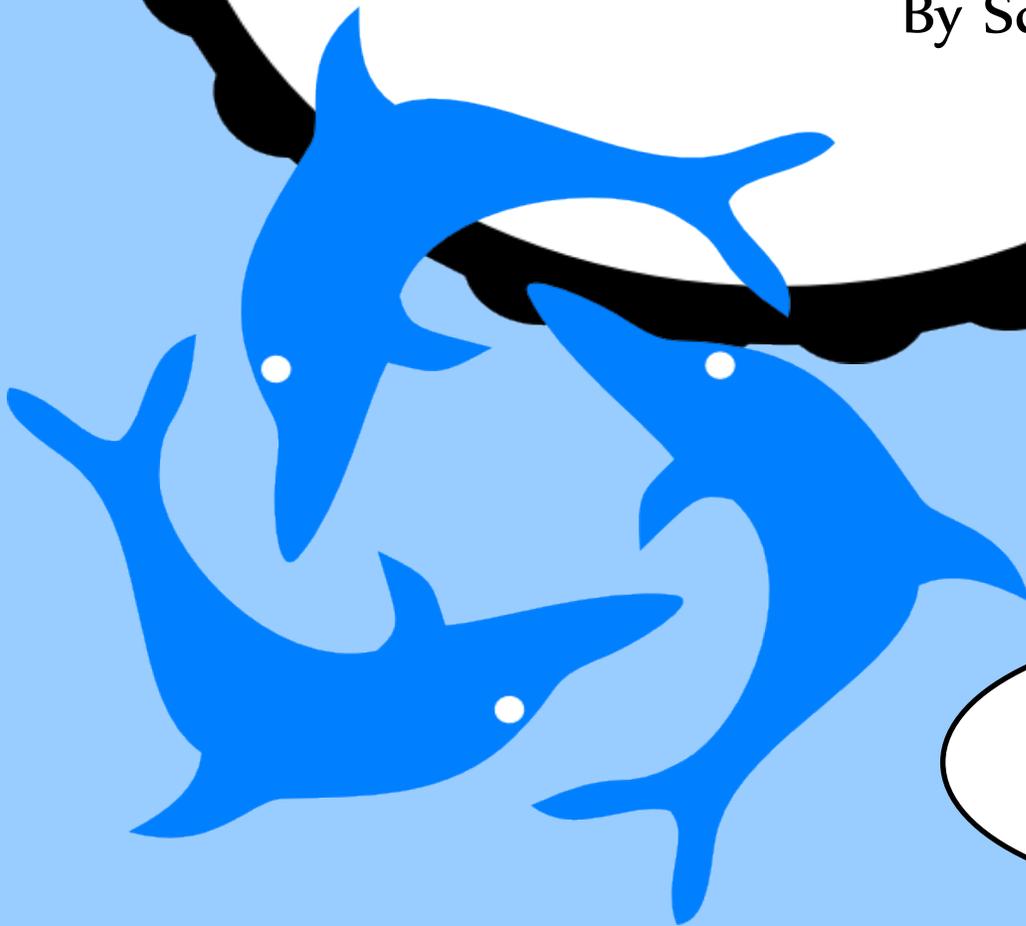


**A Teaching Unit
for
Island of
the Blue Dolphins**

By Scott O'Dell



SAMPLE



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Sample Teaching Unit
for
Island of the Blue Dolphins

By Scott O'Dell

By Tammy D. Sutherland and Shannon B. Temple

www.elacoreplans.com



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LINK TO THIS SAMPLE



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Island of the Blue Dolphins

Chapter 2

The setting of a story includes both the time and place.

Sometimes, we may not understand everything that is described about a setting. Read the following passages and answer the questions. You may have to use a dictionary or the Internet to help you research to find the answers.

My brother and I had gone to the head of a canyon that winds down to a little harbor which is called Coral Cove. We had gone to gather roots that grow there in the spring.

What is a canyon?

What is a harbor?

By the time I filled the basket, the Aleut ship had sailed around the wide kelp bed that encloses our island and between the two rocks that guard Coral Cove. Word of its coming had already reached the village of Ghalas-at. Carrying their weapons, our men sped along the trail which winds down to the shore. Our women were gathering at the edge of the mesa.

What is a kelp bed?

What is the name of the village?

What is a mesa?

I made my way through the heavy brush and, moving swiftly, down the ravine until I came to the sea cliffs. There I crouched on my hands and knees. Below me lay the cove.

What is a ravine?

What is a cove?

As I crouched there in the toyon bushes, trying not to fall over the cliff, trying to keep myself hidden...

What are toyon bushes?

Using chapter two, answer the following questions.

1. What is the island shaped like?

2. What is the wind like on the island?

3. Where is the village of Ghalas-at?

Using the descriptions from chapters one and two, draw a picture of the island.



Conflict – the problem or struggle in a story

The reader is waiting for a conflict between the Aleuts and the natives of the island.

But little did we know, as we ate and sang and the older men told stories around the fire, that our good fortune would soon bring trouble to Ghalas-at.

Predict what will happen to cause a conflict.

Research Project – To the Teacher

This research project has been designed to be as structured as you prefer.

You may find that you need to provide instruction to your students on how to gather information on their source cards using steps such as these:

1. Open your book. Find the title page. Write down the title, author, publisher, city where published and copyright. The publishing company may be on the title page or the copyright page. The city where published is usually beside or near the publisher. The copyright will be found on the copyright page.
2. Write the information about the web site. Include the web address.
3. Use your book. Find the information needed.
4. Let's look up an article in the encyclopedia and find the information needed for it. Choose one fact to include.

You may need to give instruction on how to write entries for a works cited page / bibliography. Below is a basic guideline for students writing a works cited page / bibliography for the first time.

Center the words "Works Cited" or "Bibliography" at the top of the page, then list all the sources used in your paper, in alphabetical order, by the author's last name. Following the author's last name, list the information you have recorded on your Source Card. Who, What, Where, When is a good way to remember the order in which to put this information. There are different formats for works cited pages (bibliographies). Be sure to provide examples for books (one and multiple authors, web pages, encyclopedias, and magazines.) ***Note in the second sample rubric the students are only required basic resources. It may be best to limit beginners.

An on-line tool that is very helpful is: www.easybib.com.

You need to decide how the students will present their findings.

Two simple ideas are to assign a top ten list and a poem.

For a top ten list, the students simply list ten of the most interesting things learned about the topic during research. The list should be neat and illustrated. The list is simple enough for sharing with the class. It is possible that students researching the same topic compile one list as a cooperative group assignment.

When assigning a poem, make sure you give specific guidelines as to what should be included. One of the sample rubrics includes some items you may want to consider in making the assignment.

If you have students complete both the top ten list and a poem, you may want to consider having the poem to include only three to five facts – preferably facts NOT included in the top ten list.

The following forms and examples may help you in assigning the project's presentation.

Island of the Blue Dolphins

Chapter 18

Onomatopoeia is the use of words whose sound suggests their meaning (bam, boom, pop, crash).

Onomatopoeia can make writing come to life and add imagery. There are several examples of onomatopoeia in this chapter.

First, in the box below, list as many onomatopoeia words as you can think of.

Complete the following chart to take a look at the onomatopoeia used in chapter eighteen of *Island of the Blue Dolphins*. Passages have been provided. Read each passage and identify the onomatopoeia word

Passage	Onomatopoeia Word
<i>There were blue jays, which are very quarrelsome birds, and black-and-white peckers that pecked holes in the yucca stalks and the poles of my roof, even in the whale bones of the fence. (page 112)</i>	
<i>They soon grew beautiful feathers like those of their parents and began to make the same sound, which was reep, reep. (page 113)</i>	

Discussion

What does Karana do to keep the birds from flying away?

What does Karana name the two birds?

Reread the last paragraph of this chapter. What word describes the tone on this paragraph?

Island of the Blue Dolphins
Test ~ chapters 11-20

Name _____

Date _____

- 1. When Karana returns to the Island of the Blue Dolphins after being at sea, what is different?**
- She realizes she dislikes it and will take the canoe back out in the next day or two.
 - She realizes she feels at home on the island and loves it there.
 - She finds that someone left a map, and she will be able to use it to find a treasure.
 - She finds that she needs a friend and puts a message in a bottle.

The bull is very large and weighs as much as thirty men. The cows are much smaller, but they make more noise than the bulls, screaming and barking through the whole day and sometimes at night. The babies are noisy, too.

- 2. What literary element is found in the above passage?**
- metaphor
 - situational irony
 - suspense
 - imagery

On the third day the rain ceased and I went out to look for things which I would need in building the house.

- 3. Based on context clues, what does the underlined word mean?**
- subsided
 - stopped
 - weakened
 - roared
- 4. For what did Karana use whale rib bones?**
- to make fishing spears
 - to make a fence
 - to make a bird cage
 - to make a canoe paddle

- 5. Where did Karana build her new house?**
- the headland
 - on the coast
 - in the ravine
 - under a cliff

Island of the Blue Dolphins

Chapter 24

Look what we have learned!

In this chapter, Scott O'Dell weaves in bits of information about the lives of several animals. We learn specific facts about gulls, sea otter, and the cormorant. Skim back through the chapter looking for information on these animals and complete the following charts to emphasize what we have learned.

Gulls – What do we learn about their nests?

--

Sea otters – List all of the facts we learn about sea otter in this chapter.

--

Cormorants – What description is provided in this chapter of this bird and what kind of sound do they make when they “talk” to each other?

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Thank you for viewing our *Novel Unit for Island of the Blue Dolphins*! [Download the entire unit today](#) and begin to use it in your classroom now and for years to come!