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## INTRODUCTION

Read through the Common Core Standards for “Reading: Literature,” and you will find that the work expected of students is expressed using such academic terminology as *describe*, *determine*, *develop*, *support*, and *cite*. Requirements such as these cannot be met via the comprehension-question worksheets and culminating quizzes that have long been the staples of literature guides designed for classroom use. The primary objective of those traditional activities was to make sure that students were keeping track of what was happening in the section of the novel that they had just read. Very little rigor and synthesis was asked of students—and usually none until the entire novel was read.

From a teacher’s standpoint, this style of classroom analysis misses multiple opportunities to delve deeply into the details that make a specific piece of literature a classic; from a student’s standpoint, this way to reflect on literature is monotonous and inflexible, and it fails to nurture the momentum experienced when one is invested in a compelling work of art. That is why the guides in the *Rigorous Reading* series aim to do much more: they aim to transform the reading of a great novel into a journey of discovery for students.

Instead of merely asking students what happened in any given section, this resource asks questions that require closer reading and deeper analysis—questions such as, “Why did the author choose to include this information?” and “How does this information further the plot or offer more insight into the themes, characters, settings, etc.?” And instead of waiting until the end of the novel to put the pieces of the puzzle in place, students will learn to add to and alter their understanding of the novel *as they are reading it*. The various activities in this resource systematically prompt students to consider and appreciate the many ingredients the author has combined to form the novel as a whole.

## A CUSTOM RESOURCE

This in-depth guide has been written specifically for Scott O'Dell's *Island of the Blue Dolphins*. The lessons and activities have been structured and scaffolded to maximize the experience of reading and teaching this novel.

To prepare your students for their reading of *Island of the Blue Dolphins*, utilize the **novel information** and **pre-reading activities** included on pages 7–9 of this guide. Included in this section is information about the book and its author, along with activities designed to acclimate students to the themes and/or concepts present in the book they are about to read.

This resource provides activities that help foster comprehension and reinforce knowledge of literary elements as students read the novel. These **section activities** allow students the opportunity to process short sections of the novel individually, laying a strong foundation for their ability to engage more deeply with the chapters to come. For each section of the novel, students will complete individual and collaborative activities that encourage close reading, referencing textual evidence, and drawing their own conclusions about the text.

Additionally, this resource provides students with another avenue through which they can reflect on recurring literary elements while also connecting personally with the novel. Each student maintains his or her own **Interactive Novel Log**, using it as a way to consider and then reconsider various aspects of the novel.

Upon completion of the entire novel, students can synthesize their ideas about the novel by completing several individual and/or collaborative **post-reading activities** (pages 57–73). This section of the resource includes such larger assignments as group projects and essay assignments.

On pages 74–75, **vocabulary** lists are provided for each section of the novel, along with suggestions for ways to teach vocabulary during reading and after completing the novel.

At the end of this guide, an **answer key** is provided for activities that require specific answers, and a list identifies how each activity correlates to **Common Core State Standards**.

### Teacher Tips

For a description of Interactive Novel Logs and how to use them in your classroom, see page 5 of this guide.

An ideal way to use this resource would be to follow the complete lesson plan given on page 6 of this guide.

The use of multiple texts can help build and extend knowledge about a theme or topic. It can also illustrate the similarities and differences in how multiple authors approach similar content or how an individual author approaches multiple novels. See the bottom of page 7 for suggestions about using this novel as part of a text set.

When teaching other novels in your classroom, consider using the specific ideas and also the general approach presented in this resource. Ask students to mine small sections of a novel for clues to theme and characterization. Examine the craft, structure, and purpose of select passages. Explore inferences and encourage connections.

This guide is designed for use in grades 4–6, and the standards correlations on pages 78–80 reflect this range. This leveling has been determined through the consideration of various educational metrics. However, teacher discretion should be used to determine if the novel and guide are appropriate for lower or higher grades, as well.

## KEEPING NOVEL LOGS

Great works of literature are complex texts, and complex texts are multilayered. They enrich and reveal as they go along. Successful readers are those who “go along” with the novel, too. Interactive Novel Logs give students a place and a space to record their thoughts and observations as they journey through the book. After each section of the novel is read, students use their Interactive Novel Logs to track the introduction and development of such literary elements as plot, setting, theme, characterization, craft, and structure, while also choosing their own ways to connect the novel to their own life experiences.

### **Materials needed for each student:**

- ✦ a three-ring binder or presentation folder
- ✦ a blank sheet of plain paper for the title page
- ✦ two or three sheets of blank lined paper for a Table of Contents
- ✦ several extra sheets of paper (both lined and plain) for student’s responses to the “Ideas for Your Interactive Novel Log” prompts at the end of each section

### **Teacher Tip**

One Interactive Novel Log can be kept for multiple novels, in which case a larger three-ring binder will be needed. If it will be used only for the activities included in this guide for *Island of the Blue Dolphins*, a ½-inch binder or presentation folder will be adequate.

### **Assembling the Interactive Novel Log:**

1. On the plain paper, allow students to design and decorate their own title page. Have them write “Interactive Novel Log” and “*Island of the Blue Dolphins*” in the middle of the page. They should include their name and grade at the bottom.
2. Add blank lined paper for the Table of Contents. Have students write “Table of Contents” at the top. They will add to this list as they create new pages.
3. Before reading each section of the novel, photocopy and distribute new copies of the Interactive Novel Log worksheets (pages 11–17). Directions for completing these activities can be found in the “Teacher Instructions” on page 10.
4. For the final activity in each section, photocopy and distribute the “Section Log-In” page for the section. Follow the directions given. Students begin by completing a copy of the “I Predict” worksheet (page 17), which asks them to predict what will happen next in the novel. Students then select one or more of the four prompts in the “Ideas for Your Interactive Novel Log” section, and they create an Interactive Novel Log page that responds to that topic.
5. After the class has completed the entire novel and the post-reading activities, you may have students include the “My Book Rating” worksheet (page 73) as a final entry in their Interactive Novel Logs.

### **Teacher Tip**

Consider allowing your students to preview the “Ideas for Your Interactive Novel Log” prompts a day or two before they are asked to respond to them. When asking students to reflect on past experiences and articulate their personal connections to a work of art, give them the time and space they need to collect their thoughts. By allowing your students to sit with the ideas presented in these prompts, you will relieve the pressure an immediate response can cause.

NAME: \_\_\_\_\_

## THE PASSAGE OF TIME

Use this activity to take a closer look at how time passes during each section of *Island of the Blue Dolphins*.

\*\*\*\*\*

**Section #:** \_\_\_\_\_ **Chapters in this section:** \_\_\_\_\_

**Page numbers in this section:** *from page* \_\_\_\_\_ *to page* \_\_\_\_\_

\*\*\*\*\*

1. Describe the time (of day, season, etc.) at the beginning of the section.

\_\_\_\_\_

2. About how much time has passed since the end of the last section?

\_\_\_\_\_

3. About how much time passes during this section of the novel?

\_\_\_\_\_

4. In this section, find three quotes that show the passage of time.

Quote	Page #

5. Think about the passage of time during this section of the novel. How does the idea of time passing affect Karana? Write some thoughts about her feelings about time during this section. Is it important to her? How does it make her feel?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Section II  
Chapters 5–8

NAME: \_\_\_\_\_

## ALL KINDS OF CONFLICT

In this section of the novel, Karana faces many challenges and conflicts. A conflict is a struggle against something or someone.

For this activity, think about four main types of conflict: **Person vs. Person**, **Person vs. Self**, **Person vs. Nature**, and **Person vs. Society**. Explain how each of these types of conflict occurs in this section of *Island of the Blue Dolphins*. Also, find a quotation that shows evidence of each type of conflict.

<p><b>Person vs. Person</b></p> <p>Name the person or people who act against the main character or causes trouble for her. Explain how this person or group does this.</p>	<p>Quotation that shows this conflict:</p> <p>Page number(s): _____</p>
<p><b>Person vs. Self</b></p> <p>Describe the thoughts, behaviors, or emotions the main character struggles to overcome.</p>	<p>Quotation that shows this conflict:</p> <p>Page number(s): _____</p>
<p><b>Person vs. Nature</b></p> <p>Describe the forces of nature (weather, animals, etc.) that act against the main character. Tell how this happens.</p>	<p>Quotation that shows this conflict:</p> <p>Page number(s): _____</p>
<p><b>Person vs. Society</b></p> <p>Explain how the attitudes and behaviors of the public cause conflict for the main character.</p>	<p>Quotation that shows this conflict:</p> <p>Page number(s): _____</p>

Section III  
Chapters 9–14

NAME: \_\_\_\_\_

### TAKING INVENTORY

When you take inventory, you make a list of what you have and how much of it you have. Complete the activity below to show what Karana possesses at the beginning of this section and at the end of it.

**As Chapter 9 begins . . .**

What does Karana have in the way of possessions? List as many things as you can think of.

**Physical Objects**

Write a short paragraph describing where or how she got some or most of these possessions.

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**As Chapter 14 ends . . .**

What possessions does Karana now have? List as many things as you can think of.

**Physical Objects**

Write a short paragraph describing where or how she got some or most of these possessions.

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**Considering Character:** Look back at each list. What do you think the differences between the lists tell you about Karana as a character?

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NAME: \_\_\_\_\_

## PLAN OF ATTACK

On the day that her brother was killed, Karana vowed to kill the wild dogs that murdered him. Show the steps she took to make this happen.

### Preparation



What did she do to prepare for this battle?

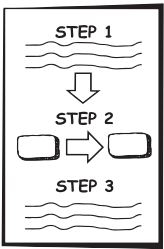
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### Plan



What was her plan of attack? Where did she decide would be the best place to confront these dogs? How did she plan to use this place to her advantage?

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### Goal



What was her primary (most important) goal in this attack?

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Find a quote that shows this: \_\_\_\_\_

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\_\_\_\_\_ Page number(s): \_\_\_\_\_

### Execution



How well did she execute her plan? How well did her plan work? Did she achieve her primary goal? Explain.

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