Unit 1/Week 3

Title: Island of the Blue Dolphins

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.10; RF.5.3, RF.5.4; W.5.2, W.5.4, W5.9; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Determination and resourcefulness can help you achieve your goals and even save your life.

Synopsis

Karana is a Native American girl who lived with her people on a rugged island 75 miles off the coast of California. When a friendly ship’s crew came to rescue her people, Karana stayed to be with her brother who was left behind by the ship’s crew. Wild dogs later killed her brother and Karana was left alone to survive on the island alone until another ship should come to rescue her. Karana only had the resources of the island to figure out how to survive.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Page 74  What does the author tell us about Karana and why she is on this rugged (or rough) island off the coast of California? | Karana is a Native American girl, who lived alone on a rough island off the coast of California. She stayed behind with her brother who was later killed by wild dogs. |
| Page 76  What is the first thing Karana needs to do in order to survive? *Using specific quotes from text.* | She needs to find shelter and she needs to consider the wind, distance from Coral Cove, and if it is near a good spring. She also needed to consider the wild dogs. Her shelter needs to have protection. |
| Page 76  Why does Karana want to kill the wild dogs? | She wants to kill them because they killed her brother and she will not be able to survive if she doesn’t. |
| Page 77  What evidence does the author provide to show that Karana weighed her options carefully before deciding where to build her house? Why did she ultimately choose this location? | Karana explains each of her decisions based on facts. She ultimately made her decision based on the fact that the sea elephants were too noisy, the place to the south near the old village reminded her too much of the people who were gone, and the wind was too strong. |
| Reread page 78 and stop at the break in the middle of the page. An omen is a sign of good or evil for the future. Why does Karana believe the day was an “omen of good fortune”? | The morning was fresh from rain, the smell of the tide pool was strong, sweet odors came from the wild grasses and from the sand plants. She felt that it was a good sign. |
| Page 78  As the narrator, Karana says the foxes “were clever thieves and nothing I stored would be safe until I had built a fence.”Using specific quotes from the text, explain how she meets this challenge. | She uses whale ribs to build a fence. “These I used in making the fence. One by one I dug them up and carried them to the headland…. And set them in the earth, they stood taller than I did.” She made sure they were close together and impossible to climb. She wove sea kelp to hold them together tightly rather than seal sinew so the animals wouldn’t gnaw it down. She dug a hole underneath so she could get in and out. |
| Page 81  What do Karana’s decisions about building her shelter tell you about her character? | Karana’s decisions tell that she is determined to survive since she is making sure her shelter is safe from the animals on the island. |
| Reread page 81. Based on clues from the text, what does scarce mean? Why was wood so scarce on the island? | Scarce means hard to find and not being available. Karana had to search many days and nights to find wood for her house. There were not many tall trees and it took her a long time to find enough that would make good poles for the sides and roof. There was a legend from the island that tells a story of how wood became scarce. |
| Page 82  Karana says that by winter’s end “I was sheltered from the wind and rain and prowling animals. I could cook anything I wished to eat. Everything I wanted was there at hand.” Find the evidence to support this statement. | She shot two of the prowling animals. She used the island’s resources for food (She wove a tight basket of fine reeds which she lined with pitch to hold water, she used stones to cook in, she used stones, water, and seeds to make gruel) and shelter (she made a place for the fire that she could use again each night, she cut out cracks in the rock to make shelves for her food). |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 74 - Rugged  Page 75 - Sheltered  Page 78 - Omen  Protection | Fashioned  Page 75 - Spring, headland, league, lair, brackish, ravine  Page 77 - Clamor  Page 78 - Legend, bound, broad, wove, kelp, sinew  Page 82 - Shellfish, quarreled, hollow, fine, gruel, prowl, hollow |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 81 - Scarce  Favorable  Clever, gnaw | Page 78 - Cease, odor, ornament, mat  Page 81 - Crooked, secure |

Culminating Task

* Throughout the story, Karana shows that she has many skills and a lot of useful knowledge to survive. Using specific details and quotes from the text, explain how Karana shows that she is a resourceful and determined person.

Answer:

Karana was determined to survive on the Island and used her many skills to do this. On page 75 she states, ”I could not live without a roof or a place to store my food. I would have to build a house.” She understood that she needed to find shelter, food and protection from the animals that lived on the island. Karana first decision was to find a favorable location for her house, keeping in mind that she needed,” a place that was sheltered from the wind, not too far from Coral Cove and close to a good spring”. In her search she had to find materials to build her house with only what was available from the island. “On the third day, I went out to look for things that I would need in building my house. I likewise needed poles for a fence.” She recognized that she needed to build a fence to keep the “clever thieves” away from her food and shelter. She used the remains of whalebones to fashion a fence and wove strands of “bull kelp” in between the posts to keep animals from gnawing their way into her shelter. In building her house she needed wood that was “scarce”. Karana says, ”I searched many days, going out early in the morning and coming back at night, before I found enough for a house.”

Karana also needed food to survive. Her useful knowledge of cooking and the what food was available to her on the island guided her in being able to provide for herself.”…I ate shellfish and perch, which I cooked on a flat rock. Afterward, I made two utensils.” For cooking seeds and roots she wove a tight basket that was easy because ”I had learned how to do it from my sister Ulape”. She also made a place for fire in the floor of her home covering ashes at night and then having the embers available the next day saving her much work. In order to protect her food from one meal to another she needed to keep out the island’s gray mice. She used cracks in the face of the rock ”as high as my shoulder”. She smoothed them out to make shelves “ and the mice could not reach it.” The selection concludes with this statement from Karana, “ By the time winter was over and grass began to grow, my house was comfortable. I was sheltered from the wind and prowling animals. I could cook anything I wanted to eat. Everything I needed was here at hand.” Karana used her knowledge and skills to be resourceful in order to survive.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.