSESSMENT PACKET

ISLAND OF THE BLUE DOLPHINS

By Scott O'Dell

VOCABULARY PACKET

ISLAND OF THE BLUE DOLPHINS

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STUDENT CHAPTER PACKET

ISLAND OF THE BLUE DOLPHINS

By Scott O'Dell



STUDENT CHAPTER PACKET ANSWER KEY

Chapters 1-3
(page 2) Questions: Answers will vary
Multiple Choice:
1. c
2. a
True or False:
1. T
2. F
3. F
4. F
5. T
Opinion Writing: I think they are not to be trusted. There is some suspicious behavior, like the captain wanting to get all of his stuff on shore before agreeing to payment. Also, they grumble about the tribe not sharing fish. They may want to get revenge on the island natives.
(page 2) Comprehension and Analysis:
1. At first, she doesn't react at all because she doesn't want her brother to get into mischief as a result of becoming overexcited. Then, as word spreads about the ship, she becomes excited herself and extremely curious. On page 3, the text reads, "I kept on guffing around, but my hands trembled as I dug in the earth, for I was more excited than my brother."
2. Captain Orlov convinces Chief Chowg to allow them to hunt others on the island. Chief Chowg does not cooperate with Orlov and allows the tribe to kill the hunters. Orlov is not a good man.

TABLE OF CONTENTS:

Vocabulary Packet

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Student Chapter Packet

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ISLAND OF THE BLUE DOLPHINS: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources as some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use resources included, but of course it does not mean you must use every single resource included.

Chapters/Student Chapter Packet	Vocabulary Words	Vocabulary Activities	Assessments	Reading Response Activities (to be used with chapters)	Other Readings/Activities
Chapters 1-3	• compass • all • proud				
Chapters 4-6	• fear • amazed • surprised • angry				
Chapters 7-9	• primary • primary • primary • primary	Vocabulary Review #1: Chapters 1-15	Assessment #1: Chapters 1-15		
Chapters 10-12	• name • name • name • name				
Chapters 13-15	• name • name • name • name				
Chapters 16-18	• name • name • name • name				
Chapters 19-21	• name • name • name • name				
Chapters 22-24	• name • name • name • name				
Chapters 25-27	• name • name • name • name				
Chapters 28-30/Author's Note	• name • name • name • name				

Easy Planning & Low Prep:

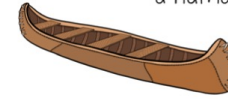
- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Unit Map lays it all out for you
- All answer keys

Culminating Project Choices: Grading Sheet

Name: _____

Project Choice #1 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #2 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #3 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____
Project Choice #4 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #5 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #6 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____

"He spoke again, slowly this time, and though his words sounded the same as before and meant nothing to me, they now seemed sweet. They were the sound of a human voice. There is no sound like this in all the world."



-page 171










"I was surprised that I felt this way, for it was only a short time ago that I had stood on this same rock and felt that I could not bear to leave here another day."



-page 65

Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each project choice is worth a certain number of stars. You must choose one or more project choices to total at least 5 stars. Color in the stars of the project(s) you choose.

Author Research ☆☆☆ Use the Internet to do research about the author, Scott O'Ell. Write a biography about him. Be sure to include a Works Cited page. 	Playwright ☆☆☆ Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors. 	Sequencing ☆☆☆ What do you think Karana will do after she is left behind on an island? Write a sequel to the story. Include illustrations. 
Game On ☆☆☆ 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. 	Alternative Ending ☆☆☆ Do you wish Karana had a different ending? Write an alternate ending to the story. Include illustrations. 	Character Analysis ☆☆☆ Write a paragraph about the events in the book. Include articles, a comic advertisement and any other parts you can find. 
3D Characters ☆☆☆ 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. 	Paper Bag Book ☆☆☆ 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 the book's title, author, and a picture. 	Puppet ☆☆☆ Create puppet characters in the story. Present the puppets to the class from the book class. The puppets can be made out of any material you choose. Be sure to turn in a picture of your puppets. 

ISLAND OF THE BLUE DOLPHINS

BY SCOTT O'ELL
Reference Bookmark

PLOT

A young girl must learn to survive on her own when she is left behind on an island.

SETTING

The story takes place on the Island of the Blue Dolphins, also known as San Nicolas Island, off the coast of California.

CHARACTERS

- Karana—the young heroine of the story.
- Rontu—Karana's wild dog and closest friend.
- Ramo—Karana's younger brother.
- Ulape—Karana's older sister.



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I had talk to."

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Additional Resources:

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

❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

17. Name two emotions that Karana feels in these chapters. Explain the reasons behind each of the emotions.

18. What is one thing that you think Karana learned? Then, explain how it relates to your own life.

19. Do you agree with Karana's decision to leave?

20. How does the story end? Do you like it?



❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. What sort of creature is a devilfish?
- A whale
 - An octopus
 - A giant squid
 - A dolphin

Name _____ Date _____

ISLAND OF THE BLUE DOLPHINS
Assessment #2: Chapters 16-29 & A ~~known~~ ~~None~~

❖ **Part 1: Vocabulary Matching**

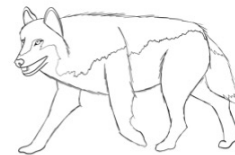
Match the words with their definitions by writing the correct letter on the lines.

- | | |
|-----------------------|-----------------------------------|
| 1. puzzled ____ | A. winner |
| 2. fortunate ____ | B. worried and anxious |
| 3. victor ____ | C. give new strength or energy to |
| 4. uneasy ____ | D. confused |
| 5. hasten ____ | E. hurry |
| 6. reproachfully ____ | F. disapprovingly |

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

7. Our neighbor raised his hand in a _____ of greeting as we drove by.
- peered
 - jagged
 - gesture
 - shuddered
8. The scientist _____ closely at the sample through her high-tech microscope.
- singed
 - jagged
 - peered
 - trotted



❖ **Part 3: Vocabulary Sentences**

Write two sentences below, each containing one of the following words.

singed crevices aiddy shimmered trotted

12. What does Karana not adapt as her own?

13. How does Karana try to befriend her?

14. What happens in these chapters? What does Karana learn about the island? What happens on the island? What does she learn about Tutok? What happens with the devilfish? What happens with the devastating hurricane?

15. What happens after she leaves the island?



ASSESSMENTS included, each containing:

- Vocabulary, Comprehension, Analysis
- Multiple Choice, Fill in the blank, matching, short and long answer

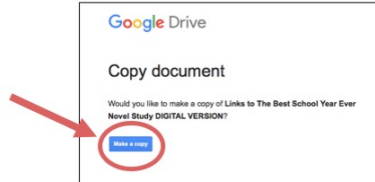
Instructions

for Google™ Drive File

1. You will need Internet access and a Google™ account (which is free).
2. Click on the link below. You will be prompted to make a copy of a Google™ document called "Links to Island of the Blue Dolphins Novel Study Digital Version." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Island of the Blue Dolphins Novel Study Google™ Drive Version](#)

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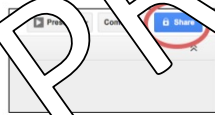
3. Inside of that document, you will see five links. Click on each of the links. Immediately after clicking each link, you will be prompted again to make a copy of that document. Every time you click a link for a new document, click the blue button that says "Make a copy" in order to transfer that document to your own Google™ Drive account. (Therefore, you will need to repeat this process five times, once per link.)



Click each of the links and make copies.

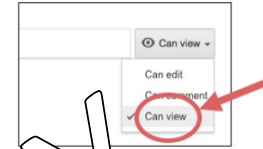
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3. Go through each of your copied documents. Make any changes you want. For example, you can rearrange some of the student pages, or eliminate pages that you do not want to use.
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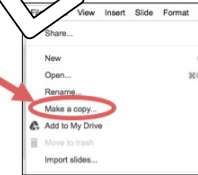


Note: Sharing with students could also be done through Google™ Classroom.

5. 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 will need to change it.

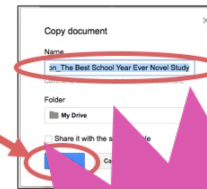


6. Students will need to make their own copies so they can't edit your documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in Google™ Drive. Students will need to click on "File" and then "Make a copy," in the upper left corner.



ONLY

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 into their own Google™ Drives.



Students will rename their copied documents here.

7. Students will be able to access the documents you shared with them. Changes that students make to the documents will not affect the original documents you shared, etc.
8. Students may share their work with other students, etc.
9. Don't forget that you can also print out the Google™ Slides, etc. that work best as hard copies.

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PREVIEW ONLY

Student Version: Island of the Blue Dolphins

Name: [Add your text here](#)

Would You Rather...?

Think about each of the scenarios below. Circle your choices on the left. Then, explain your choices on the right.

Choice #1	...live in a place? ...or go to a new and exciting place?	Add your text here	Explanation
Choice #2	...average your enemies? ...or forgive your enemies?	Add your text here	Explanation
Choice #3	...be alone? ...or be with people?	Add your text here	Explanation
Choice #4	...follow tradition? ...or break tradition?	Add your text here	Explanation

Student Version: Island of the Blue Dolphins

Name: [Add your text here](#)

CHAPTERS 4-6

❖ **Quickwrite:** Write about a time that you had to say goodbye to someone you cared about. How did this make you feel?
[Add your text here](#)

❖ **Multiple Choice:** Choose the best answers.

1. What does Captain Orlov offer to pay with, rather than the otter pelts?
a. Spices.
b. Jewelry.
c. Fish.
d. Weapons.
2. How many men are left after the battle with the Aleuts?
a. 7
b. 15
c. 42
d. 24

❖ **True or False:** Write T for True and F for False.

1. Kimki becomes the new chief. TF
2. Kimki leaves to sail east and to prepare a place for his tribe. TF
3. Kimki returns from his journey after one week. TF
4. Another ship arrives while Kimki is gone. TF
5. Nanko reports to the group that the ship is there to help. TF

❖ **Textual Evidence:** Find a quote from the book that supports the following statement. Write the quote on the lines below.
Ghalas-at struggles to adjust after their battle with the Aleuts.
[Add your text here](#)

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MORE about the GOOGLE™ version...

- Novel study pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive™, so they may type and draw directly onto the pages on their computers or tablets.
- Though the pages themselves are 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.