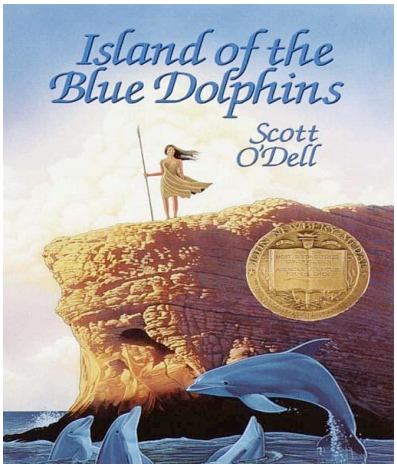
Island of the Blue Dolphins



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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

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Introduction

***Island of the Blue Dolphins* by Scott O'Dell**

Focus and goals of this unit: Our goal for this unit is for students to write a 500–700 word **narrative.**

Unit Roadmap

- Unit's big idea or theme = **Responsibility requires Action**
- **Definition: 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.** Ideally this would be posted in your classroom.

Major written product: Narrative Essay, the steps of the essay are embedded in the lesson plan so students can work progressively toward their final writing product. A general overview is listed below.

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

- We are going to use this first personal narrative of the year to introduce the traits of effective writing.
- Note to teacher: Throughout this unit we will be revisiting the students' personal narratives and making revisions by examining different traits of effective writing. While a student and a teacher do not need to examine *every* trait in detail every time they write something, this initial writing activity provides us an opportunity to *slow things down and take a closer look at what makes good writing.*
- The object here is to focus on the *process of revision*- not just the product, or getting it turned it. For some of your students, this idea will take some getting used to.

STEP 4: Revising→Focus on Organization

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- 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.
- Share your writing with a peer. Get feedback and make revisions. Do they think your story is well organized? How could it be clearer and stronger?

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.
- Teachers, model what this could look like.
- Teachers, you may also want to put up a **'boring word graveyard'** on your wall. This is where you and the students decide on all the words that are 'dead' and that should not be used too often because they aren't specific enough. Examples: nice, pretty, beautiful etc. These can be verbs, nouns or modifiers.
- Also, start another word list on the wall that contains descriptive, creative, active verbs.
- Remember to remind students to use the thesaurus as necessary.
- After they have gone through and revised their verbs, have them 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?
- 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.

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- 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

- Have students correct punctuation, spelling, grammar and capitalization
- Tomorrow they will peer edit, so don't have them write their final copies yet.

STEP 13: GROUP/PEER ADVISING

- Students should practice being in the listener's role and give constructive feedback to a peer.

STEP 14: Response checklist

- Have students use the checklist to guide any last responses to their paper.
- Word process final drafts.

Create a character map.
As you read list the character's name, description, and their relationship to one another. Post this in class so you can track the characters as you read

Setting Map—San Nicolas
Google search, "map of San Nicolas" you can enlarge the map and post in class
Use the description of the Island of the Blue Dolphins on page 9–10 plot the points Karana describes based on the reading.

Read
Have students read page 195, Author's Note
The Lost Woman of San Nicolas
http://www.missionscalifornia.com/stories/lone-woman-san-nicolas-island.html
Use this information to create a class KWL Chart prior to reading the novel.

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KWL Chart

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

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 1

PREPARE

1. 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 are The Channel Islands versus the Aleutian Islands? The Channel Islands are a string of islands off the coast of California. They are approximately 1 mile off the coast from the Santa Barbara Area to the Southern California Area. The islands were home to various different tribes of people throughout history.

The Aleutian Islands are located off the coast of Alaska. Both islands are great hunting areas. At the beginning of the novel the Aleutian Tribe comes to hunt on the Island of the Blue Dolphins. The tribes clash and most of Karena's tribe is killed during the fight.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

afloat 1	gather 1	ravine 4	crouched 4	intruders 4

READ

3. 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

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 1–15

Setting	Characters	Pages
mid–1800s Canyon	Ramo (younger brother), Karana (main character)	1–4
Cove/Mesa	Captain Orlov and his men Chief of Ghalas–at Chief Chowig (Karana's father)	4–8
Island of the Blue Dolphins (San Nicolas)	Karana, Aleut Hunters,	9–10
Cove and Mesa	Ramo, Karana, Ulape (Karana's Sister), tribe	11–12

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Rock ledge (east side of island) and camp	Ulape and the village women	13
Camp	Village and Aleut Men	14–15

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana and her brother Ramo, spot a big ship with red sails.
- The men on the ship land on the island and tell their father (the Chief) that they are there to hunt sea otters.
- The Captain tried to make a deal with the Chief that entailed his men getting twice as much as the island people.
- The Chief disagreed and told him the parts must be equal.
- The Captain and his men come from the north.
- The tribe rejoiced in finding some bass to eat.
- The Aleuts asked them to share and the Chief said no, he had to think of his people first.

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

Character Map
As you read, list the character's name, description, and their relationship to one another. Post this in class so you can track the characters as you read

Setting Map - San Nicolas
Google search, "map of San Nicolas" you can enlarge the map and post in class.
Use the description of the Island of the Blue Dolphins on page 9–10. Plot the points that Karana describes based on the reading.

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.

EXPLORE

7. 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

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- 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 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.

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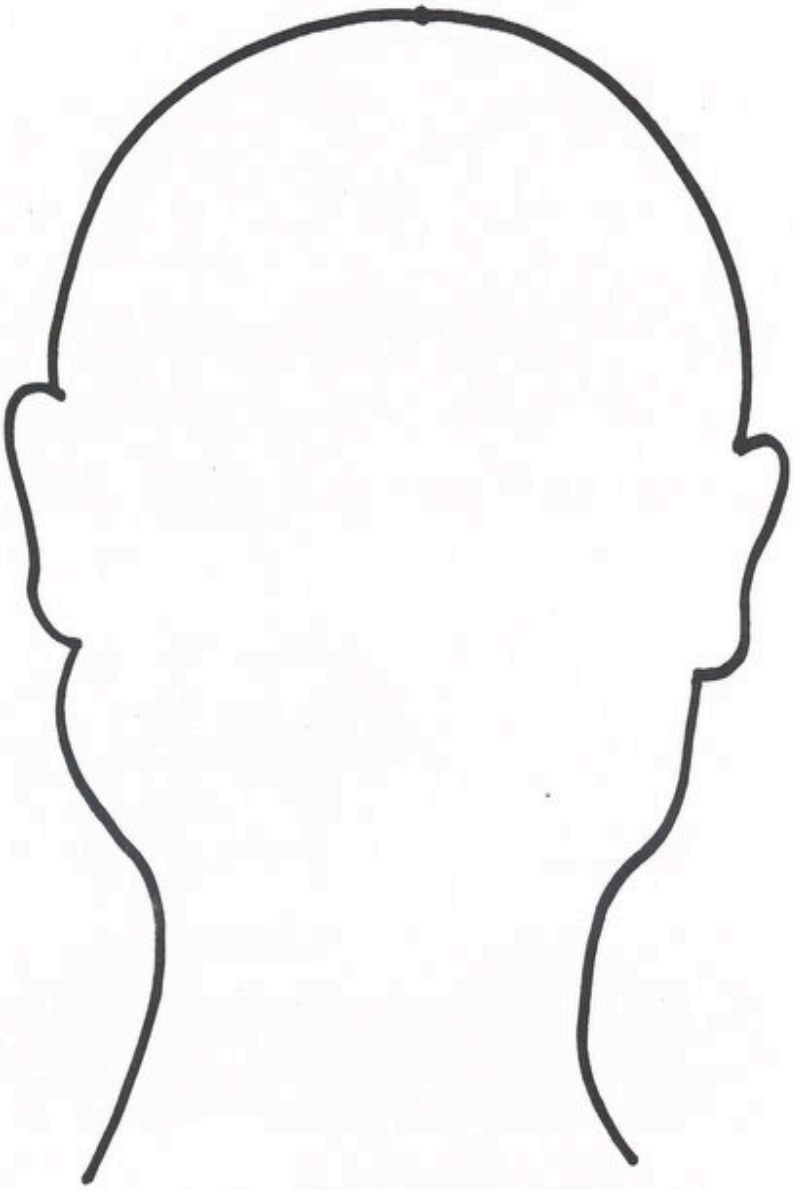
Open Mind Portrait



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8. Discussion Comprehension and higher-level questions for 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?
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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 2

PREPARE

1. 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 a league? A league is a unit of measurement or distance. In most English speaking countries a league is estimated at 3 miles or 4.8 kilometers. A square league refers to a unit of land measurement.

In today's reading Karana is describing the island and she refers to the places by using the term league.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

pelts 17	strewn 17	scarcely 17	preparation 19	surged 24

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 16–25

Setting	Characters	Pages
Island of the Blue Dolphins	Karana describing	16
Coral Cove	Hunters	17–19
Coral Cove beach	Father and Captain Orlov	20–23
Coral Cove beach	Men fighting	24–25
Village	Tribe	26

RESPOND

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5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- The Captain and his men are killing many otters.
- Karana is worried they will kill them all.
- The Captain tries to leave without paying the Chief.
- A battle breaks out and the Chief is killed.

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

Map
Add to your character map. As you read list the character's name, description, and their relationship to one another. Post this in class so you can track the characters as you read

Setting Map—San Nicolas
Google search, "map of San Nicolas" you can enlarge the map and post in class
Add points from today's reading to the map.

EXPLORE

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

KWL Chart
Create a K-W-L chart about sea otters.

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KWL Chart—sea otters

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

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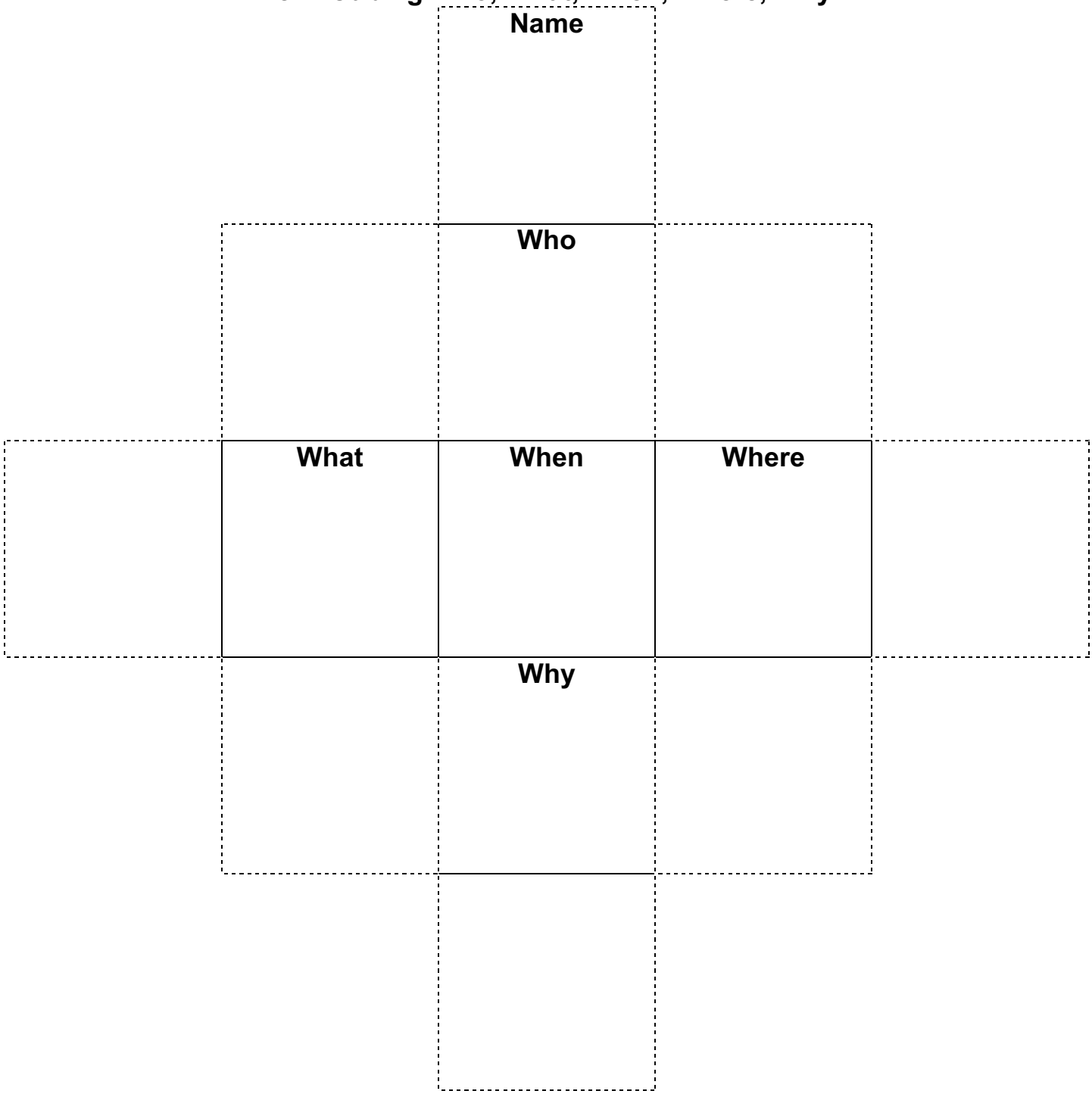
STEP 1: Autobiography/personal narrative:

- 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.

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



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8. Discussion Comprehension and higher-level questions for discussion.

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 Aleutian's 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?

9. Analyze Analyze the key paragraph.

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 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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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 (search sea otter).

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

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Further information taken from:

The biology of animals that have been traditionally hunted is usually well known. Throughout the eighteenth and nineteenth centuries *Enhydra lutris*, the sea otter, was heavily exploited by man, prized universally for it's exceptionally warm, sheik and tremendously valuable pelt. Subsequently, in order to maximize harvest yield, the human predatory machine studied sea otter biology intently. This cute, furry, charismatic species was so well hunted that it was extirpated along most of its historical range in North America. A second wave of study in sea otter biology was initiated at the beginning of the twentieth century in efforts to prevent the animal's extinction. Recent studies of *E. lutris* appear to emerge from all areas of science. Currently, numerous scientific papers are being published on many different scales in the disciplines of physiology, ecology, behavior, pathology, and conservation of this animal. The resources utilized in the synthesis of this page represent a very minute fraction of the myriad of past and current publications dedicated to *Enhydra lutris*.

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 3

PREPARE

1. 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 abalone? What has happened to them over time? Abalones are sub-tidal marine snails that were once very abundant throughout the west coast, from Alaska to California. Their shell is ear-like in shape and they like to graze algae by scraping it off rocks with their spiny-toothed tongue, or radula. These gastropods take about four years to reach reproductive age and reproduce by broadcasting their gametes (eggs and sperm) out into the water column, making it vital that they be near each other during breeding season.

The meat was highly prized, and the lustrous shells were used in jewelry and adornment. The abalone's population remained stable until the advent of SCUBA in the 1970's, which allowed abalone to be harvested commercially at very high rates. They soon became over-harvested and their populations were no longer able to sustain themselves.

In today's reading much of Karana's tribe has died in the battle with the Aleuts. The tribe elected a new chief who divided the labor between the men and woman so the tribe will survive. Karana and her sister were asked to harvest abalone and her brother was tasked with keeping them safe from the birds as they dried. This is a main staple food through the winter.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

snared 28	shirker 28	perish 28	fierce 29	decreed 29

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 27–43

Setting	Characters	Pages
Village	Tribe	27–28

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Island	Karana, Ulupe, Ramo, and the tribe	29
Village	Tribe	30–31
Cliffs		32
Village	Matasaip (new chief), tribe	33
Island/dunes	The tribe, Matasaip, Nanko	34–37
Village	The tribe, Karana, Nanko, Ulape, Ramo	38–39
Boats	The women and the shipmates	40
Ship	The tribe, the shipmates, Karana, Nanko, Ulape, Matasaip	41–43

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- The tribe was diminished from 42 men to 15, 7 of whom were elders.
- Women and girls had to do some of the work of the men for them all to survive.
- People mourned those who died in the battle.
- Kimki was named the new Chief.
- He left to find land to the east of the island (California).
- He never returned and they chose a new Chief.
- The tribe talked about what to do if the Aleuts came back.
- They decide to flee if the Aleuts land on the island.
- They spot a ship, but this one has white sails.
- Kimki had talked with these white men and told them to take the tribe off the island.
- The tribe boards the ships and accidently leave Karana's brother behind.
- She jumps from the ship and swims to shore.

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

Map
Add to your character map. As you read list the character's name, description, and their relationship to one another. Post this in class so you can track the characters as you read

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

EXPLORE

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

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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.

8. Discussion Comprehension and higher-level questions for discussion.

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 roll 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 differed 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 4

PREPARE

1. 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 a rite of passage? A rite of passage is any event or ceremony, which defines one stage of life to the next. A significant birthday, marriage, graduation, driving, etc.

In today's reading Ramo declares himself chief. Karana is tolerant but she knows this declaration will make it harder for her to care for and control him and his impulses. Karana tries to tell him that he cannot be chief as he has not gone through the rite of passage to become one. In this situation tests that determine his worth.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scurrying 44	snarling 44	slunk 44	lair 45	rite 47

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 44–52

Setting	Characters	Pages
Village	Karana and Ramo	44
Ravine/cliff	Karana and Ramo	45–48
Coral cove	Karana	48–50
Dunes	Karana, Ramo, wild dogs	50–51
Hut	Karana and Ramo	51–52

RESPOND

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5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana and Ramo start looking for food.
- Ramo likes it on the island with only the two of them there.
- He declares himself the new Chief.
- Wild dogs end up killing him and Karana is left alone on the island.

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

Map
Add to your character map. As you read list the character's name, description, and their relationship to one another. Post this in class so you can track the characters as you read

EXPLORE

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

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 OMOP

STEP 3: Finish rough draft and review effective traits

- We are going to use this first personal narrative of the year to introduce the traits of effective writing.
- Note to teacher: Throughout this unit we will be revisiting the students' personal narratives and making revisions by examining different traits of effective writing. While a student and a teacher do not need to examine *every* trait in detail every time they write something, this initial writing activity provides us an opportunity to *slow things down and take a closer look at what makes good writing.*
- The object here is to focus on the *process of revision*- not just the product, or getting it turned in. For some of your students, this idea will take some getting used to.

8. Discussion Comprehension and higher-level questions for discussion.

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?
2. How did Karana and Ramo cope with their loss? What were their priorities? Do you think they acted with wisdom?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 5

PREPARE

1. 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 tribal law? What role or significance does it play? (for discussion)
How has this law affected Karana and the tribe so far? In today's reading we learn more about the tribal law or code that the tribe lived by. It has been referenced in the novel three times so far;

1. Father giving his real name and he shouldn't have.
2. The woman being asked to hunt when they traditionally were gatherers.
3. Karana not wanting to break the code to make weapons but realizing she has no choice and starting to make her own.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vanished 54	stunted 54	sifted 55	forbade 55	trinkets 56

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 53–63

Setting	Characters	Pages
Village	Karana	53–54
Headlands	Karana	54–55
Beach	Karana	56–58
Headlands	Karana	58–60
Rock	Karana	61–63

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RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana burns down all the houses on the island.
- She relocates herself somewhere safe so the dogs can't reach her.
- Her tribal rules forbid women to make weapons, but she needs to protect herself.
- She decides it is in her best interest to make something so she can survive.
- Karana adapts to her environment and learns how to survive in many ways.

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

Setting Map
Add points from today's reading to the map.

EXPLORE

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

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 live.

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.
- Share your writing with a peer. Get feedback and make revisions. Do they think your story is well organized? How could it be clearer and stronger?

8. Discussion Comprehension and higher-level questions for discussion.

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 effect you?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 6

PREPARE

1. 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? The reason Polaris is so important is because the axis of Earth is pointed almost directly at it. During the course of the night, Polaris does not rise or set, but remains in very nearly the same spot above the northern horizon year-round while the other stars circle around it. So at any hour of the night, at any time of the year you can readily find Polaris and it is always found in a due northerly direction. If you were at the North Pole, the North Star would be directly overhead.
http://www.space.com/15567-north-star-polaris.html

Knowing how to find the North Star in the northern hemisphere is one of the most basic survival skills. Those of us in the north are fortunate to have the North Star as a handy survival tool for determining direction without a compass. Visible from the surface of the earth during clear nights, nearly everybody has heard of this celestial body and most probably feel confident they would be able to find the North Star whenever they choose. In ancient times locating this lodestar was crucial to navigating long distances through the wilderness. The beauty of using the North Star for navigation is that unlike a magnetic compass the North Star always points to true north. There is no magnetic declination to deal with. By shear luck, the northern axis of the earth points directly toward the North Star. This means that when you are observing this star you are facing true north toward the North Pole. Because of this we also call the North Star the Polestar or Polaris, its astronomic name. When you are facing the North Star you are looking toward true north. This is because by chance this lodestar lines up with the celestial sphere almost perfectly, so that all other stars appear to rotate around it. Simply by finding the North Star travelers are able to determine all the points of the compass: westward would be on your left, eastward to the right, and southward in back of you.
http://survivaltopics.com/how-to-find-the-north-star/

In today's reading Karana decides to leave the island. She goes to the place they store the canoes and starts her journey. She uses the North Star as her guide for two nights. The canoe starts to leak and she realizes she cannot complete her journey. She returns to the island followed by a pod of dolphins and she is glad to be "home".

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

stale 64	companions 65	pursued 65	pitch 69	drifted 69

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 63–77

Setting	Characters	Pages
Rock	Karana	63–64
Cave with canoes	Karana	64–66
Ocean in canoe	Karana	66–71
Ocean in canoe	Karana and dolphins	71–72
Headlands	Karana	73–74
Island	Karana	75–77

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana decides to get in one of the canoes and leave the island.
- She navigates using the North Star.
- Her canoe started to leak and she had to turn back to the island.
- She was escorted back by a school of blue dolphins.
- She made it back to the island and felt a great sense of relief and happiness.
- She decides that she must build a home for herself so she explores the island looking for the best place.

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

EXPLORE

7. 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.

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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 days reading.

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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

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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.
- Teachers, model what this could look like.
- Teachers, you may also want to put up a **'boring word graveyard'** on your wall. This is where you and the students decide on all the words that are 'dead' and that should not be used too often because they aren't specific enough. Examples: nice, pretty, beautiful etc. These can be verbs, nouns or modifiers.
- Also, start another word list on the wall that contains descriptive, creative, active verbs.
- Remember to remind students to use the thesaurus as necessary.
- After they have gone through and revised their verbs, have them do the same thing with **nouns.**

8. Discussion Comprehension and higher–level questions for 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 7

PREPARE

1. 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 are Elephant Seals? Elephant seals, *Mirounga angustirostris*, are true seals, or earless seals, members of the pinniped suborder. What marvelous creatures they are: huge blubbery males with the pendulous noses that give these beasts their name; winsome females whose faces seem to be etched with a permanent smile; and endearing plump babies with big brown eyes.

In the 1880's northern elephant seals were thought to be extinct, harvested by shore whalers and sealers for their blubber. The oil obtained from elephant seals is second in quality only to the sperm whale. A small group of between 20-100 elephant seals that bred on Guadalupe Island, off Baja California, survived the ravages of the seal hunts. Protected first by Mexico and later by the United States, they have steadily expanded their range. Today they are protected from hunting and harassment by the Marine Mammal Protection Act of 1972. The total population estimate for northern elephant seals in 2006 is around 170,000.

The breeding season begins in late November when mature bulls begin to arrive and fight to determine dominance. The females start arriving in the middle of December and continue to arrive until the middle of February. The first birth is around Christmas, but most births usually occur during the last two weeks of January. The females remain on the beach for about five weeks from the time they come ashore. Amazingly, the males are on the beach for up to 100 days. The seals are fasting while they are on land, and both males and females lose about 1/3 of their body weight during the breeding season.

Elephant seals form harems, in which the dominant, or alpha, male is surrounded by a group of females. On the periphery of the harem, the beta bulls wait in hopes of an opportunity to mate. They assist the alpha bull in keeping away the less dominant males. Fights between males can be bloody affairs in which the combatants rear up and slam their bodies against each other, slashing with their large canine teeth. However, not all confrontations end in battle. Rearing up on their hindquarters, throwing back their heads, showing off the size of their noses and bellowing threats is enough to intimidate most challengers. When battles do occur, it is rarely to the death.

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The rookery is a very noisy place during the breeding season as males bellow threat vocalizations, pups squawk to be fed, and females squabble with each other over prime location and pups. Gargles, grunts, snorts, belches, bleats, whimpers, squeaks, squeals, and the male trumpeting combine to create the elephant seal symphony of sound.

In today's reading Karana determines a good location for her new home. She decides she needs to make better weapons and for that needs Elephant Seal teeth. She goes to the beach as two males begin to fight.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sinew 78	gnawed 79	scarce 79	embers 82	pierce 85

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 78–91

Setting	Characters	Pages
Rock/home	Karana	78–82
Beach	Karana	82–83
Cliff	Karana	84–86
Beach	Karana	87–88
Beach; bull elephant fight	Karana and Elephant Seals	88–91

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana builds a fence to protect her shelter and food.
- She is very resourceful in building her home and learns a lot along the way.
- She is able to use the skills she learned from her family and friends to create tools to help her.
- She witnesses two bulls fighting.

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

EXPLORE

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

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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.

8. Discussion Comprehension and higher-level questions for discussion.

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.
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?

9. Analyze Analyze the key paragraph.

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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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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 form and reflects on the event.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 8

PREPARE

1. 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 history of Herbal Medicine? The history of herbal medicine goes back many thousands of years. It is a form of medicine that has been practiced all over the world. Herbal medicine utilizes the leaves, seeds, roots, and flowers of plants in order to treat or prevent illness.

Early tribes developed their knowledge of plants, and most tribes had a specialist in using plants and herbs medicinally who was usually one of the most powerful people in the community. The first written record of the use of herbal medicine dates back nearly five thousand years to China.

In today's reading Karana is injured and does not have herbs to help her leg heal. She stays in the shelter as long as she can and then has to leave to get water. She is followed by the dogs and concerned for her safety. She then decides she needs to have a second shelter so she is prepared for any type of situation.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ancestors 95	bolder 97	quivering 99	poisonous 102	mending 103

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 92–105

Setting	Characters	Pages
house	Karana	92
brush/cave	Karana and dogs	93–94
cave	Karana, creating a new shelter	95
beach	Karana	96
Dog lair	Karana and dogs	97–100

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Island	Karana	101–102
House	Karana and dog	103–105

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana injured her leg.
- She goes back and finds the old bull dead.
- She secures some of his teeth to make more spears.
- She returns home and fashions more spears and arrows.
- She goes to attack the wild dogs.

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

EXPLORE

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

Plot Profile Chart
Complete the plot profile chart 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 (p. 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.

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8. Discussion Comprehension and higher-level questions for discussion.

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Why do 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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 9

PREPARE

1. 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 determines an alpha male? An alpha male is the male of a species who has shown a certain amount of dominance to lead the pack or group of the species. Alphas show their dominance by fighting, taking the lead in various difference situations, and also by caring for the others in the group.

In today's reading Rontu leaves the house and gets into a fight with the new pack of dogs. Karana finds him and could have killed the dog attacking Rontu. She decides to let him finish the fight he was in. He returns to the house and he never leaves again. Because of this fight the pack is split and they never come to the headlands to bother them.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

bulge 110	fierce 113	lure 118	warily 119	crouching 119

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 106–120

Setting	Characters	Pages
Sandspit	Karana and Rontu	106–108
Canoe	Karana and Rontu	109–112
Home	Karana and Rontu	113–114
Coral Cove	Karana	114–116
Ravine	Karana, Rontu, and wild dogs	116–120

RESPOND

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5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana now has a companion.
- Karana goes to find a new canoe. She makes one smaller so she can use it.
- They take the canoe and go out hunting. They spot a devilfish.
- Rontu got in a fight with the other wild dogs.

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

EXPLORE

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

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.

8. Discussion Comprehension and higher-level questions for discussion.

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?

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6. Why did Rontu have to fight? Did Karana show wisdom in letting him fight where he was? Explain.

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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 forms and reflects on your experience.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 10

PREPARE

1. 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 a devilfish? The common octopus would be unique for its appearance alone, with its massive bulbous head, large eyes, and eight distinctive arms. But by far the most striking characteristic of the octopus is the wide array of techniques it uses to avoid or thwart attackers.

It's first—and most amazing—line of defense is its ability to hide in plain sight. Using a network of pigment cells and specialized muscles in its skin, the common octopus can almost instantaneously match the colors, patterns, and even textures of its surroundings. Predators such as sharks, eels, and dolphins swim by without even noticing it.

When discovered, an octopus will release a cloud of black ink to obscure its attacker's view, giving it time to swim away. The ink even contains a substance that dulls a predator's sense of smell, making the fleeing octopus harder to track. Fast swimmers, they can jet forward by expelling water through their mantles. And their soft bodies can squeeze into impossibly small cracks and crevices where predators can't follow.

If all else fails, an octopus can lose an arm to escape a predator's grasp and regrow it later with no permanent damage. They also have beaklike jaws that can deliver a nasty bite, and venomous saliva, used mainly for subduing prey. Considered the most intelligent of all invertebrates, the common octopus is found in the tropical and temperate waters of the world's oceans. They can grow to about 4.3 feet (1.3 meters) in length and weigh up to 22 pounds (10 kilograms), although averages are much smaller. They prey on crabs, crayfish, and mollusks, and will sometimes use their ink to disorient their victims before attacking.
http://animals.nationalgeographic.com/animals/invertebrates/common-octopus/

In today's reading Karana is able to spear a devilfish. She was not prepared for the strength, its viciousness, or the ability for it to fight. However she was keenly aware of what it would do to try and survive. After she finally killed it she retrieved her bow and she and Rontu went to nurse their wounds. She never hunted a devilfish again.

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2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

plentiful 121	clustered 121	crevices 121	quarrelsome 121	entangled 129

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 121–133

Setting	Characters	Pages
island	Karana and Rontu	121–122
home	Karana, Rontu, and birds	122–123
beach	Karana and Rontu	124
cove/reef	Karana	125–126
reef	Karana, Rontu, and the devilfish	127–130
sandbar	Karana, Rontu, and the devilfish	131–133

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana tames two birds.
- She makes clothing out of yucca fibers.
- She and Rontu do a lot of fishing.
- After much labor, she kills the devilfish.

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

EXPLORE

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

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.

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8. Discussion Comprehension and higher-level questions for discussion.

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 11

PREPARE

1. 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? The high sugar and acid content of fruits make them safe to dry out-of-doors when conditions are favorable for drying. Vegetables (with the exception of vine dried beans) and meats are not recommended for out-of-doors drying. Vegetables are low in sugar and acid. This increases the risks for food spoilage. Meats are high in protein, making them ideal for microbial growth when heat and humidity cannot be controlled. It is best to dry meats and vegetables indoors using controlled conditions of an oven or food dehydrator.
Sun-dried raisins are the best known of all dried foods. California produces much of the world's supply of raisins. In the San Joaquin Valley, warm temperatures, low humidity and a constant breeze are ideal conditions for drying grapes.
To dry fruits out-of-doors hot, dry, breezy days are best. A minimum temperature of 85ºF is needed with higher temperatures being better. It takes several days to dry foods out-of-doors. Because the weather is uncontrollable, drying fruits out-of-doors can be risky. If it rains in California while the grapes are drying, the entire supply of raisins can be destroyed.
High humidity in the South is a problem for drying fruits out-of-doors. A humidity below 60 percent is best. Often these ideal conditions are not available when the fruit ripens and other alternatives to dry the food are needed.
Fruits dried out-of-doors must be covered or brought under shelter at night. The cool night air condenses and could add moisture back to the food, thus slowing down the drying process.

Equipment
Racks or screens placed on blocks allow for better air movement around the food. Because the ground may be moist, it is best to place the racks or screens on a concrete driveway or if possible over a sheet of aluminum or tin. The reflection of the sun on the metal increases the drying temperature.
http://nchfp.uga.edu/how/dry/sun.html

In today's reading Karana is preparing for another winter. She is gathering food and preparing it for storage. She gathers many abalones to dry them so she has food

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through the winter. When her tribe was there the children would chase the birds away. She tried to have Rontu do it with little success. She strung shells and shiny objects to scare them away.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

unguarded 134	harvest 134	crouch 136	echoed 136

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pp. 134–142

Setting	Characters	Pages
home	Karana and Rontu	134–135
canoe/cave	Karana and Rontu	136–138
Tall Rock	Karana, Rontu, Aleuts	139–140
Headlands/new cave	Karana and Rontu	141–142

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana and Rontu discover a cave with skeletons in it.
- Later Karana notices a ship out at sea coming from the island.
- She gathers her things and makes it look like no one has inhabited the island in a long time.
- She hides in another cave.

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

EXPLORE

7. 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.

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STEP 10: Revision and reflections

- Add reflections where you see appropriate.

8. Discussion Comprehension and higher-level questions for 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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KWL Chart

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

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 12

PREPARE

1. 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 make friends? (for discussion) A friend is someone who is on good terms with another and is not hostile. In most situations friends share common interests. Friends have a high personal regard for one another and are respectful of one another.

In today's reading the Aleuts have returned and a girl was with them. Karana was not concerned about the hunters but was fearful of the girl, as she did not want the men to know about her. The girl finds her at the cave and after an exchange they become friends. They teach each other words and share time together. The girl leaves Karana beads and Karana makes her a headpiece. The weather changes and Karana realizes it is time for them to leave. She makes a meal in the cave hoping the girl will return. She does not.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tangled 144	giddy 146	sprawled 146	graceful 148

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 143–156

Setting	Characters	Pages
Island	Karana and Aleuts	143–144
Cave	Karana and Rontu	145–147
Cave/ravine	Karana, Rontu, the girl (Tutok)	147–150
Cave	Karana, Rontu, the girl (Tutok)	151–154
Headland/Cave	Karana and Rontu	155–156

RESPOND

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5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- A girl slightly older than her found her.
- She does not trust her because she is an Aleut.
- Karana is preparing to leave and stay somewhere else on the island.
- The other girl makes a gesture that Rontu is her dog.
- Finally, the Aleuts leave and the island feels quiet.

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

Character Map
As you read list the character's name, description, and their relationship to one another. Post this in class so you can track the characters as you read. Add to the character map you started at the beginning of the novel.

EXPLORE

7. 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 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.

8. Discussion Comprehension and higher-level questions for discussion.

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?

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4. How did Rontu react when he saw the girl? What did Karana learn about her? What does it saw 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 13

PREPARE

1. 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 are sea animals rehabilitated? When a "patient" is admitted, our staff performs all necessary procedures under the direction and protocols set by the Animal Care Director and our Veterinary Medical Director. During the course of rehabilitation, animals require a variety of treatments such as administration of antibiotics and subcutaneous fluids, tube feeding, force feeding, wound care, etc.

Most animals come in dehydrated and the most effective means to provide fluids and nourishment is through tube feeding. The process requires blending of fish, electrolytes, warm water, vitamins, and medication into a fish formula. This formula is fed to the animals by inserting a flexible tube into the stomach using large syringes. As soon as the animals are hydrated and stable, we wean them to eat whole fish.

Release

Once an animal has gained an optimal weight and is competing for food, it's ready for release. Prior to release, each animal is tagged with an identification number. The color-coded tags indicate the animal has been rehabilitated and helps identify the specific animal and care center in case the animal needs care in the future. We strive to return every one of our patients back to the wild once their care with us is complete.

Research

An important part of marine mammal recovery is ongoing research. Research is being done to find the pathological conditions that affect the marine mammals of Southern California. Only through this research are we able to discover the cause-effect relationships that can help us to understand the best means to rehabilitate our marine mammal patients.

http://www.pacificmmc.org

In today's reading Karana finds an otter that was left by the hunters. She spends time with it and nurses it back to health in its own environment. She realizes that she has built trust and a relationship with the otter. She sees it with its babies and watcher her teach its young to swim and hunt. She vows to never kill and otter again.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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reflection 158	reproachfully 159	swoop 162	teetering 163	hobble 163

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 157– 167

Setting	Characters	Pages
cove	Karana, Rontu, and Mon-anee	157-159
home	Karana, Rontu, and birds	159–161
home	Karana, Rontu, (many children)	162–163
cove/headlands	Karana, Mon-a-nee, Rontu	164–167

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana helps save an injured otter.
- She then befriends the otter.
- She later decides that it is in all creatures' best interests not to harm them.

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

EXPLORE

7. 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 returns home? Longs to speak with Tutok? Sees and nurses the otter? 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?

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

STEP 12: Editing and correct copy

- Have students correct punctuation, spelling, grammar and capitalization

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- Tomorrow they will peer edit, so don't have them write their final copies yet. ☺

8. Discussion Comprehension and higher-level questions for discussion.

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 14

PREPARE

1. 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 a snare? A snare is a type of trap used for capturing animals. Typically it has a rope or light wire that can wrap around the animals leg and hold it until you can untrap it.

In today's reading Karana is trying to trap Rontu's son. She is lonely and wanting to have companionship.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

quiver 168	herd 168	urged 169	snare 172	glimpse 172

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 168–175

Setting	Characters	Pages
Cove	Rontu and Karana	168
Headlands	Rontu and Karana	169–171
Home	Karana	172–173
Ravine	Karana and wild dogs	174
Home	Karana and Rontu-Aru	175

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Rontu dies.
- Karana befriends Rontu's son and calls him Rontu-Aru.

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

EXPLORE

7. 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 stops keeping track of time? As Rontu dies? As she captures Rontu-aru? 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 13: GROUP/PEER ADVISING

- Students should practice being in the listener's role and give constructive feedback to a peer.

8. Discussion Comprehension and higher-level questions for discussion.

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-aru?
6. What has changed for Karana to make her less complacent on the island?

9. Analyze Analyze the key paragraph.

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).

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan
Island of the Blue Dolphins, Day 15

PREPARE

1. 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 an earthquake? An *earthquake* is what happens when two blocks of the earth suddenly slip past one another. The surface where they slip is called the *fault* or *fault plane*. The location below the earth's surface where the earthquake starts is called the *hypocenter*, and the location directly above it on the surface of the earth is called the *epicenter*.

Sometimes an earthquake has *foreshocks*. These are smaller earthquakes that happen in the same place as the larger earthquake that follows. Scientists can't tell that an earthquake is a foreshock until the larger earthquake happens. The largest, main earthquake is called the *main shock*. Mainshocks always have *aftershocks* that follow. These are smaller earthquakes that occur afterwards in the same place as the mainshock. Depending on the size of the mainshock, aftershocks can continue for weeks, months, and even years after the mainshock!

In today's reading Karana experiences a large earthquake. It affects the land and the sea. Karana who has been in control of her life and environment since her tribe was killed is suddenly not in control.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

shimmered 176	terror 178	crest 178	vanquished 179	wreckage 183

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

Read pp. 176–194

Setting	Characters	Pages
cove	Karana	176–180
home	Karana and Rontu-aru	180–182
cove	Karana	185
headland	Karana and Rontu-Aru	185–188
Cove	Karana, Rontu-Aru, men	189
Ravine/home	Karana, Rontu-Aru	190-191
Beach	Karana, Rontu-Aru, men	192–193
Ship	Karana, Rontu-Aru, men	193–194

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention

- Karana builds another canoe after an earthquake destroyed many of her things.
- A ship comes and men come to the island. They do not see her, although this time she wants them to.
- The ship returns and she meets them.
- The men take her away.
- She learns what happened to her tribe.

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

Complete the Map
Add the Mission Santa Barbara to the map.

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EXPLORE

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

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 14: Response checklist

- Have students use the checklist to guide any last responses to their paper.
- Word process final drafts.

8. Discussion Comprehension and higher-level questions for discussion.

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?

9. Analyze Analyze the key paragraph.

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).

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EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

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Character Based Literacy Program Lesson Plan *Island of the Blue Dolphins*, Final Writing Product

Major written product: Narrative Essay, the steps of the essay are embedded in the lesson plan so students can work progressively toward their final writing product. A general overview is listed below.

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

- We are going to use this first personal narrative of the year to introduce the traits of effective writing.
- Note to teacher: Throughout this unit we will be revisiting the students' personal narratives and making revisions by examining different traits of effective writing. While a student and a teacher do not need to examine *every* trait in detail every time they write something, this initial writing activity provides us an opportunity to *slow things down and take a closer look at what makes good writing.*
- The object here is to focus on the *process of revision*- not just the product, or getting it turned in. For some of your students, this idea will take some getting used to.

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.
- Share your writing with a peer. Get feedback and make revisions. Do they think your story is well organized? How could it be clearer and stronger?

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.
- Teachers, model what this could look like.

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- Teachers, you may also want to put up a **'boring word graveyard'** on your wall. This is where you and the students decide on all the words that are 'dead' and that should not be used too often because they aren't specific enough. Examples: nice, pretty, beautiful etc. These can be verbs, nouns or modifiers.
- Also, start another word list on the wall that contains descriptive, creative, active verbs.
- Remember to remind students to use the thesaurus as necessary.
- After they have gone through and revised their verbs, have them 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?
- 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?

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- Make appropriate revisions.

STEP 12: Editing and correct copy

- Have students correct punctuation, spelling, grammar and capitalization
- Tomorrow they will peer edit, so don't have them write their final copies yet.

STEP 13: GROUP/PEER ADVISING

- Students should practice being in the listener's role and give constructive feedback to a peer.

STEP 14: Response checklist

- Have students use the checklist to guide any last responses to their paper.
- Word process final drafts.

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