

Special Ed

ISLAND OF THE BLUE DOLPHINS



Special Needs for Special Kids

34 activities

chapter questions

These novel units are something I created and started using in my classroom. I had students with significant challenges and most were **non-readers**. They were the best thing I ever did, and my students LOVED them.



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This novel unit has **34 different activities**. There is an activity for each vignette. These activities are NOT comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

Sea Otters



Sea otters belong to the weasel family. They are excellent swimmers. They have webbed feet and fur that repels the water. This helps to not only keep them dry (even in the water) but also warm.

Sea otters love big forests of kelp in the ocean. They can be found floating on the top of the water above these large areas of kelp. They will even tangle themselves in the kelp to help keep them in place so they do not drift out to sea.

While on their backs, sea otters will sleep and eat. They use their bellies to hold shellfish they have caught as they pry them open. Sometimes they will use a rock to hit against the hard shell and crack it.

Sea otters are carnivores and eat meat. They love to eat all kinds of fish including shellfish, crabs, sea urchins, squid, and octopus.

Sea otters can be found along the coasts of North America and Asia in the Pacific Ocean.

Sea Otters

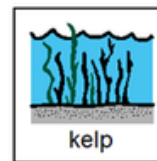
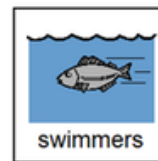
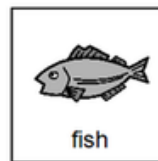
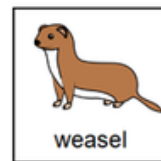
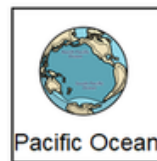
1. Sea otters belong to the family.

2. Sea otters are great .

3. Sea otters will float on their back about forests of .

4. Sea otters eat all kinds of .

5. Sea otters are found in the .



For example, sea otters are important to survival on the island.

In this activity, students will read a short passage about sea otters and answer some questions about them.

Suggestions for Use

- I made this unit to go along with the book, *Island of the Blue Dolphins* by Scott O'Dell.
- The thought is that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 7) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
 - Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
 - Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
 - Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
- It can be a calming experience to sit and listen to the teacher read in a methodical way. For students who need more structure, place the number of post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a post-it as you finish each page. The visual will help lessen their anxiety.
- You will find activity for most chapters. You will still have plenty to choose from and find those that fit best with your students.
- Differentiation:
 - For any activity, you can quickly differentiate for your lower level learners by using a color coding technique.
 - If sorting, outline each sorting category a certain color and then outline the corresponding pictures the same color.
 - Becomes a matching task.
- There are comprehension questions to accompany this unit. There are 5 questions for every chapter with 3 picture answer choices. You will find these (in color and BW) in a separate file.

Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students with one adult assistant in the room with me.

Color version

Island of the Blue Dolphins

Novel Unit for Special Education

By
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Special Needs for Special Kids



This entire novel unit comes in 2 separate files. One is completely in color and one is completely in black and white.

Story Board : to use while reading and for class discussions. Laminate and make 1 copy for each student.



This unit comes with a vocabulary board.

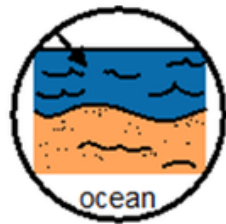
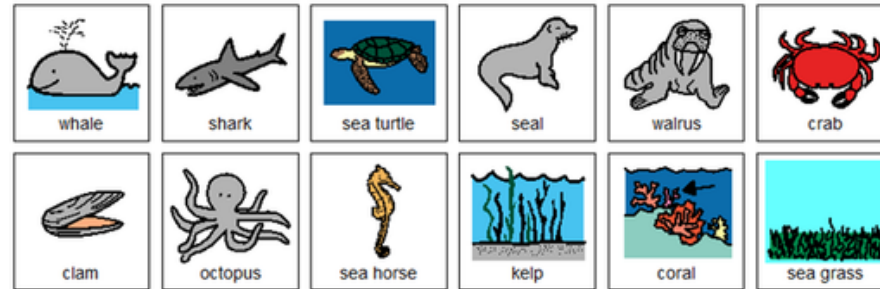
Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

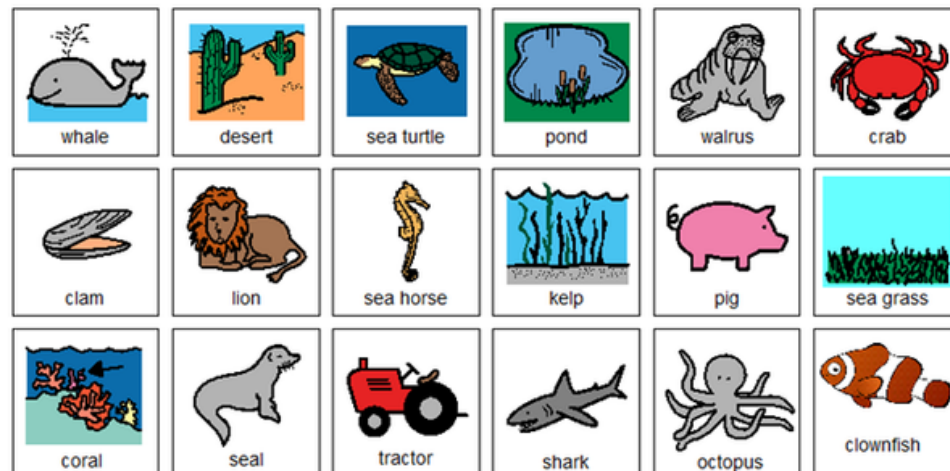
What are some things you would find in the ocean?

Errorless version

Place the following in the circle map on previous page showing things you would find in the ocean.

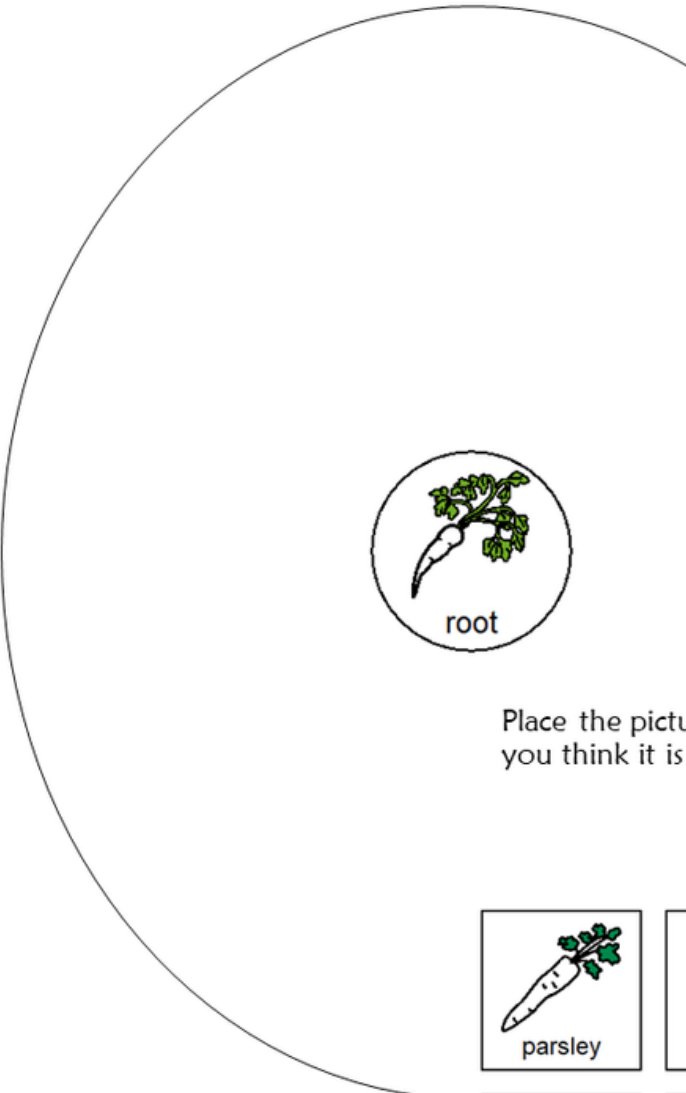


Place the following in the circle map on previous page **ONLY IF** they are things you would find in the ocean.

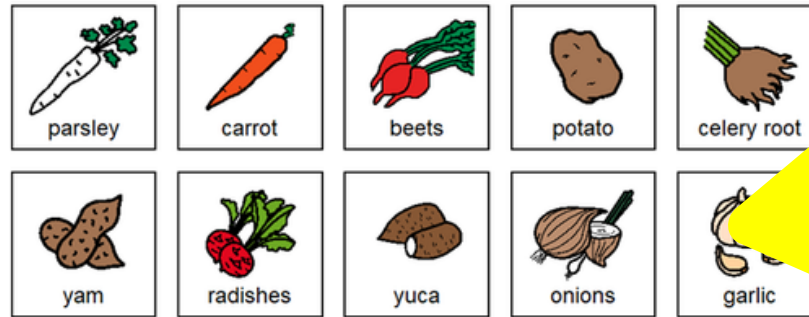


There are circle maps in this unit. Circle maps are a great way for students to see a big idea.

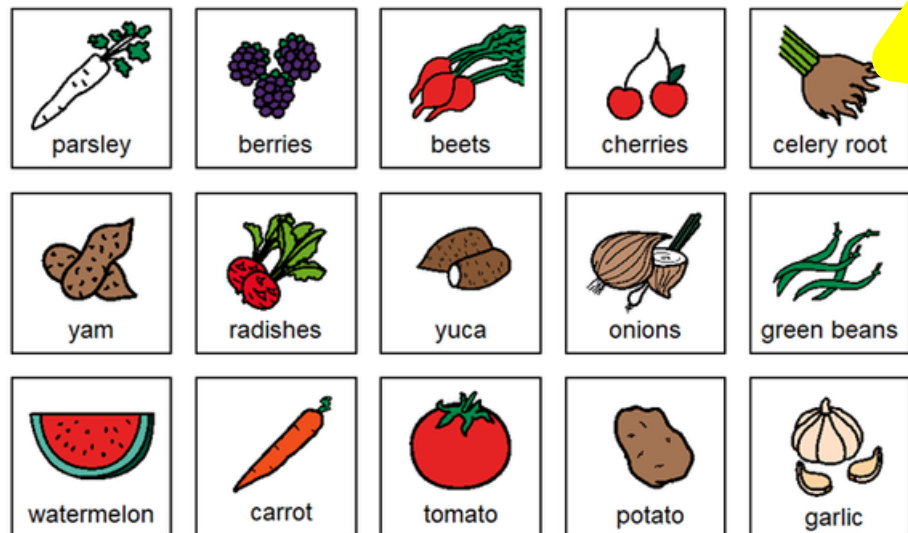
Karana and her brother are digging up roots to eat. What are some edible roots?



Place the pictures in the circle map on previous page showing roots you can eat.



Place the pictures in the circle map on previous page **ONLY IF** you think it is a root you can eat.

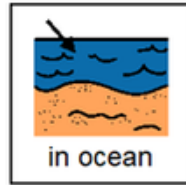


Each circle map comes with 2 choices:

















An errorless option with only correct answers

An option that has wrong answers mixed in students will need to set aside.

What are some foods the people would find on the island and food they would find in the ocean?













Sort the following pictures into the correct column on the previous page. If you are not sure, place it on the middle line.

 fish	 mushrooms	 lobsters	 crabs
 coconut	 seals	 banana	 roots
 clams	 pineapple	 papaya	 oysters
 guava	 berries	 seaweed	 nuts

There are sorting activities.

Directions on how to add color coding or a separate differentiated version is included.

What would you do to prepare for each situation?

 raining	<input type="text"/>	 freezing	<input type="text"/>
 test	<input type="text"/>	 party	<input type="text"/>
 big trip	<input type="text"/>	 run a race	<input type="text"/>
 cook dinner	<input type="text"/>	 go to bed	<input type="text"/>
 drive	<input type="text"/>	 ride a bike	<input type="text"/>

Choose the best way to prepare for each situation on the previous page.

 put on helmet	 make cupcakes	 go shopping	 take umbrella	 put on sweater
 pack	 study	 exercise	 brush teeth	 driver's license

There are matching activities.

Directions on how to add color coding or a separate differentiated version is included.

How would you survive on a deserted island?

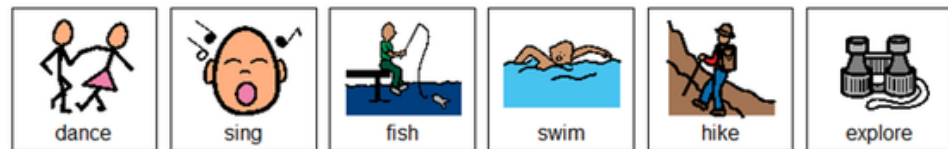
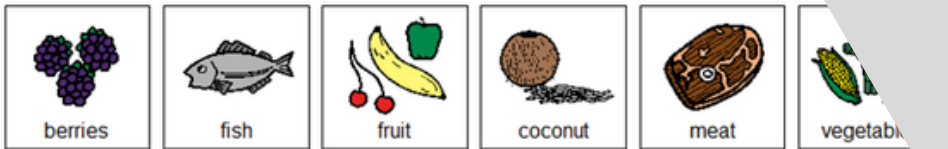
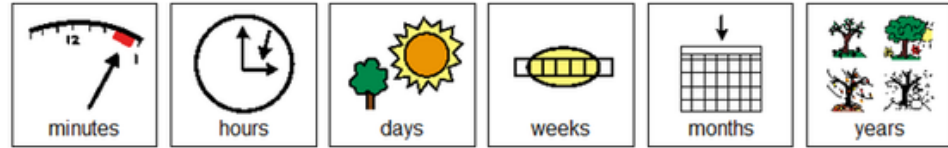
I think I could last three on a deserted island.

I would want with me.

I would get for to eat.

I would use to stay warm.

To have fun, I would .



There are writing prompts. These are errorless activities that allow students to write a story independently.

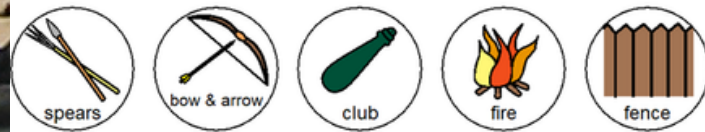
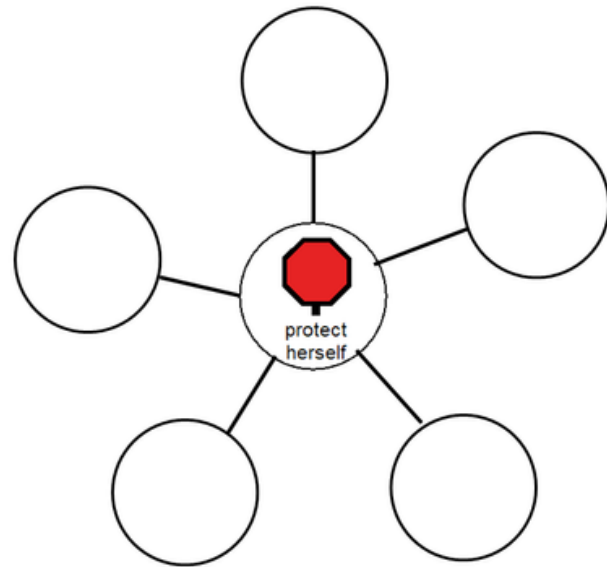
On the island, boys/men did very different jobs than girls/women. Sort the jobs into who you think would have done them before all the men were killed.



Put each job in the correct column on the previous page. If you are not sure, or think it could be both, put it on the middle line.

clean	make decisions	protect family	care for kids
fish	sew	cook	hunt
greet visitors	build homes	make rules	gather roots

What are some ways Karana could defend herself on the island?



Complete the statements below showing some alternatives to fighting using the pictures on the next page or coming up with your own ideas.

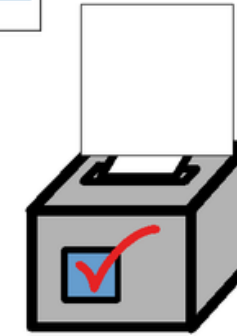
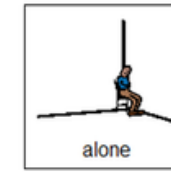
Instead of fighting you can

Instead of fighting you can

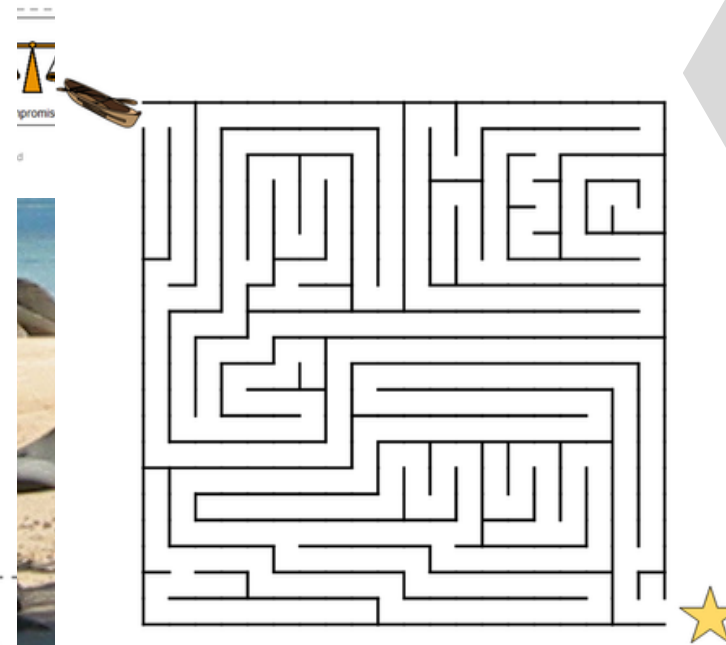
Instead of fighting you can

Instead of fighting you can

Time to vote!! Would you be afraid to stay on the island by yourself?



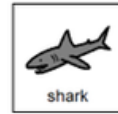
Help Karana find her way through the maze of caves.



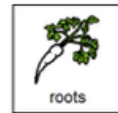
Because there are so many activities, you can choose the ones that fit your students the best.

CH 1

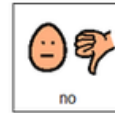
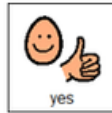
1. What came to the island?



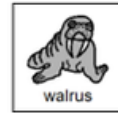
2. What were Karana and her brother digging for?



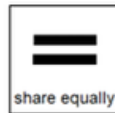
3. Did the men on the boat come onto the island?



4. What did the men come to hunt?

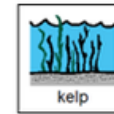
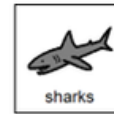


5. What does the captain agree to do with any sea otter he catch?

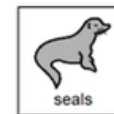


CH 3

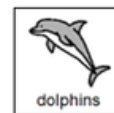
1. What surrounded the island?



2. What would the Aleuts hunt for in the kelp beds?



3. What is Karana worried will be gone?



4. What was special and brought to the village if it washed up on shore?



5. What did Chief Chowig work on each evening?



This unit does come with comprehension questions. There are 3-5 questions for every vignette. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!