



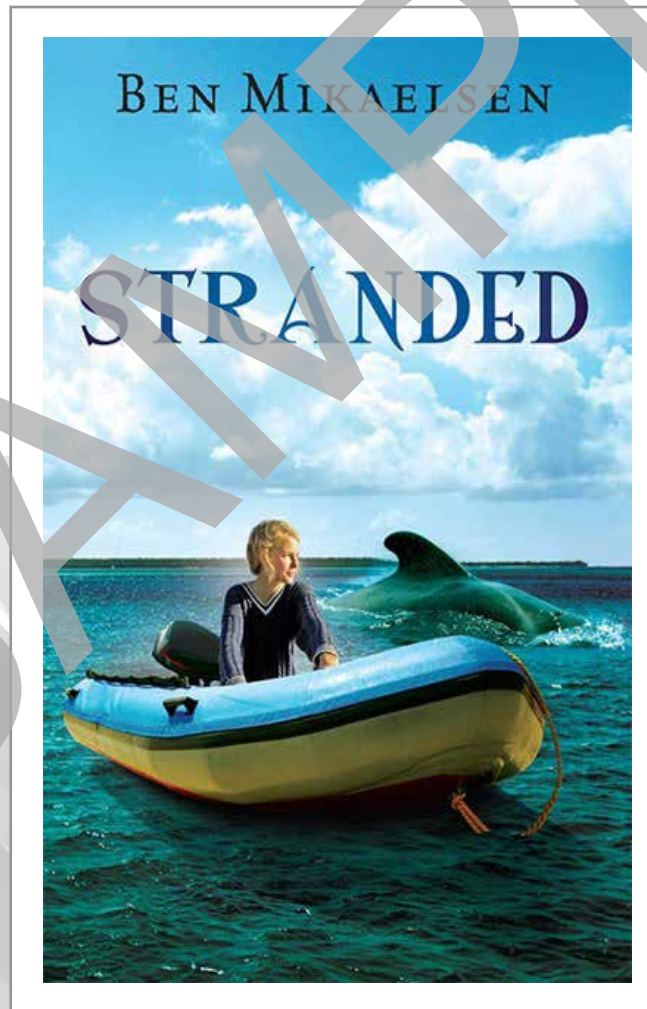
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Stranded

Ben Mikaelson



READ, WRITE, THINK, DISCUSS AND CONNECT

Stranded

Ben Mikaelson

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

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Skills and Strategies

Thinking

Identifying attributes,
compare/contrast, analysis,
evaluation

Comprehension

Predicting, summarizing,
cause and effect, inference

Writing

Character diary, personal
narrative, evaluation,
persuasive essay, story scene,
story ending, story, compare/
contrast, character sketch,
scene, poem, conversation,
interview, research

Vocabulary

Word wall, sentences,
synonym match, vocabulary
sort, vocabulary around the
world, charades

Listening/Speaking

Discussion, charades,
interview

Literary Elements

Characterization, plot,
foreshadowing, point
of view, theme

Other

Illustration, collage,
scrapbook, board game,
poster, social skills

Summary of *Stranded*

Stranded is the story of a young girl who faces many difficult situations. At the age of eight, she lost a foot in a bicycle accident. As a result, she has difficulty seeing past her condition. She also has trouble making friends and instead prefers the company of the ocean. While out on her boat one day, Koby befriends a mother whale and her calf. She later finds them stranded. She decides to stay with the whales and take care of them until help arrives. The confidence that she gains from saving the whales carries over into her ability to make friends. Throughout the story, Koby becomes more and more comfortable with her missing foot and herself. She also learns to deal with her parents' troubled relationship and her belief that their arguing is in some way her fault.

About the Author

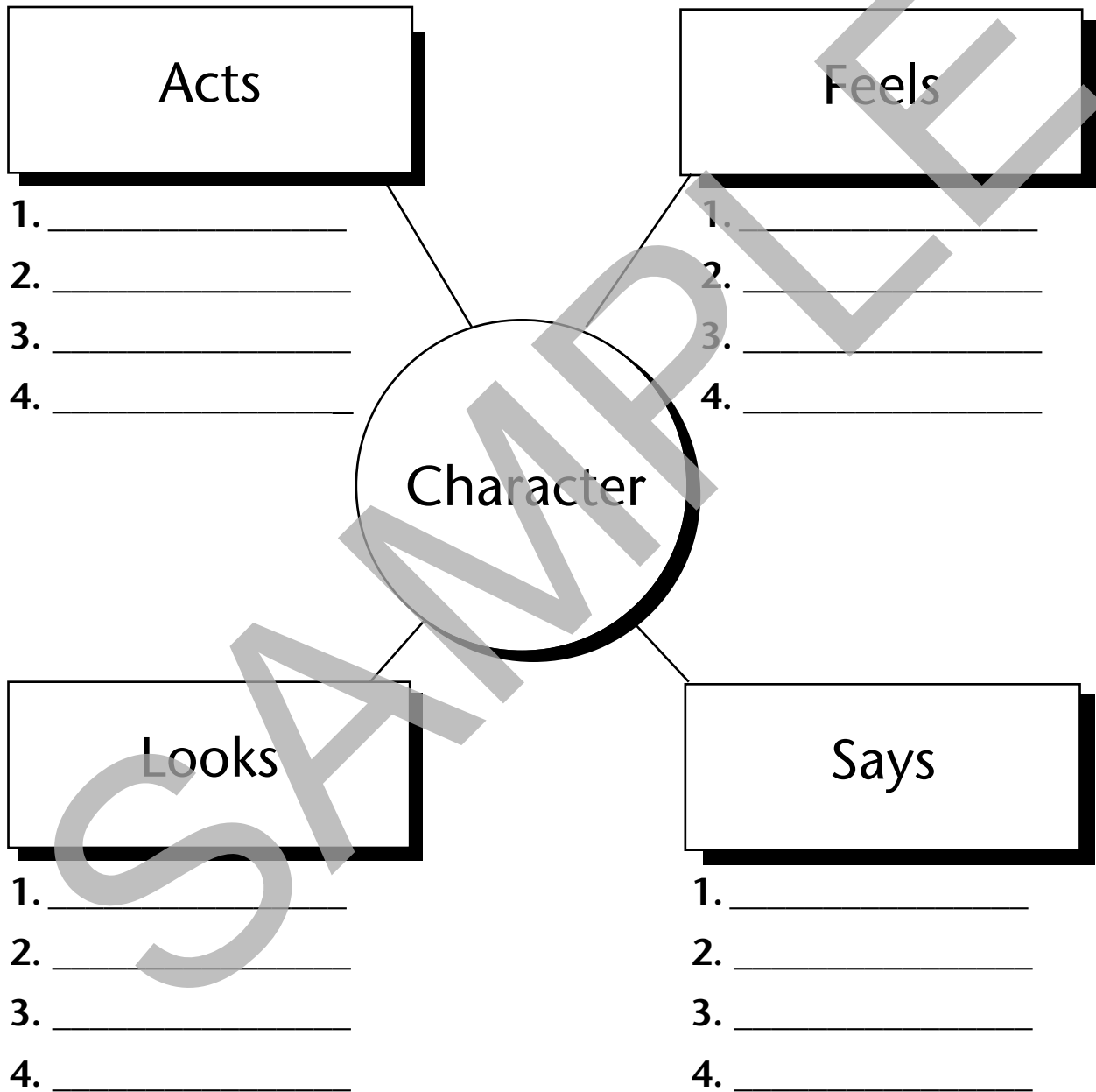
Ben Mikaelson is the author of *Stranded* and *Rescue Josh McGuire*. *Rescue Josh McGuire* was published in 1991 and won both the Western Writers of America Spur Award and the International Reading Association's Best First Work in the older readers' category. *Stranded* was awarded the New Hampshire Great Stone Face Children's Book Award, the Sunshine State Young Readers' Award, and the Georgia Children's Book Award. Mikaelson lives in Bozeman, Montana, with Melanie, his wife, and Buffy, a six-hundred-pound bear.

Introductory Activities

1. **Previewing the book:** Have the students study the cover of the book. Ask them to respond to the following questions: *who? what? where? when? why?* Based on their answers, students predict what the novel will be about.
2. Given the following clues students will write a paragraph predicting what they think will happen in the story: *responsibility, determination, change, family, courage*
3. **Character Diary:** Introduce the main character as Koby. Let the students know that many things are going to happen to Koby as they read through the novel. Ask the students to pretend that they are Koby. After they finish reading each day, or as they go along, encourage them to make a diary entry from Koby's perspective. At various times the students will be able to share their entries with their classmates.
4. Create an attribute web (located on page 10 in this guide) with students for each of the following ideas: *responsibility, determination, change, family, courage*. Focus on one word at a time. Begin by writing the word in the center of a large piece of paper. Ask students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.

Attribute Web

The attribute web below is designed to help you gather clues the author provides about what a character is like. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.



3. **Social Skills:** Koby is very brave throughout the story and overcomes many of her fears. Ask students to name something that they are afraid to do. Make sure they choose a relatively simple fear (e.g., introducing themselves to a new student, speaking in front of a group) so they do not endanger themselves during the next part of the activity. Once everyone has named a fear, encourage students to overcome the fear by doing the frightening thing. For example, Koby overcomes her fear of people seeing her leggy by wearing shorts in gym class, then in school, and then in public. Ask students to write about how they feel differently now that they have overcome their fear.

Chapters 25-28 — pages 177-206

Vocabulary

shrilly (177)	warbled (177)	impish (181)	timidly (183)
lingered (188)	antics (192)	fronds (194)	batten (194)
derelict (203)	ominous (206)		

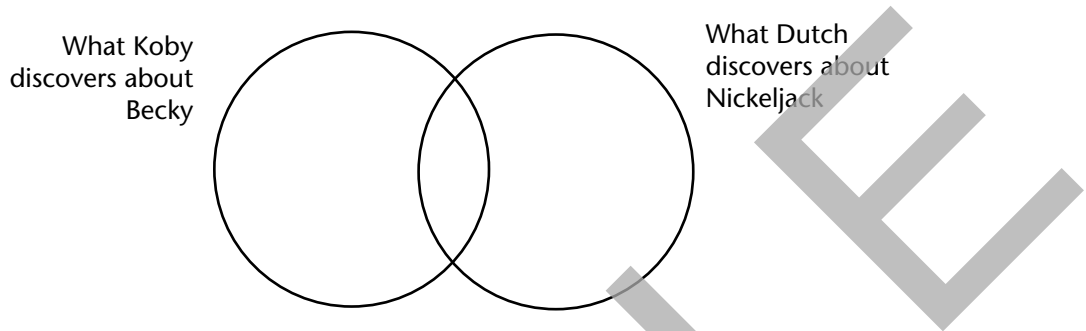
Discussion Questions

1. How do you think Koby will behave at school now that she is more comfortable with her leggy? *(She will probably have more fun and make more friends. She will let people see her instead of her leggy.)*
2. How is Koby's attitude about her leggy changing? Why? *(Answers will vary.)*
3. How is it possible for Koby to be mad at her father yet still want to see him? *(He is her father and she loves him no matter what.)*
4. How do you think Koby's mom feels about her going roller skating? *(She is probably a little nervous about the situation.)*
5. Why do you think Koby plays the trick on the older couple? Do you think it is a good idea? Why or why not? *(Answers will vary.)*
6. Why is it important that Koby asks Tracy about the whales' release? *(It is something that has been bothering Koby.)*
7. Why would Koby's mom tell Koby that her father doesn't need any help? *(He has always acted like he could handle everything himself.)*
8. Why do you think Paige decides to help during the storm? *(She wants to be with Koby, and she doesn't want Dutch to lose any of his boats.)*
9. Why does Koby insist on her father going with her to get Mom? *(Answers will vary.)*
10. Why does Dutch decide to let Nickeljack help with the boats? *(He doesn't have any other way to save them.)*

Supplementary Activities

1. **Research:** Have students research hurricanes. What causes them to form and what type of damage do they do? Ask students to research a specific hurricane in history, present their findings to the class, and create a poster sharing the information.

2. **Critical Thinking/Compare-Contrast:** During the story Koby discovers that Becky is different from what she believes; Dutch also discovers that Nickeljack is not as he seems. Have the students create a Venn diagram comparing the similarities and differences between the two situations.



3. **Critical Thinking/Evaluation:** In the story, Koby plays a trick on an older couple at the skating rink. Have students consider the following questions. Do you think it was a good idea? Why or why not? Why might the couple have been staring? What else could she have done to solve the situation? How do you think she felt after the joke? Discuss as a class whether it is a good idea to act in such a manner. Encourage students to think about times when tricks have been played on them.

Chapters 29-34 — pages 207-247

Vocabulary

foreboding (208)	chiseled (208)	eerie (209)	portal (211)
berserk (217)	composure (222)	turbid (224)	milled (225)
ambled (225)	irritation (226)	chided (228)	inquiring (236)
anticipation (239)	erratically (244)		

Discussion Questions

1. Why do Koby's parents always fight? *(Answers will vary.)*
2. How do you think Dutch feels about Nickeljack now that he has helped them? *(He probably feels that he misjudged him in the past; he probably feels a little guilty.)*
3. What does Koby mean when she says that if the balloon popped now, everything would be over forever? *(She thinks that if her parents cannot solve their problems now, they will never be able to correct them.)*
4. Why do you think Koby is willing to give up her boat for her mother? *(It is more important for her parents to be back together.)*
5. Why does it feel so great to be on a walk with her parents? *(Everything seems normal again.)*
6. Do you think the whales will be released into the ocean? Why or why not? *(Answers will vary.)*