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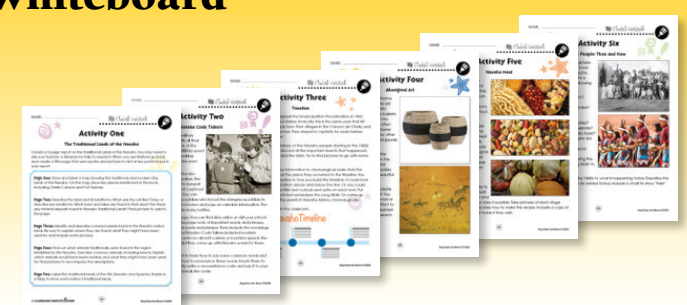
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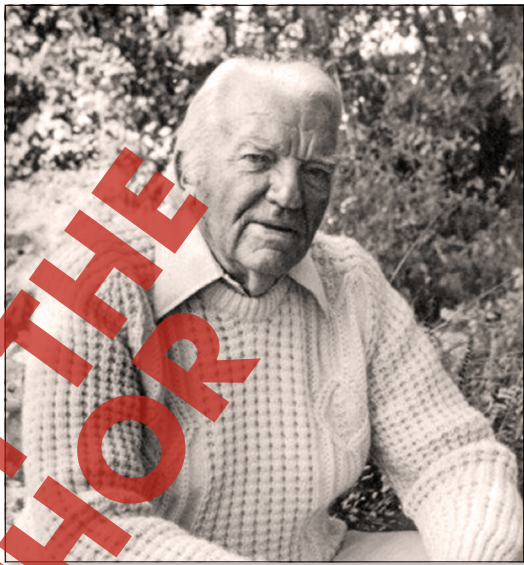


FREE!



Scott O'Dell

Scott O'Dell was born May 23, 1898 in Los Angeles, California. His real name was O'Dell Gabriel Scott, but a clerical error switched his name around to Scott O'Dell. He liked the sound of his new name, so he had it legally changed.



O'Dell had many jobs in his long life: soldier, farmer, script-reader, set-builder, and camera man for Paramount studios. He worked on many big films from the 1920s, and often spoke of his one claim-to-fame in the film industry: his hands were used for a scene in "The Sheik" with Rudolph Valentino.

He was the author of many adult books, which often developed from his interest in strong and unique individuals. He wrote historical fiction to bring to life the interesting people he had researched. While researching for his books, he and his wife would travel to the locations. Much of Scott O'Dell's writing shows a clear narrative style. Common themes include the human spirit's triumph over adversity, the strength of women, and the struggle for justice. Scott O'Dell said in an interview in 1984 with Conrad Wesselhoef: "The only reason I write is to say something I've forsaken adults because they're not going to change, though they may try awfully hard. But children can and do change."

• Scott O'Dell served in the Army in World War I, then the Air Force and Coast Guard Auxiliary in World War II.

Did You Know?

- Scott O'Dell had originally written the novel *Island of the Blue Dolphins* as an adult book, but his publisher recognized the book's value for young people, and Scott O'Dell's career as a children's author was born.
- His final novel, *Thunder Rolling in the Mountains*, was finished by his wife Elizabeth Hall after Scott O'Dell died in 1989.



Chapters Ten to Eleven

Answer the question in a complete sentence.

1. What precautions were in place to keep Bright Morning from running away?

2. We don't hear Running Bird's or Nehana's story. What do you think their experience was like?

Vocabulary

Complete each sentence with a word from the list.

a draw	dusk	leagues	ravine
crest	lances	neigh	ridge
			scornfully

1. She crept out in the _____ when the sun dipped below the horizon.
2. He practices throwing _____ to be a good warrior and hunter.
3. They looked at her _____, the anger flashing in their eyes.
4. Bright Morning crept to the _____ of the hill, and peaked over to watch for the trackers.
5. They traveled many _____, 'til their horses were weary.
6. There was a high rock _____ that they could hide behind while they rode away.
7. They heard the horse _____ and knew the trackers were closing in.
8. _____ is a landform formed by two parallel ridges with low ground in between.
9. The girls climbed out of the _____ in case the rain caused a flash flood.



Chapters Ten to Eleven

1. Fill in each blank with the correct word(s) from these Chapters.

- a) The three girls climbed on their stolen pinto horses and headed down towards a small pine _____.
- b) The Wood Cutter says that he will lie and tell the trackers that they went the other way, in exchange for a _____.
- c) The girls rode the horses in the _____ to hide their tracks.
- d) The 3 girls headed _____ because their followers would expect them to go the other direction, straight to their homes.
- e) In all, Bright Morning had been captured for about _____ weeks.
- f) At _____, the trackers reached the place beside the stream where Nehana had slept.
- g) Bright Morning was woken up by _____.
- h) Two people came out of the shadows: _____ and his friend Mando.
- i) Tall Boy had two weapons: a lance and _____.
- j) The Spaniard dropped from his saddle and took a _____ from the holster.
- k) Tall Boy and Mando gave a great _____, causing the Spaniard's horse to leap sideways.
- l) Bright Morning rode ahead to get the _____.

2. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T **F** a) Nehana wanted the horses for revenge, and because the bit and bridle were made of silver and turquoise.
- T **F** b) They rode at night, so they had to go slowly.
- T **F** c) Once they got out of the river, Bright Morning led them back north toward the canyon de Chelly.
- T **F** d) The Spanish slavers said that they wanted the girl's horses, which were stolen.
- T **F** e) The leader of the Spanish Slavers was killed by Tall Boy.



Chapters Ten to Eleven

Answer each question with a complete sentence.

1. What do you think were the intentions of the Wood Cutter? What evidence do you base your opinion on?

2. Look back at the dialogue among the girls shortly after running away. Why do you think Nehana wanted to help the other two girls run away?

3. Running Bird was ready to leave Nehana while she slept. Why did Bright Morning disagree?

4. What advantages do the trackers have to catch the girls? What advantages do the girls have to help them escape?

5. Find three facts in these Chapters that prove that Bright Morning really cares for Tall Boy.

6. Does Tall Boy care about Bright Morning? On what do you base this conclusion?

Journaling Prompt

Bright Morning's dog has helped her look after the sheep, warned her when the Spanish slavers approached, kept her company while enslaved, and now barks to identify Tall Boy for her. Do you have a pet? Why or why not? What qualities do you admire or would you admire about your pet? What would be your favorite pet to have? Why?



Chapter 1

Ode to Nature

In the opening scene in the book, Bright Morning describes her world. She felt a joyful connection to her land and her people. Write a poem to a season that you like.

Brainstorm all the words you can think of about a season that you love. Think of different types of words: action words (verbs), descriptors (adverbs, adjectives), people, places, and things (nouns).

Use the words to **write a poem** using the Haiku format. Haiku is a Japanese poem that celebrates nature. Traditionally, Haiku uses 3 lines. The first line has 5 syllables. The second line has 7 syllables. The third line has 5 syllables.



Chapter 4

Stranger Danger

In Chapter 4, Bright Morning is captured by a stranger. We still teach children not to talk to strangers. Write a commercial to warn young people about the dangers of talking to strangers. **Follow this action plan.**

- What is the danger?
- What should they do and say when approached by a stranger?
- Who can they go to for help?

Include some catchy music and/or phrases that they could use to remember the lesson. Your commercial could be recorded for either "radio" or TV. Practice it to make sure that it is polished and professional.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

antelope	cedar	flock	Nez Perce	stalk
Apache	corn	hogan	pinon	sycamore
aspens	Cottonwood	jay	pinto	Ute
barrancas	crevice	Long Knives	red-tailed hawk	yucca
bean	eagle	mesa	Spaniards	Zuni
bear	elk	mesquite	speckled trout	
canyon	ewes	Navaho	squash	

d	j	y	n	p	a	r	e	i	l	h	f	r	q	n	k	t	n	f	j	d	b	e	q	v	
f	u	o	t	c	o	t	t	o	n	w	o	o	d	f	x	a	t	v	r	a	g	n	h	l	
d	s	z	i	a	l	n	q	w	e	t	i	u	a	s	e	m	u	l	q	e	w	o	e	i	
f	t	b	v	n	v	e	l	k	p	d	c	p	a	b	t	h	o	i	n	a	e	r	u	m	
w	i	a	l	y	b	t	b	r	s	v	s	o	e	r	n	r	m	u	o	e	d	u	w		
j	c	l	i	o	z	u	n	i	a	z	j	m	o	j	b	d	t	w	n	z	p	a	o	l	
l	e	a	m	n	a	v	a	h	o	d	q	a	a	s	a	a	d	l	e	v	e	p	a	m	
e	a	t	w	e	e	p	a	o	k	a	e	p	y	p	r	e	e	m	g	n	q	e	o	r	
p	a	m	l	c	q	e	o	g	s	i	c	a	a	r	a	l	r	b	k	e	a	r	a		
i	x	g	b	r	e	a	r	a	c	k	a	c	u	n	a	o	k	a	e	h	a	z	a	n	
c	e	u	e	e	w	e	s	n	v	m	y	t	r	i	n	z	c	n	u	l	l	i	d	d	
k	g	z	w	p	h	l	b	n	o	e	s	a	s	a	c	v	e	a	t	q	u	q	l	o	
p	w	h	c	z	s	e	q	r	p	s	i	e	r	a	n	p	e	u	v	q	m	a	m		
o	h	t	l	e	a	k	e	c	v	a	v	k	m	d	s	i	s	a	l	y	l	u	a	b	
c	b	e	e	n	u	a	b	t	p	i	n	t	o	s	n	w	b	o	a	q	e	x	g	a	
k	s	n	i	m	q	e	d	n	c	b	n	e	o	r	q	m	z	l	d	u	u	o	n		
e	k	c	c	g	s	d	t	k	c	o	l	f	n	l	a	l	b	v	n	o	m	t	t	a	
t	i	l	g	u	b	o	g	w	q	l	p	m	v	d	g	e	o	n	w	l	c	d	u	d	
u	d	e	k	z	a	n	t	e	l	o	p	e	s	a	a	a	m	k	o	o	d	g	k	j	
q	p	n	l	h	o	c	v	a	e	c	i	v	e	r	a	c	r	e	h	i	u	i	y	t	g
h	m	s	i	l	r	e	d	t	a	i	l	e	d	h	a	w	k	s	l	r	s	g	s	e	
e	f	n	h	e	m	i	s	p	h	e	r	e	k	c	l	v	q	q	y	e	z	q	k	v	



Comprehension Quiz

Answer each question in a complete sentence.

1. Describe 3 aspects of Bright Morning's future that she wanted. Where did she want to live? With whom? How?

2. What did owning sheep mean to Bright Morning? What event in the story gives us this insight?

3. What is the first sign of the central conflict between the Navaho and the U.S. government soldiers?

4. Why does the author spend so much time describing the plants, animals and land formations in this novel?

5. Who said: "I would rather die than go back to the village"? Why?

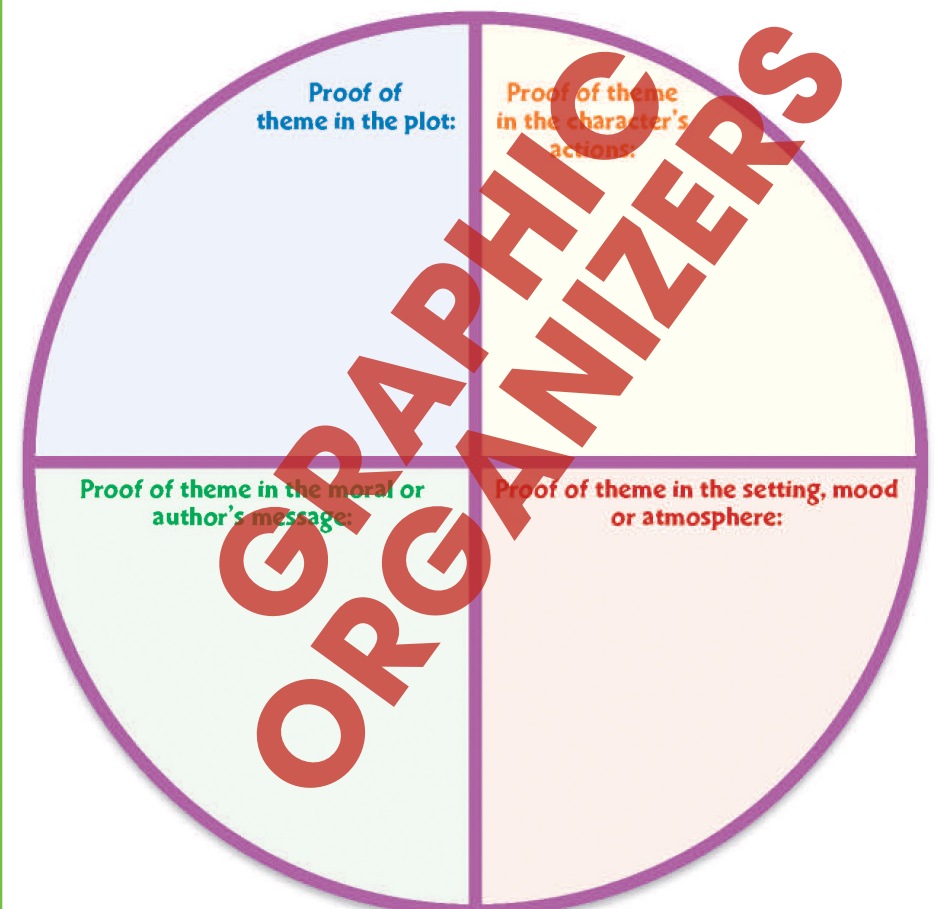
6. Who is the hero of the story? Give 2 reasons why you have that opinion.

7. What was Tall Boy's main character flaw? How did this flaw shape his actions in the story? Give 3 examples.

SUBTOTAL: /16

Finding the Theme

Gather facts throughout the novel about the theme and write them in the circle quadrants. Remember to include the quote and page number for each fact.



NAME: _____

After You Read 



Chapters Ten to Eleven

Answer each question with a complete sentence.

1. What do you think were the intentions of the Wood Cutter? What evidence do you base your opinion on?

2. Look back at the dialogue among the girls shortly after running away. Why do you think Nehana wanted to help the other two girls run away?

3. Running Bird was ready to leave Nehana while she slept. Why did Bright Morning disagree?

4. What advantages do the trackers have to catch the girls? What advantages do the girls have to help them escape?

5. Find three facts in these Chapters that prove that Bright Morning really cares for Tall Boy.

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Journaling Prompt

Bright Morning's dog has helped her look after the sheep, warned her when the Spanish slavers approached, kept her company while enslaved, and now barks to identify Tall Boy for her. Do you have a pet? Why or why not? What qualities do you admire or would you admire about your pet? What would be your favorite pet to have? Why?

1.

Answers will vary, but may include: He could have just wanted the valuable bit and bridle, or he could have wanted to capture the girls and horses.

2.

Answers will vary, but may include: Nehana didn't make it last time on her own, maybe she wanted others with her.

3.

Answers will vary, but may include: She knew that Nehana had been caught before, she also knew that Nehana could help them.

4.

The trackers' horses are fresh, and they are good riders. They also know the local area. The girls are desperate not to get captured again. They are used to hunting and being quiet and observing.

5.

Answers will vary.

6.

Answers will vary.

25

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. G

2. I

3. A

4. C

5. E

6. F

7. B

8. J

9. H

10. D

26

1.

a) C

2.

b) D

3.

c) A

4.

5.

a) A

6.

e) D

27

1.

Answers will vary, but may include: She really cared for him; she helped to nurse him and keep him company, she did not pity him and told him that she believed he could fully recover.

2.

She keeps her busy with work, tells her 'someone' else can make his meals, and then plans the womanhood ceremony when he was still weak.

3.

On one hand, it appears that women have subservient roles; but in reality, many women had a lot of personal power and say in the running of the clan's daily affairs.

4.

Answers will vary.

5.

Answers will vary, but may include: He is still proud, and he doesn't want her doing things for him out of gratitude or pity.

28



Sing Down the Moon

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.