

Student Packet

Grades 3–4

The Music of Dolphins

Karen Hesse

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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THE MUSIC OF DOLPHINS

by
Karen Hesse

Student Packet

Written by
Angela Frith Antrim

- Contains masters for:**
- 4 Prereading Activities
 - 6 Vocabulary Activities
 - 1 Study Guide
 - 1 Literary Analysis Activity
 - 2 Character Analysis Activities
 - 1 Critical Thinking Activity
 - 1 Comprehension Activity
 - 2 Writing Activities
 - 6 Quizzes
 - 1 Novel Test
- PLUS**
- Detailed Answer Key
and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The Scholastic paperback edition of the book, © 1996 by Karen Hesse, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-590-89798-5

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Word Map

miracle	permitted	instrument	territory
orca			

Directions: Complete a word map for each of the five vocabulary words above.

Synonyms

Magazine cut-out, drawing, or symbol that shows what the word means

Word

Definition in your own words

Word used in a sentence

Name _____

Pros and Cons

Directions: List the pros and cons of Mila’s decision to return to the sea. On the lines below the chart, explain which decision you think is best for Mila.

Mila Returns to the Sea



Student Worksheets

Name _____

(Main Idea and Details)

True/False: Mark each with a *T* for true or an *F* for false.

- ___ 1. Mila watches a video of Shay's capture.
- ___ 2. Mila thinks that people are inside the television.
- ___ 3. Mila bangs on her locked door until her hands bleed.
- ___ 4. Mr. Aradondo and Mila become friends.
- ___ 5. Mila's door is locked so she will not leave the house and swim in the river again.
- ___ 6. Mila thinks that if she makes enough progress the researchers will set her free.
- ___ 7. Dr. Beck gives Mila a pet to keep her company.
- ___ 8. Shay has progressed and has been placed with a foster family.
- ___ 9. Mila tells Justin that she wants to return to the sea.
- ___ 10. Mila understands that her room must be locked for her own safety.

Student Worksheets