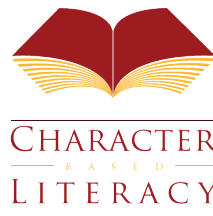
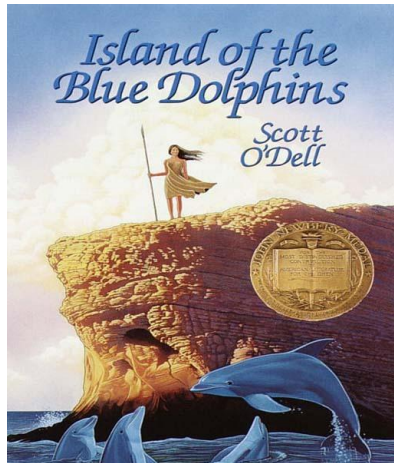


Island of the Blue Dolphins



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ISBN-13 978-0-440-94000-5
Author O'Dell , Scott

Publisher Laurel Leaf
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Lexile 1000L

Genre Adventure, Historical Fiction

Synopsis Island of the Blue Dolphins tells the story of a Native American girl named Karana, a who lives on an island off the coast of Southern California and gets left behind when the people of her village ship off to the mainland

Themes Perseverance; Survival

Protagonist Female; Native American

Setting California, US; remote location

Note The page numbers in this lesson plan refer to the paperback ISBN 978-0-440-94000-5 edition, first printed 1978. Page numbers may vary by edition.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Island of the Blue Dolphins, Week 1



PREPARE

Prepare for the Unit

Read page 195, Author's Note.

Visit: <http://www.missionscalifornia.com/stories/lone-woman-san-nicolas-island.html>

Use the information you gather to create a KWL Chart before you start reading.

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Where are the Channel Islands? Where are the Aleutian Islands? What do they have in common? How do you think they relate to the story?

What is a league? How is it used in the reading?

What is abalone? What has happened to them over time?

What is a rite of passage?

What is tribal law? What role or significance does it play? How has this law affected Karana and the tribe so far?

Word Wall Here are vocabulary words to add to the Word Wall.

afloat – 1	gather – 1	ravine – 4	crouched – 4	intruders – 4
pelts – 17	strewn – 17	scarcely – 17	preparation – 19	surged – 24
snared – 28	shirker – 28	perish – 28	fierce – 29	decreed – 29
scurrying – 44	snarling – 44	slunk – 44	lair – 45	rite – 47
vanished – 54	stunted – 54	sifted – 55	forbade – 55	trinkets – 56

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Read pp. 1–63

RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Create a Character Map

As you read list the character's name, description, and their relationship to one another. Keep this so you can track the characters as you read, and add to it throughout the unit.

Setting Map—San Nicolas

Google search, “map of San Nicolas” so you can enlarge the map and use it throughout the unit. Use the description of the Island of the Blue Dolphins on page 9–10 plot the points Karana describes based on the reading. Continue to add new locations as you read throughout this unit.

Setting Map—Aleutian Islands

Draw and reference the Aleutian Islands. You can compare the climates and culture based on the location and description of the two islands.

To gain perspective, add Santa Barbara and Santa Catalina Island. Add the distance between Island of the Blue Dolphins and these locations.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait of Karana

Materials:

- Open Mind Portrait diagram (next page).
- Large piece of stiff paper, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Pencils, pens, crayons, markers
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. What do you think the character is thinking and feeling? Add 3–5 things they think, or say to themselves, on each bubble.
3. Put the bubbles up around the portrait.
4. Keep the portrait in your folder. You will add to the portrait later.

Open Mind Portrait

Create a portrait for Karana. What do you think she is thinking and feeling as she works to gather food for the winter? As she sees a ship for the first time? As she feasts with her tribe? Add 3–5 new thoughts to your portrait.

KWL Chart

Create a K-W-L chart about sea otters

STEP 1: Autobiography/personal narrative:

- The goal of this unit is for you to write a personal narrative about a specific event in your life.
- Think of a memorable experience that happened over a short period of time.
- Fill out a 5W's chart to help you collect your details.

Bookmark

Draw what you think are some of the most dramatic scenes in the reading.

STEP 2: ROUGH DRAFT

- Using the 5 W's chart you completed yesterday start writing your first draft of your narrative.

Open Mind Portrait

Add to your portrait of Karana. What thoughts and feelings do you think Karana has after she returns to the island for her brother? Once she finds her brother dead? And after she finds herself alone on the island? Add 3–5 new thoughts to your portrait.

STEP 3: Finish rough draft and review effective traits

Open Mind Portrait

Add to your portrait of Karana. What do you think she is thinking and feeling when she decides to burn the village? When she decides she needs to make a weapon? As she starts preparing for her future? Add 3–5 new thoughts to your portrait.

Storyboard

Storyboard the survival activities that help Karana living.

STEP 4: Revising→Focus on Organization

- Today, take a closer look at how you have organized your paper. Jot down how you decided to tell your story. Did you start at the beginning and go to the end? Did you start with the ending and then cut to the beginning? When writing creatively, an author has choices to make. The choices he or she makes impact the reader's experience.

Discussion

Key Questions – Day 1

1. What does Karana's other name *Won-a-pa-lei* mean? Why do the tribe members have a secret name? What would this be equivalent to in modern times?
2. What position does her father play in the tribe?
3. Why have Captain Orlov and his men come to the island?
4. Where is the Captain from?
5. What deal does the Captain try to make with the Chief?
6. What differences are most apparent between the two groups of men?

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7. What is the definition of the term foreshadow? Do you think the author is trying to foreshadow any events at the end of Chapter 2?

Key Questions – Day 2

1. Why were the men hunting the otters? Do you think they were respecting the tribe or the island as they were hunting? How did Karana feel about their hunting?
2. What is the major difference between Karana and the Aleutians as it relates to hunting and the animals on the island?
3. In general, did the island people trust the Aleuts and the captain? How can you tell?
4. What was the original agreement between the Captain and the chief? What was the Captain trying to trade? Is there fairness in this exchange? How was the chief trying to get what his tribe deserved? Do you think he was acting responsibly as he confronted the captain? Explain.
5. Why did a fight break out? What happened?
6. Do you think the Aleuts ever intended to give the tribe an equal share of the pelts? Do you think the tribe deserved an equal share? Explain.
7. What will happen now that the chief and Karana's father is dead?

Key Questions – Day 3

1. What did the tribe do after they had lost the battle? What does this convey about their need for structure? Why is it important for groups of people to have structure? What can happen if there is a lack of leadership and structure?
2. What is the unit of time measured by a moon? How long was the tribe on the island before the ship returned?
3. Kimki was appointed chief. What was his first order of business? How did the women feel about their new role in the tribe? How did the men react?
4. The village is in mourning. Do you think the reaction would have been the same if they lost a few men versus much of the tribe? What exemplified the loss? How could the reaction to the loss differ if there were some in the tribe who could support others?
5. Why does Kimki decide to leave? How long was he gone? How did his departure help the tribe? What does Matasaip have the tribe do to prepare for the Aleuts or any other invader? Do you think he is wise or fearful?
6. When the feared ship finally arrives, what do we find out? Would you willingly go on a journey with the men in the ship? What do the members of the tribe have to gain? What do they have to lose? Why do they want to leave?
7. What does Karana take with her to leave the island? Why did she make that choice? If you were leaving your home, what would you take? How would they help you survive? What is their value to you?

Key Questions – Day 4

1. When Karana and Ramo returned to the village what did they find? Why would the dogs ransack the village so quickly?

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2. How did Karana and Ramo cope with their loss? What were their priorities? Do you think they acted with wisdom?
3. Ramo declared he was chief. What qualities does it take to be a chief or leader? Does Ramo possess any of them? How does this declaration cause him to act?
4. Karana decides to go to the beach to wait for Ramo, "*For what was the fun of a voyage, if no one were there to greet him?*" How do you interpret Karana's choice? How is she trying to balance survival with allowing Ramo to grow? Do you think this was a wise choice?
5. Why do you think the author killed Ramo?

Key Questions – Day 5

1. What unit of time does a sun represent? Would you keep track of the time that has past? How can time impact you?
2. Why is Karana worried about making weapons? Does this show respect for her tribe and the elders?
3. What does her tribal lore tell her will happen?
4. What does Karana do to keep herself alive?
5. How does she adapt to the dogs? The seasons?
6. What are the effects of all her actions?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, pp. 6–7

"The parts must be equal,' my father said. Captain Orlov gazed off toward the sea.

'We can talk of that later when my supplies are safe ashore,' he replied...

'It is better to agree now,' said my father" (pp. 6–7).

Writing Prompt

Why do you think the Chief wanted to agree on an arrangement before letting the Captain and his men on the island? Is it helpful to agree to the terms of something before committing? What do you risk if you don't do this?

Think of a time you did not agree to certain terms with a friend or family member. Write a one-paragraph narrative (real or imagined) in which you share an experience where you did not agree to terms prior to an arrangement being made.

Engage your reader. Introduce your characters. Use narrative techniques to develop the experience. Use transitional words to convey sequence. Use precise words and phrases to capture action and convey your experience. Provide a conclusion that follows form and reflects on the experiences of the event.

Key Paragraph, p. 15

"The sea otter, when it is swimming, looks like a seal, but different. It has a shorter nose than a seal, small webbed feet instead of flippers, and fur that is thicker

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and much more beautiful...The otter likes to lie on its back in the kelp beds, floating up and down to the motion of the waves, sunning itself or sleeping. They are the most playful animals in the sea” (p. 15)

Writing Prompt

Is it still legal to hunt and kill sea otters? What laws exist to protect these animals now? Look to <http://animals.nationalgeographic.com/animals/mammals/sea-otter/> for further information.

What is your opinion about hunting these animals? Explain your answer. What have we learned about how to keep animals from becoming extinct?

Key Paragraph, p. 35

“I filled my baskets with the things I wished to take. Three fine needles of whalebone, an awl for making holes, a good stone knife for scraping hides, two cooking pots, and a small box made from a shell with many earrings in it” (p. 35).

Writing Prompt

Think about a time you had to make a choice (real or imagined). It could be between something tangible or intangible.

Write a narrative in which you describe the choice you had to make and how it affected you. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows form and reflects on the narrated experience.

Key Paragraph, p. 47

“Ramo grew pale. He had seen the rites of manhood given in our tribe and remembered them. Quickly I said, ‘Since there are no men to give you the rites, perhaps you will not have to undergo the nettles and the ants, Chief Ramo’” (p. 47).

Writing Prompt

Ramo and the men of the tribe have to go through a rite of passage to show their worth and ability to become men. There are many different types of rites of passage. The ability to drive, to care for someone else, going from one level to another (boy or girl scouts or sports), significant birthday, get a job, graduate. Think of a rite of passage you have achieved or are close to passing.

Write a narrative in which you describe in detail the rite of passage you are about to experience or experienced. Orientate your reader by establishing context and point of view. Introduce your characters. Use narrative techniques such as

dialog, pacing, and description. Use a variety of transition words. Use precise words and phrases. Capture action and convey your experiences. Provide a conclusion that follows form and reflects on the narrated experience.

Key Paragraph, p. 53

“One by one I took them off. I also took the rest of the beads from the chest. Then I walked through the waves and flung them all far away, out into the deep water” (p.53).

Writing Prompt

Karana found the treasure and liked the necklaces and beads. Then she threw them all in the ocean. Why did she discard these treasures? In what way did her actions show respect for those who died in the battle?

Think of a time you chose to show respect for the living or the dead by sacrificing your time or something significant to you. Write a narrative in which you introduce the situation and the characters. Organize the events in a logical manner. Use narrative techniques, dialog, pacing, and description of the situation and of the characters. Use precise words and phrases to convey sequence. Provide a conclusion, which reflects on your experience.

KWL Chart—sea otters

K What do you know?	W What do you want to know?	L What have you learned?

4c12 Cubing Who, What, When, Where, Why

				Name	
		Who			
	What	When	Where		
		Why			

Character Based Literacy Program

Independent Study Lesson Plan

Island of the Blue Dolphins, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the North Star? How is it used for navigation?

What are Elephant Seals?

What is the history of herbal medicine?

What determines an alpha male?

What is a devilfish?

Word Wall Here are vocabulary words to add to the Word Wall.

stale – 64	comparisons – 65	pursued – 65	pitch – 69	drifted – 69
sinew – 78	gnawed – 79	scarce – 79	embers – 82	pierce – 85
ancestors – 95	bolder – 97	quivering – 99	poisonous – 102	mending – 103
bulge – 110	fierce – 113	lure – 118	warily – 119	crouching – 119
plentiful – 121	clustered – 121	crevices – 121	quarrelsome – 121	entangled – 129

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Read pp. 63–133

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RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Setting Map—San Nicolas

Google search, “map of San Nicolas” you can enlarge the map and continue to add to it throughout the unit. Add points from today’s reading to the map.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your portrait for Karana. What is she thinking and feeling once she decides to leave the island? When she decides she has to return? Once she returns with two good omens? Add 3–5 thoughts to your portrait.

Plot Profile Chart

Plot 3–4 key events from the chapter. On the bottom of the chart list 3–4 key events from today’s reading. Rate them on a scale of 1–10 based on their intensity. You will continue to add to the chart in the next day’s reading.

STEP 5: Revision and word choice

- Take a pencil and circle all the verbs in your paper.
- Then, go back and think about how you could make some of your choices more specific and colorful.
- Also, start another word list on the wall that contains descriptive, creative, active verbs.
- Remember to use the thesaurus as necessary.
- After you have gone through and revised your verbs, do the same thing with **nouns**.

Plot Profile Chart

Add 3 more events to the Plot Profile Chart you began on day 6 of the reading. Rate them on a scale of 1–10 based on their intensity. You will complete the chart on day 8

Open Mind Portrait

Add to your portrait of Karana. What is she thinking and feeling as she begins to build her home? As she forges tools and equipment to help her? As she goes to the beach to kill an elephant seal. Add 3–5 more thoughts to your portrait.

Poster or Diorama

Draw a poster or create a diorama depicting Karana's shelter.

STEP 6: Revision with modifiers (specifically adverbs today)

- Take a look at your paper. By now you have added more colorful verbs.
- Circle any adverbs you already have in your paper.
- Can you revise any of these to make your writing clearer to your reader?
- Now go back and ask yourself if there are any additional adverbs you would like to add.
- Make those changes.

Plot Profile Chart

Complete the PPC you started on day 6 and 7. Add 3–4 more events and rate them on a scale of 1–10 based on their intensity. Once completed you can use this chart to write a summary of the reading.

Open Mind Portrait

Add to your portrait of Karana. What is she thinking and feeling as she is injured and does not have the herbs to heal her wound? As she is followed by the dogs? As she cannot kill the leader? Add 3–5 more thoughts to your portrait.

Drawing of Petroglyphs (page 89)

What do you think the inside of the cave looked like? If you were going to represent your life through petroglyphs what 3–5 items would you choose and how would you depict them?

STEP 7: Revision with modifiers (specifically adjectives today)

- Look at your paper. You have added more specific nouns.
- Circle any adjectives you already have in your paper.
- Can you revise any of these to make your writing clearer to your reader?
- Now go back and ask yourself if there are any additional adjectives you would like to add.
- Make those changes.

Open Mind Portrait

Add to your portrait of Karana. What do you think she is thinking and feeling as she makes better weapons and fixes a canoe? As she prepares for the Aleuts to return? And as she witnesses the dogfight? Add 3–5 new thoughts to your portrait.

STEP 8: Revision and voice

- Think of a song or singer that you think has a strong voice in his or her music.
- How would you describe that voice?
- You have the same thing. You are a unique individual with your own voice.
- Share your writing with someone who knows you and your voice-either a peer, teacher, aide, or parent. Ask them if you think your writing sounds like YOU.
- What could you add to make it sound more like you??
- Make revisions as necessary.

Open Mind Portrait

Add to your portrait of Karana. What do you think she is thinking and feeling as she tames the birds? Creates new clothes? And spears the devilfish? Add 3–5 new thoughts to your portrait.

STEP 9: Revision and dialogue

- Add at least 1 series of dialogue to your story.

Discussion

Key Questions – Day 6

1. Why did Karana leave the island? How does being alone affect her? What could she be doing to give her purpose?
2. Would you have left the island or stayed? Why?
3. What happens out at sea?
4. How does she feel once she arrives back on the island?
5. What helped her feel less lonely? Based on the reading where does she find her friends?

Key Questions – Day 7

1. What is home? How has Karana changed since she has accepted she will be living on the island for some time? What does she do to create a home?
2. How does she select a location for her home? What factors go into her decision? How does she build her house?
3. Based on the unit theme “Responsibility” how is Karana showing a responsible self? How does lack of technology and comfort help her stay focused on being responsible?
4. Why are the two bulls fighting? Is this common in nature? What thought goes through her mind when she first sees the seal and almost attacks?
5. Do you think this thought of her father/warning was valid or based on fear? Explain.

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6. What animals has Karana encountered since she has returned to the island? How do these affect her? What role do some play that others do not?

Key Questions – Day 8

1. What does Karana realize she is lacking once she is hurt? How does this wound affect her? What do you think she is thinking and feeling when the dogs followed her?
2. What does she learn when she gets to the cave? How does she decide she should use this structure? Why did she decide to make a secondary shelter? What have you learned by her preparedness?
3. How has nature helped her when she returns to the beach? What does this tell you about the importance of all creatures in her environment? Is there a dependence of all things? Explain.
4. Why do you think Karana saves the dog? In what way does it take courage and responsibility to save the dog?
5. Karana wanted the dog to leave and then was worried/sad when she returned home and didn't see him. What role will the dog play in her life? Why is it important to name the dog? What relationship do humans and dogs have?

Key Questions – Day 9

1. Karana is constantly watching for the sails of the Aleut ship. Do you think her uneasiness is warranted? Is she acting responsibly to prepare for their arrival?
2. Karana had never made a weapon and really didn't pay attention to them being made by her father. Her society was stereotyped by gender. How does this stereotype hinder Karana and her survival? Should all people know basic skills regardless of sex in order to get by? Some examples would be—change a tire or oil in your car. Cook basic meals or do laundry.
3. What animal does the devilfish remind you of? How does the author describe the devilfish to make it more human?
4. How did Karana know what season it was? How did knowing the seasons matter to her?
5. How do dog packs work? Who is in charge?
6. Why did Rontu have to fight? Did Karana show wisdom in letting him fight where he was? Explain.

Key Questions – Day 10

1. Why did Karana take the baby birds from their parents? In what ways did she tame them? How was she able to balance their captivity with their freedom? How do they fulfill her need for companionship?
2. Describe all the ways in which Karana has to feed herself. How does she meet her immediate need for food and also prepare for the coming seasons? How does this differ from how you get your food? Have you ever had to catch your food? Grow it? Gather it? Do you appreciate it more when you have to work for it?

3. Karana makes new clothes and will wear them to feel dressed up or just because she wants to. What does this signify about her life on the island? Can you relate to her desire to want to be a little more dressed up? How does this normalize her life?
4. Karana and Rontu finally killed the devilfish after a long battle. Both of them were wounded and bruised. She never hunts a devilfish again. How does this action show wisdom on her part?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 61

"Yet I cannot say that I was really afraid as I stood there on the shore. I knew that my ancestors had crossed the sea in their canoes, coming from that place which lay beyond" (p. 61).

Writing Prompt

Karana has respect for the ocean but is not feeling fearful. She is taking responsibility for herself and thinks it is the right thing to leave the island in search for land. Later when she is at sea, she must make another decision that also requires that she make a responsible decision and act on it.

Think of a time you had to act responsibly. Write a one-paragraph narrative in which you describe a real or imagined experience. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another. Use precise words and phrases. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Key Paragraph, p. 84

"How I would do this, I did not know. Yet the more I thought about it, the greater my determination to try" (p. 84).

Writing Prompt

Karana is determined to survive and to live at the same time. Think of a time you had determination to succeed. What was the situation? Who was involved? What occurred? How did it affect you?

Write a one paragraph narrative to introduce your reader to the situation and the characters involved. Organize the events in a logical manner. Use dialog, pacing, and description to develop the experiences of the characters. Use a variety of transition words to convey sequence of events. Provide a conclusion that follows from and reflects on the event.

Key Paragraph. p. 95

“A long time before this my ancestors had used the cave, why I do not know, and along the walls on each side they had cut figures in the stone. There were figures of pelicans floating on the water and flying, of dolphins, whales, sea elephants, gulls, ravens, dogs and foxes” (p. 95).

Writing Prompt

Why do you think native people may have carved things in stone? What do you think they were trying to communicate? If you were going to represent your life through petroglyphs what 3–5 items, events, or people would you choose and how would you depict them?

Write a narrative in which you describe in detail how you would represent your life. Would you represent you or your family? As you begin your writing establish context and your characters. Use dialog and description to develop your event. Use transition words and phrases to convey sequence. Use relevant descriptions, details, and sensory language to capture the action and convey your experiences. Provide a conclusion, which supports your experience.

Key Paragraph, p. 107

“Would he come back, I wondered, or had he gone to live with the wild dogs? Would he again be my enemy? If he were my enemy, I knew that I could never kill him, now that he had been my friend” (p. 107).

Writing Prompt

In what way does Karana exemplify the Responsibility requires Action theme in that she does not want to harm Rontu? Think of a time in your life recently when you did something that was the best for everybody, not just yourself.

Write a one-paragraph narrative in which you describe this experience. Introduce your experience and the characters. Organize the details so they unfold logically. Use narrative techniques to develop your experience, events, and characters. Use a variety of transition words to convey sequence. Use precise words and phrases, relevant details, and sensory language to convey your experience. Provide a conclusion that follows from and reflects on your experience.

Key Paragraph. p. 124

“Rontu had a gash on his nose from the giant’s beak, and I had many cuts and bruises. I saw two more giant devilfish along the reef that summer, but I did not try to spear them” (p. 124)

Writing Prompt

Karana has to hunt things in order to eat. Some the animals she hunts take a lot more work to get. Why do you think she isn’t going to hunt for the devilfish again? How do you get your food?

Write 8–10 sentences in which you have a conversation (dialog) with another person to describe how you get your food. In your writing introduce who you are talking to (store keeper, checker, parent) and then have a conversation with them in which you talk about the food you are getting, its cost, and anything significant about it. Conclude your writing as you would conclude your conversation.

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program

Independent Study Lesson Plan

Islands of the Blue Dolphins, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

How do you sun dry food?

How do you make friends?

How are sea animals rehabilitated?

What is a snare?

What is an earthquake?

Word Wall Here are vocabulary words to add to the Word Wall.

unguarded – 134	harvest – 134	crouch – 136	echoed – 136	
tangled – 144	giddy – 146	sprawled – 146	graceful – 148	
reflection – 158	reproachfully – 159	swoop – 162	teetering – 163	hobble – 163
quiver – 168	herd – 168	urged – 169	snare – 172	glimpse – 172
shimmered – 176	terror – 178	crest – 178	vanquished – 179	wreckage – 183

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Read pp. 134–194

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RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Setting Map-San Nicolas

Google search, “map of San Nicolas” you can enlarge the map and add to throughout the unit. Add points from today’s reading to the map.

Character Map

As you read list the character’s name, description, and their relationship to one another. Keep this so you can track the characters as you read. Add to the character map you started at the beginning of the novel

Complete the Map

Add the Mission Santa Barbara to the map.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add new thoughts to your portrait of Karana. What do you think she is thinking and feeling as she prepares for another winter? Is stuck in the cave? And sees the ship return? Add 3–5 new thoughts to your portrait.

KWL Chart

Brainstorm all the things you have learned how to do to survive. What else do you want to know? Keep a running log.

STEP 10: Revision and reflections

- Add reflections where you see appropriate.

Open Mind Portrait

Add new thoughts to your portrait of Karana. What do you think she is thinking and feeling as she moves to the new cave? As she meets Tutok and befriends her? As Tutok leaves the island? Add 3–5 new thoughts to your portrait.

KWL Chart

Add to the KWL Chart you started on day 12. Brainstorm all the things you have learned how to do to survive. What else do you want to know?

STEP 11: Revision and sentence style

- Play with the length of sentences.
- Examine transitions.
- Are your sentences easy on the ear?
- Make appropriate revisions.

Open Mind Portrait

Add new thoughts to your portrait of Karana. What do you think she is thinking and feeling as she returns home? Longs to speak with Tutok? Sees and nurses the otter? Add 3–5 new thoughts to your portrait.

Mobile

Create a mobile with all the sea and land and air creatures Karana and learned to love.

STEP 12: Editing and correct copy

- Correct punctuation, spelling, grammar and capitalization

Open Mind Portrait

Add new thoughts to your portrait of Karana. What do you think she is thinking and feeling as she stops keeping track of time? As Rontu dies? As she captures Rontu–aru? Add 3–5 new thoughts to your portrait.

Open Mind Portrait

Add to your portrait of Karana. What is she thinking and feeling after the storm and earthquake? When the men leave the first time? Once she learns she will leave the island? Complete your portrait.

STEP 13: Response checklist

- Use the checklist to guide any last responses to your paper.
- Word process final drafts.

Discussion

Key Questions – Day 11

1. How would you have felt in Black Cave?
2. What does Black Cave represent? How would you have felt if you were trapped in it?
3. Why was the water rising when they were in the cave making it impossible to get out? What did leaving the cave represent?
4. In what ways did Karana prepare for winter?
5. What does she decide to do when she sees the ship? Do you think moving immediately was wise? Why did she erase all trace of herself?

Key Questions – Day 12

1. Who is Karana more fearful of the men or the girl who is with them? Explain. Do you think her fears are valid?
2. How did Karana adapt her life so she could survive unnoticed? How did that impact her and Rontu?
3. When Karana finished her skirt she was giddy. Why was she so pleased? Have you ever finished something that made you that proud?
4. How did Rontu react when he saw the girl? What did Karana learn about her? What does it say about her character that she does not claim him?
5. How did Tutok and Karana's relationship evolve over time? Is that traditionally how relationships get stronger? What were some similarities and differences? Do you think Tutok was as lonely as Karana was? Explain.
6. What did Tutok bring for Karana? What did Karana do in return? How was this act symbolic?
7. Do you think that Karana will become lonelier now she has had human contact?

Key Questions – Day 13

1. What did Karana do to the otter she found on the beach? Do you think that was the moral and just thing to do to them? Explain.
2. How did Karana change her treatment of the otter? Why did she leave it in the pool?
3. Karana had not had time to prepare for the winter storing food. What change had to occur for her to get supplied again?
4. Karana is surrounded by animals. She refers to them as her children. How does this compare to what she wanted for herself? Is she happy with the life she has at this point? What has she continued to do to remain positive?
5. Karana sees the otter again and realizes it is a female and has two pups. She watches the otter teach her young how to swim and eat. She befriended the otter and vowed never to kill one again. What has changed for Karana? How has she become responsible and a steward for the things around her?

Key Questions – Day 14

1. What did Karana do to prepare for the return of the Aleuts? Do you think she is being paranoid or well prepared?
2. Why does Karana stop keeping track of time? What does this signify?
3. Karana goes to Rontu and takes him to the headland and he is around his favorite things. How does this interaction show Karana's respect and love for him?
4. Karana had vowed to never hurt another animal but is trying to trap Rontu's son. Does this action make her a hypocrite? Explain.
5. Was her relationship the same with Rontu-arua?
6. What has changed for Karana to make her less complacent on the island?

Key Questions – Day 15

1. What caused all the damage on the island? How would you explain the events if you were Karana? Do you think she is being punished?
2. How do these two events change her? She had always been in control or able to survive, do you think this natural power changes her outlook?
3. What happened the first time the ship came? Why do you think the men left? Why did Karana stay hidden?
4. What does she do the second time the ship comes?
5. How do the men's voices sound to her? Is it significant that she does not laugh?]
6. The men make her a dress. She pretends to like it, but she does not. She puts her skirt away to wear when they are not around. What does this say about her evolution? Would you be able to choose the right thing to do or say when it goes against everything you know?
7. Who are the men? Where are they from?
8. As the ship leaves she sees the dolphins on the bow. What omen is this for her? She reflects on her life on the island and she sees it as happy times. How do you rate happiness? Do you agree that her life was filled with happiness?
9. What does Karana learn about her family?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 131

'Most of the night I worked, making two trips to the cave. At dawn, when everything had been moved, I went back to the house for the last time. There I buried the ashes of my fires and threw sand over the shelves and the floor. I took down the shells I had put up to scare the gulls and tossed them and the abalones over the cliff. At last, with a pelican wing, I brushed away the marks of my feet. When I had finished, it looked as though no one had lived there for a long time' (p. 131).

Writing Prompt

Why do you think it was so important for Karana to cover her tracks? Do you think she did a good job?

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Think of your younger self when you played hide and seek. Write a one-paragraph narrative about hiding from your friends. What did you do to make sure no one found you? Introduce your characters and form context/point of view. Give details and relevant facts in a logical order? Share this snippet with your readers. Conclude with a statement, which reflects on your introduction.

Key Paragraph, p. 146

“Below me, Rontu was running along the cliff, barking at the screaming gulls. Pelicans were chattering as they fished the blue water. Far off I could hear the bellow of a sea elephant. But suddenly, as I thought of Tutok, the island seemed very quiet” (p. 146).

Writing Prompt

Have you ever been separated from someone important to you? How did Karana cope with this? How did you cope?

Write a one-paragraph narrative in which you describe a time a friend or loved one left (real or imagined). Introduce the scenario and engage your reader by introducing the characters and the narrator. Organize your scenario so the events unfold logically. Use narrative techniques such as dialog, description, and experiences to develop your characters. Use a variety of transition words, phrases, and clauses to convey sequence. Use precise words, phrases, and language to give detail. Provide a conclusion, which reflects on the event.

Key Paragraph, p. 156

“After that summer, after being friends with Won-a-nee and her young, I never killed another otter. I had an otter cape for my shoulders, which I used until it wore out, but never again did I make a new one. Nor did I ever kill another cormorant for its beautiful feathers, though they have long thin necks and make ugly sounds when they talk to each other. Nor did I kill seals for their sinews, using instead kelp to bind the things that needed it. Nor did I kill another wild dog, nor did I try to spear another sea elephant” (p. 156).

Writing Prompt

Why is it important to be respectful and responsible in relation to animals, sea life, plants, and birds? What would happen if we were not?

Write a one-paragraph narrative in which you describe a time you chose to be responsible even though it changed or altered your life. Introduce this scenario and describe the situation. Who was involved? What contributed to your choice?

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another. Use precise words and phrases, relevant descriptive details, and

sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Key Paragraph, p. 160

“I buried him on the headland. I dug a hole in the crevice of the rock, digging for two days from dawn until the going down of the sun, and put him there with some sand flowers and a stick he liked to chase when I threw it, and covered him with pebbles of many colors that I gathered on the shore” (p. 160).

Writing Prompt

In what way did Karana respect the life and spirit of Rontu?

Write a narrative describing a time when you gave someone else dignity and respect. Describe the situation and who was involved. Describe the situation using logical details and flow. Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Key Paragraph, p. 181

“Dolphins rose out of the sea and swam before the ship. They swam for many leagues in the morning through the bright water, weaving their foamy patterns. The little birds were chirping in their cage and Rontu-Aru sat beside me” (p.181).

Writing Prompt

Think of a time when you had to leave something or someplace that was comfortable for you and travel into the unknown.

Write a one-paragraph narrative describing this event. Who was involved and what happened that was significant. Use narrative techniques and dialog to convey the situation. Use descriptive language. Write in a pattern that depicts a logical flow of events. Conclude with a statement, which reflects on the event.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program

Independent Study Lesson Plan

Island of the Blue Dolphins, Final Project



Major written product: Narrative Essay, the steps of the essay are embedded in the lesson plan so you can work progressively toward your final writing product.

STEP 1: Autobiography/personal narrative:

- The *goal of this unit is for you to write a personal narrative about a specific event in your life.*
- Think of a memorable experience that happened over a short period of time.

STEP 2:

- Fill out a 5W's chart to help you collect your details.

STEP 3: Finish rough draft and review effective traits

- Use this first personal narrative of the year to introduce the traits of effective writing.
- The object here is to focus on the *process of revision*- not just the product, or getting it turned in.

STEP 4: Revising→Focus on Organization

- Today, take a closer look at how you have organized your paper. Jot down how you decided to tell your story. Did you start at the beginning and go to the end? Did you start with the ending and then cut to the beginning? When writing creatively, an author has choices to make. The choices he or she makes impact the reader's experience.

STEP 5: Revision and word choice

- Take a pencil and circle all the verbs in your paper.
- Then, go back and think about how you could make some of your choices more specific and colorful.
- Also, start another word list on the wall that contains descriptive, creative, active verbs.
- Remember to use the thesaurus as necessary.
- After you have gone through and revised your verbs, do the same thing with **nouns**.

STEP 6: Revision with modifiers (specifically adverbs today)

- Take a look at your paper. By now you have added more colorful verbs.
- Circle any adverbs you already have in your paper.
- Can you revise any of these to make your writing clearer to your reader?

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- Now go back and ask yourself if there are any additional adverbs you would like to add.
- Make those changes

STEP 7: Revision with modifiers (specifically adjectives today)

- Look at your paper. You have added more specific nouns.
- Circle any adjectives you already have in your paper.
- Can you revise any of these to make your writing clearer to your reader?
- Now go back and ask yourself if there are any additional adjectives you would like to add.
- Make those changes/additions.

STEP 8: Revision and voice

- Think of a song or singer that you think has a strong voice in his or her music.
- How would you describe that voice?
- You have the same thing. You are a unique individual with your own voice.
- Share your writing with someone who knows you and your voice-either a peer, teacher, aide, or parent. Ask them if you think your writing sounds like YOU.
- What could you add to make it sound more like you?
- Make revisions as necessary.

STEP 9: Revision and dialogue

- Add at least 1 series of dialogue to your story.

STEP 10: Revision and reflections

- Add reflections where you see appropriate.

STEP 11: Revision and sentence style

- Vary your sentence length and structure.
- Examine transitions.
- Are your sentences easy to hear/listen to?
- Make appropriate revisions.

STEP 12: Editing and correct copy

- Correct punctuation, spelling, grammar and capitalization

STEP 13: Response checklist

- Use the checklist to guide any last responses to your paper.
- Word process final drafts.