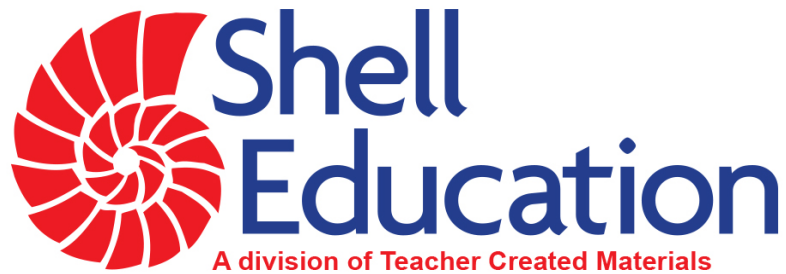


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# La isla de los delfines azules

Scott O'Dell



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## How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages will make clear how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

### Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the novel.

Before students begin reading, have them complete *Pre-Reading Theme Thoughts* (page 13). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to have students keep their papers for comparison to the *Post-Reading Theme Thoughts* (page 64). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters of the novel. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before they read the novel to what the characters discovered during the story.

## How to Use This Literature Guide *(cont.)*

### Vocabulary

Each teacher overview page has definitions and sentences about how key vocabulary words are used in the section. These words should be introduced and discussed with students. There are two student vocabulary activity pages in each section. On the first page, students are asked to define the ten words chosen by the author of this unit. On the second page in most sections, each student will select at least eight words that he or she finds interesting or difficult. For each section, choose one of these pages for your students to complete. With either assignment, you may want to have students get into pairs to discuss the meanings of the words. Allow students to use reference guides to define the words. Monitor students to make sure the definitions they have found are accurate and relate to how the words are used in the text.

On some of the vocabulary student pages, students are asked to answer text-related questions about the vocabulary words. The following question stems will help you create your own vocabulary questions if you'd like to extend the discussion.

- ¿De qué manera esta palabra describe la personalidad de \_\_\_\_\_ ?
- ¿De qué manera esta palabra se relaciona con el problema del cuento?
- ¿De qué manera esta palabra te ayuda a comprender el escenario?
- Dime de qué manera esta palabra se relaciona con la idea principal del cuento.
- ¿Qué imágenes te trae a la mente esta palabra?
- ¿Por qué crees que el autor usó esta palabra?

At times, more work with the words will help students understand their meanings. The following quick vocabulary activities are a good way to further study the words.

- Have students practice their vocabulary and writing skills by creating sentences and/or paragraphs in which multiple vocabulary words are used correctly and with evidence of understanding.
- Students can play vocabulary concentration. Students make a set of cards with the words and a separate set of cards with the definitions. Then, students lay the cards out on the table and play concentration. The goal of the game is to match vocabulary words with their definitions.
- Students can create word journal entries about the words. Students choose words they think are important and then describe why they think each word is important within the novel.

## How to Use This Literature Guide *(cont.)*

### Analyzing the Literature

After students have read each section, hold small-group or whole-class discussions. Questions are written at two levels of complexity to allow you to decide which questions best meet the needs of your students. The Level 1 questions are typically less abstract than the Level 2 questions. Level 1 is indicated by a square, while Level 2 is indicated by a triangle. These questions focus on the various story elements, such as character, setting, and plot. Student pages are provided if you want to assign these questions for individual student work before your group discussion. Be sure to add further questions as your students discuss what they've read. For each question, a few key points are provided for your reference as you discuss the novel with students.

### Reader Response

In today's classrooms, there are often great readers who are below average writers. So much time and energy is spent in classrooms getting students to read on grade level, that little time is left to focus on writing skills. To help teachers include more writing in their daily literacy instruction, each section of this guide has a literature-based reader response prompt. Each of the three genres of writing is used in the reader responses within this guide: narrative, informative/explanatory, and argument. Students have a choice between two prompts for each reader response. One response requires students to make connections between the reading and their own lives. The other prompt requires students to determine text-to-text connections or connections within the text.

### Close Reading the Literature

Within each section, students are asked to closely reread a short section of text. Since some versions of the novels have different page numbers, the selections are described by chapter and location, along with quotations to guide the readers. After each close reading, there are text-dependent questions to be answered by students.

Encourage students to read each question one at a time and then go back to the text and discover the answer. Work with students to ensure that they use the text to determine their answers rather than making unsupported inferences. Once students have answered the questions, discuss what they discovered. Suggested answers are provided in the answer key.

## How to Use This Literature Guide *(cont.)*

### Close Reading the Literature *(cont.)*

The generic, open-ended stems below can be used to write your own text-dependent questions if you would like to give students more practice.

- ¿Qué palabras del cuento respaldan...?
- ¿Qué texto te ayuda a entender...?
- Usa el libro para explicar por qué sucedió...
- Basándote en los sucesos del cuento, ¿...?
- Muéstrame la parte del texto que apoya...
- Usa el texto para explicar por qué...

### Making Connections

The activities in this section help students make cross-curricular connections to writing, mathematics, science, social studies, or the fine arts. Each of these types of activities requires higher-order thinking skills from students.

### Creating with the Story Elements

It is important to spend time discussing the common story elements in literature. Understanding the characters, setting, and plot can increase students' comprehension and appreciation of the story. If teachers discuss these elements daily, students will more likely internalize the concepts and look for the elements in their independent reading. Another important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

Students are given three options for working with the story elements. They are asked to create something related to the characters, setting, or plot of the novel. Students are given a choice on this activity so that they can decide to complete the activity that most appeals to them. Different multiple intelligences are used so that the activities are diverse and interesting to all students.

## Analyzing the Literature

Provided below are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is given at two levels so you can choose the right question for each group of students. Activity sheets with these questions are provided (pages 18–19) if you want students to write their responses. For each question, a few key discussion points are provided for your reference.

Story Element	■ Level 1	▲ Level 2	Key Discussion Points
Setting	¿Cómo describe Karana la isla de los delfines azules?	¿Cuáles son algunos de los accidentes geográficos de la isla de los delfines azules? ¿Parece ser un lugar agradable para vivir?	The island is two leagues long and one league wide. The island is shaped like a fish or a dolphin. It is very windy, almost treeless, and features springs, mesas, cliffs, rocky ledges, hills, reefs, canyons, and coves. Opinions about how livable the island is may vary.
Characters	¿Por qué el jefe Chowig se niega a compartir las lubinas de la tribu con los cazadores aleutianos?	El jefe Chowig desconfía de los visitantes aleutianos. ¿Por qué se siente de esa manera?	Chief Chowig refuses the Aleuts' request for fish because he believes the hunters are capable of fishing for themselves. The chief also feels that his first priority is feeding his own people. In their past visit, the Aleuts forced the islanders to do all the hunting. This has made Chief Chowig distrust the Aleut people.
Plot	¿Qué trato hacen el jefe Chowig y el capitán Orlov entre sí?	¿Qué le ofrece el capitán Orlov a la tribu como pago después de la cacería? ¿Crees que tenía la intención de cumplir con los términos del trato original?	Chief Chowig asks for equal shares of goods to be paid for the otter pelts that are collected. Captain Orlov reluctantly agrees. However, once it is time to pay, Captain Orlov offers only one chest filled with beaded necklaces. His evasiveness and dishonesty make it apparent that he did not intend to deal honestly with Chief Chowig.
Plot	¿Qué decide hacer Kimki para salvar a los miembros de su tribu en apuros?	Identifica algunos peligros a los que podría enfrentarse Kimki en su viaje en el océano. ¿Parece ser su plan una buena idea?	Kimki decides to head east in a canoe to a land he visited as a boy. Once there, he will make a new place for the tribe to start fresh. He faces many possible dangers alone on the open sea, such as storms, leaks in his canoe, thirst, hunger, and getting lost. Opinions about the merit of his plan may vary.



## Análisis de la literatura

**Instrucciones:** Piensa sobre la sección que acabas de leer. Lee cada pregunta y expón tu respuesta con pruebas del texto.

1. ¿Cómo describe Karana la isla de los delfines azules?

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2. ¿Por qué el jefe Chowig se niega a compartir las lubinas de la tribu con los cazadores aleutianos?

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3. ¿Qué trato hacen el jefe Chowig y el capitán Orlov entre sí?

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4. ¿Qué decide hacer Kimki para salvar a los miembros de su tribu en apuros?

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Nombre \_\_\_\_\_

Fecha \_\_\_\_\_



## ▲ Análisis de la literatura

**Instrucciones:** Piensa sobre la sección que acabas de leer. Lee cada pregunta y expón tu respuesta con pruebas del texto.

1. ¿Cuáles son algunos de los accidentes geográficos de la isla de los delfines azules? ¿Parece ser un lugar agradable para vivir?

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2. El jefe Chowig desconfía de los visitantes aleutianos. ¿Por qué se siente de esa manera?

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3. ¿Qué le ofrece el capitán Orlov a la tribu como pago después de la cacería? ¿Crees que tenía la intención de cumplir con los términos del trato original?

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---

4. Identifica algunos peligros a los que podría enfrentarse Kimki en su viaje en el océano. ¿Parece ser su plan una buena idea?

---

---

---

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_



## Lectura enfocada de la literatura

**Instrucciones:** Vuelve a leer con atención la sección del capítulo 4 cuando comienza la batalla. Empieza con: “En realidad, no sé lo que ocurrió primero, si fue mi padre [...]”. Lee hasta el final del capítulo. Lee cada pregunta a continuación y vuelve al texto para hallar pruebas que respalden tu respuesta.

1. ¿Por qué motivos Karana no puede determinar qué ocurre entre su padre y el cazador aleutiano cuando comienza la batalla?

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2. Utiliza detalles del texto para describir el papel de Karana y el de Ulape durante la batalla.

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3. En un momento dado, Karana ve una nubecilla blanca aparecer en un costado del barco. Luego oye un fuerte ruido hacer eco en los farallones y ve a cinco de los guerreros de la tribu inmóviles. Haz uso de esos detalles para explicar lo que crees que está ocurriendo.

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4. Según el texto, ¿qué cree Karana que debilitó a su padre y por lo tanto hizo que no pudiera sobrevivir a la batalla?

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---

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Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## Exprésate con los elementos del texto

**Instrucciones:** Para comprender qué sucede en una novela y por qué, es muy importante pensar en los elementos del texto de personaje, escenario y trama. Completa **una** de las siguientes actividades basándote en lo que has leído hasta ahora. ¡Sé creativo y diviértete!

### Personajes

El capitán Orlov nunca le revela su verdadero plan al pueblo de Karana. Sin embargo, seguramente le habrá hecho saber a su gente lo que planeaba hacer. Imagina que eres el capitán Orlov. Escribe un discurso de dos o tres párrafos que podrías dirigir a tu gente para explicarles tu plan para obtener las pieles de las nutrias marinas sin pagar lo justo por ellas.

### Escenario

Dibuja un mapa físico de una isla que tenga la forma del animal que tú quieras. Dibuja distintos accidentes geográficos en el mapa y rotúlalos. Indica dónde se debería ubicar un pueblo. Dale a tu isla un nombre relacionado con el animal que escogiste.

### Trama

En la tribu de Karana muchos trabajos siempre los hacían los hombres y otros trabajos siempre los hacían las mujeres. Después de la batalla esto debe cambiar. Las mujeres y los niños deben hacer nuevas tareas para poder sobrevivir. Haz dibujos que muestren algunos de los trabajos que antes los hacían solo los hombres pero que ahora se han reasignado. Asegúrate de incluir las tareas que se les dan a Karana, Ulape y Ramo.