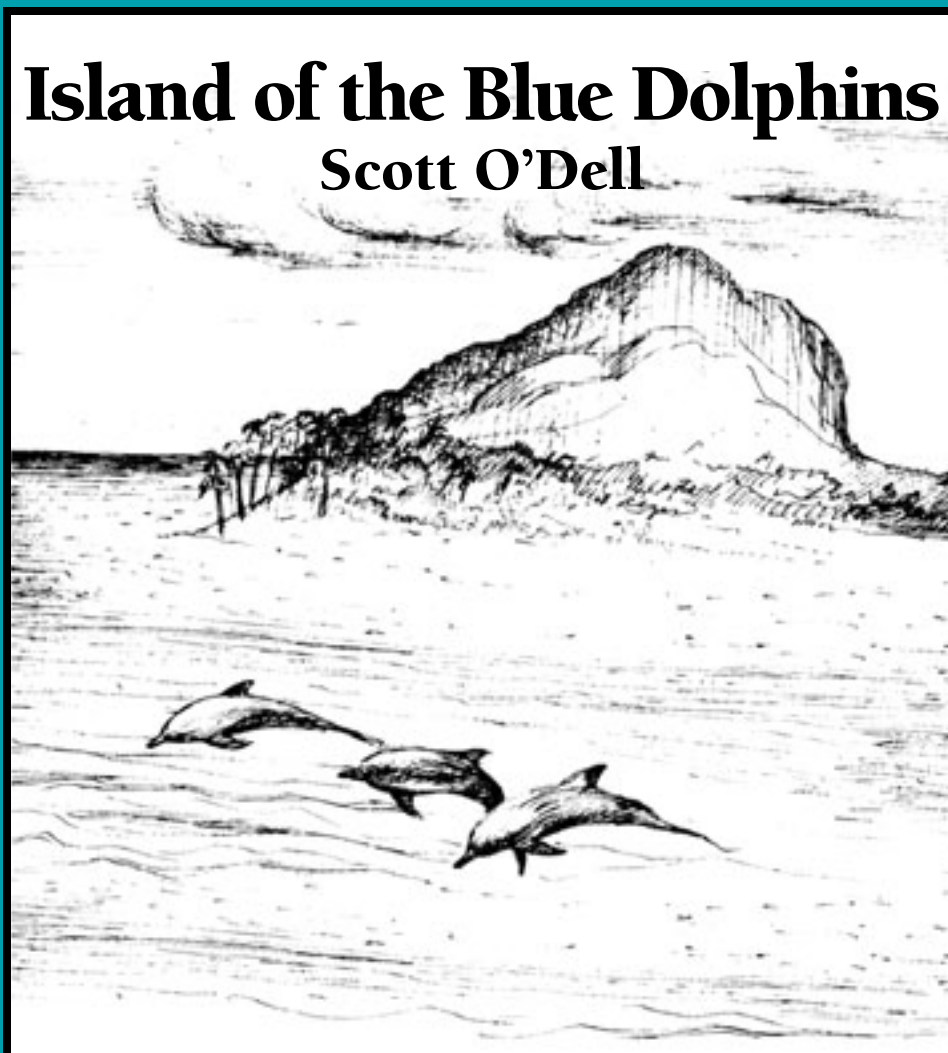


Novel·Ties

Island of the Blue Dolphins
Scott O'Dell



A Study Guide

Written By Barbara Berkson

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *Island of the Blue Dolphins*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Do you think you could survive in your environment without the help of any adults? How would you obtain the basic necessities of life — food, clothing, and shelter? What luxuries do you think you would have?
2. Do you think you could survive living alone in an isolated area? How long might you be able to do so? What might you do to prevent yourself from becoming lonely?
3. **Cooperative Learning Activity:** Divide your class into cooperative learning groups. Assign each group one of the following geographic regions:
 - Arctic
 - Desert
 - Tropical jungle
 - Metropolitan inner-city
 - Deserted island

Use a chart, such as the one below, to record strategies for survival in the region your group discussed.

| | |
|---------------------------|--|
| Geographical Area: | |
| Food/Water | |
| Shelter | |
| Clothing | |
| Anything Else | |

Compare and contrast strategies for survival in each of the regions.

4. Notice the picture of the Newbery Medal on the cover of this book. Turn to the copyright page to see the year of the original copyright, the date when the Newbery Medal was awarded. Do some research to learn how the Newbery winner is chosen each year. Which book won the Newbery Medal this year? Have you read any of the Newbery winners?
5. **Social Studies Connection:** Look at the map on page two of this study guide to see the places that are referred to in this novel. Then locate this area on a globe or a world map.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|-------------|---|
| 1. cease | a. shake; quiver |
| 2. conceal | b. someone who comes without permission |
| 3. harbor | c. protected place on a coastline used as a shelter for boats |
| 4. intruder | d. hide |
| 5. tremble | e. stop; end |

.....

- I began to _____ while I stood outside in the driving rain without a raincoat.
- My sister tried to _____ her diary from the rest of the family.
- Everyone at the party made me feel like a(n) _____ by ignoring me.
- All talking should _____ once the movie begins.
- As the storm approached, all of the boats were safely anchored in the _____.

Etymology:

Many words in English came directly from a foreign language. Use a dictionary to find the meaning and language of origin of each of the following words that appear in the first chapter.

- parley _____

- mesa _____

Questions:

- How did Karana demonstrate that she was more practical than her younger brother?
- What evidence showed that it was rare for a ship to approach Ghalas-at?
- Why was Karana surprised when her father told the strangers his real name?
- What evidence showed that the natives of the Island had experienced bad times with the Aleuts in the past?