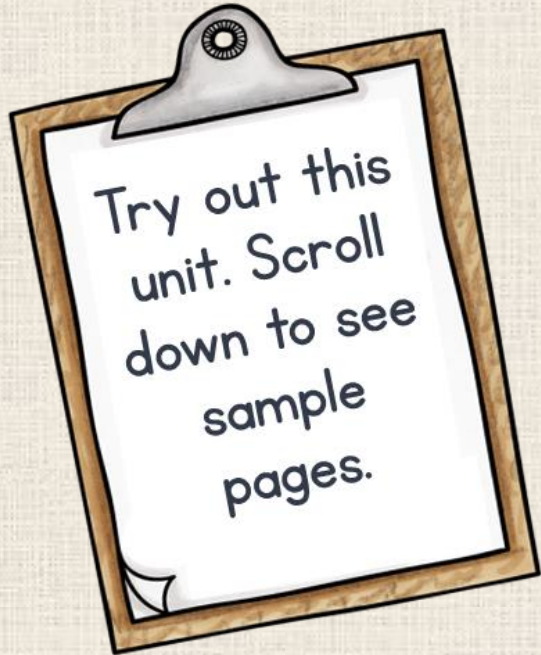


The Cay

Preview

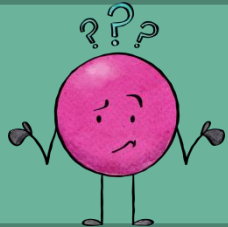


Which version of this unit do I need?

Version	Links to Digital Resources	Vocabulary Practice	Comprehension Questions	Constructed Writing Prompts	English Lessons	Dialect	Story Elements	Book Activities
The Cay Digital + Printable	✓	✓	✓	✓	✓	✓	✓	✓
The Cay Printable		✓	✓	✓	✓	✓	✓	✓

On the following pages, you will see snapshot examples for
The Cay Digital + Printable Novel Study.

Be sure to look closely to see which version works best for your needs.



VOCABULARY RESOURCES

Vocabulary Words with The Cay

refinery - an industrial plant for purifying a crude substance, such as petroleum or iron ore.

blackout - a complete loss of consciousness or memory, especially as a result of a blow to the head or a sudden drop in blood pressure.

navigate - to find a way or route from one place to another, especially by sea or air.

drone - a small aircraft that is operated remotely or automatically.

lurch - to lean suddenly in one direction.

fret - to be annoyed or worried about something.

crow - a large, noisy bird that lives in flocks.

blot out - to completely obscure or erase something.

badger - a small, shrew-like mammal with a long, pointed snout.

regain - to get something back that was lost or to become healthy again after illness.

treacherous - untrustworthy or disloyal.

tempest - a violent storm or a state of great anger.

flay - to strip the skin from something.

debris - fragments or remains of something broken or destroyed.

gingerly - with a nervous or cautious energy.

WORD LIST

Students practice with two focus words for each reading selection. A wordlist with definitions, synonyms, and sample sentences from the story is included.

VOCABULARY BOOKMARKS

Vocabulary Bookmarks

The Cay Vocabulary List	The Cay Vocabulary List	The Cay Vocabulary List	The Cay Vocabulary List
refinery	refinery	refinery	refinery
blackout	blackout	blackout	blackout
navigate	navigate	navigate	navigate
drone	drone	drone	drone
lurch	lurch	lurch	lurch
fret	fret	fret	fret
crow	crow	crow	crow
blot out	blot out	blot out	blot out
badger	badger	badger	badger
regain	regain	regain	regain
treacherous	treacherous	treacherous	treacherous
tempest	tempest	tempest	tempest
flay	flay	flay	flay
debris	debris	debris	debris
gingerly	gingerly	gingerly	gingerly
blot out	blot out	blot out	blot out

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WORD CARDS

refinery	blackout
navigate	lurch
drone	crow
	blot out
	badger
catchment	regain
	treacherous
	tempest
	flay
	debris
	gingerly

PRACTICE BOOK

Chapters 1-2 (refinery and blackout)

1. Is **refinery** used correctly in the sentences below?
 True or False?
 _____ Sugar was taken to the **refinery** to be purified for use.
 _____ The bride wore her best **refinery** to the wedding.
Refinery flowed down the mountain during the eruption.

Read these definitions of **blackout**:

a) a period when lights are kept off or are hidden from view to guard against enemy airplane attack in a war
 b) a period when lights are off because of an electrical power failure
 c) a sudden and temporary loss of consciousness, vision, or memory
 d) a situation in which some kinds of information are deliberately kept from the public

Determine which definition is used in each of the sentences below. Write a, b, c, or d in the blanks to show your answer.

2. _____ he experiences **blackouts** due to an old head injury.
 3. _____ The United States government forced a news **blackout** during the war.
 4. _____ I keep candles and matches in the kitchen in case of a **blackout**.
 5. _____ The man was **razed** to the hospital after he experience a **blackout**.
 6. _____ We had thick **blackout** curtains, so the enemy would not bomb our house.

Page 1

TEST WITH ANSWER KEY

Vocabulary Test for The Cay

Write the correct vocabulary word in blank of its definition. You will use each word one time.

- _____ to cut or pinch suddenly or erratically; stagger; rock; sway; hobble
- _____ to attack, the exiting in a city
- _____ an irregular disturbance to get up back
- _____ a violent storm, the waste
- _____ to make a sudden move
- _____ to stop or to stop of a fear or trouble
- _____ a structure or collection an midium
- _____ to scheme
- _____ to make a dull, continued, low, monotonous sound; buzz; drone; whine; murmur; rumble
- _____ to make indistinguishable; obliterate; to blot out a name from the record; hide cover black shadow obscure
- _____ marked by unforeseen hazards; dangerous or descriptive of anything hazardous only
- _____ a structure, such as a basin or reservoir, used for collecting or storing water
- _____ the scattered remains of something broken or destroyed; rubble or wreckage; remains fragments; garbage waste
- _____ the theory and practice of navigating, especially the steering of a course for a ship or aircraft
- _____ to get again; recover get back recuperate recoup take back
- _____ a violent storm; especially a storm with rain, hail, or snow; hurricane gale thunderstorm blizzard
- _____ to cut or pinch suddenly or erratically; stagger; rock; sway; hobble

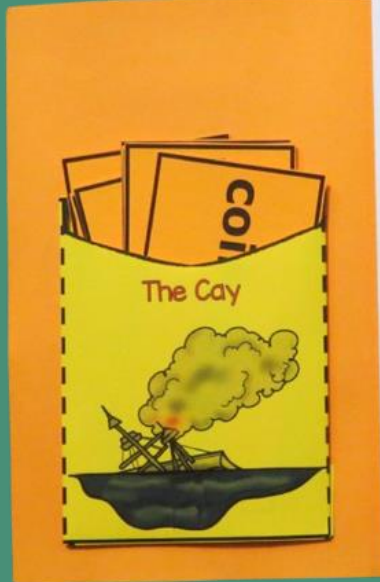
Vocabulary Test for The Cay Answer Key

1. _____ lurch
2. _____ refinery
3. _____ blot out
4. _____ tempest
5. _____ drone
6. _____ catchment
7. _____ treacherous
8. _____ navigate
9. _____ flay
10. _____ debris
11. _____ gingerly
12. _____ regain
13. _____ blackout
14. _____ shadow
15. _____ blot out
16. _____ scheme
17. _____ drone
18. _____ flay
19. _____ treacherous
20. _____ catchment

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DIGITAL VOCABULARY

Digital vocabulary practice is provided through Boom Learning Decks.



Chapters 1-2 [refinery and blackout]

1. Is **refinery** used correctly in the sentences below? True or False.

_____ Sugar was taken to the **refinery** to be purified for use.

_____ The bride wore her best **refinery** to the wedding.

_____ **Refinery** flowed down the mountain during the eruption.

Read these definitions of **blackout**.

- a) a period when lights are kept off or are hidden from view to guard against enemy airplane attack in a war
- b) a period when lights are off because of an electrical power failure
- c) a sudden and temporary loss of consciousness, vision, or memory
- d) a situation in which some kinds of information are deliberately kept from the public

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- _____ The man was raced to the hospital after he experience a **blackout**.
- _____ We had thick **blackout** curtains, so the enemy would not bomb our house.

Which word completes the analogy?

refinery is to gasoline as dairy farm is to ---



10 COMPREHENSION CHECKS

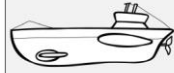
The Cay Chapter 1

1. Read the following sentence from Chapter 1.
Like silent, hungry sharks that swim in the darkness, the German submarines arrived in the middle of the night.

The author uses the simile in this sentence to _____.

- make the reader know that sharks swim in the sea around Willemstad
- emphasize how frightening the arrival of German submarines was to the people of Willemstad
- describe to the reader what the German submarines looked like
- make the German submarines seem real

3. The Cay can best be described as ____.
- historical fiction
 - a drama
 - a biography
 - realistic fiction



5. Phillip and his best friend Henrik disobey their mothers by ____.

- skipping school to go down to the shipyard
- going down to the harbor after the arrival of the Germans
- playing war games with the Caribbean sailors by pretending to be pirates
- using Mr. van Boven's binoculars to see the soldiers in the ancient fort

7. Phillip's father came to Curacao to ____.
- study the trees, fish, and birds
 - be a tour guide taking tourists on hikes around Krup Bay or Serice Male
 - work on a program to increase production of aviation gas
 - work for the fire department on the island

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Where no one talked Dutch, and the smell of gas or oil.
d) She went back into the kitchen.

2. Which line is written in first person?

- I was asleep galled green light of Curacao, the off the coast of
- One German Willemstad at d
- Phillip, the island, and the
- They once s

4. How does the conflict in the story?

- Native ship
- Bonaire were of peace, and
- The Dutch w
- Willemstad is storming grate
- World War II
- way of German refineries.

6. Phillip and Henrik were both ____.

- were natives
- were both fi
- were both fi
- came to Cur

8. The people of Curacao planned to ____.
- to drop bombs on the German submarine
 - to ride out to the German
 - to do nothing
 - to ask the A

Page | 50 Unit Created by Gay Miller
Where no one talked Dutch, and the smell of gas or oil.
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The Cay Chapter 1 Answer Key

1. Read the following sentence from Chapter 1.
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- study the trees, fish, and birds
- be a tour guide taking tourists on hikes around Krup Bay or Serice Male
- work on a program to increase production of aviation gas
- work for the fire department on the island

2. Which line from the book shows that it is written in first person?

- I was asleep on the second floor of our narrow, gabled green house in Willemstad, on the island of Curacao, the largest of the Dutch islands just off the coast of Venezuela.
- One German sub was even sighted off Willemstad at dawn.
- Phillip, the enemy has finally attacked the island, and there will be no school today.
- They once stormed the island long ago.

4. How does the setting in Chapter 1 emphasize conflict in the story?

- Native schooners from Venezuela, Aruba, and Bonaire were coming in with bananas, oranges, papayas, melons, and vegetables.
- The Dutch were raiding the Spanish galleons.
- Willemstad had to defend itself against the storming pirates and the British.
- World War II had come to the Caribbean by way of German submarines who wanted the oil from the refineries.

6. Phillip and Henrik ____.

- were natives of Curacao
- were both from America
- were both from the Netherlands
- came to Curacao from different countries; Phillip from America and Henrik from the Netherlands

8. The people of Curacao planned to ____.

- to drop bombs on the German submarine
- to ride out to the submarines in boats to attack the German
- to do nothing, because they didn't have any weapons
- to ask the Amsterdam government to help

10. Which word completes the analogy?
refinery is to gasoline as dairy farm is to ____.

- cow
- milk
- barn
- farmer

12. If a student wants to find the location of Curacao, where should she or he look?

- an atlas
- a textbook
- the glossary
- the dictionary

c) I guess my mother was homesick for Virginia, where no one talked Dutch, and there was no smell of gas or oil.
d) She went back into the kitchen.

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Page | 50 Unit Created by Gay Miller

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Phillip witnessed which of the following tragic events?

the murder of the Curacao's governor

Henrik van Boven's fall off the pontoon bridge

the bombing of the S.S. Empire Tern, a big British tanker

the attack of the fort by the Germans


15 CONSTRUCTED WRITING PROMPTS

Constructed Response - Figurative Language


Read the beginning of the novel.

Like silent, hungry sharks that swim in the darkness of the sea, the German submarines arrive in the middle of the night.

The author Theodore Taylor compares the German submarines to sharks. How are these two objects similar? Why is this a good comparison? What feeling does the reader get about German submarines from this passage?



German Submarines



Sharks

CCSS.ELA-LITERACY.W.4.3.1-3 Write narratives to describe people, events, settings, and real-world experiences based on imagination or observation, to express a unique idea or perspective, and to examine a topic or issue of personal interest, skill, or passion. (W.4.3.1) CCSS.ELA-LITERACY.W.4.3.2-2 Write narratives to describe people, events, settings, and real-world experiences based on imagination or observation, to express a unique idea or perspective, and to examine a topic or issue of personal interest, skill, or passion. (W.4.3.2) CCSS.ELA-LITERACY.W.4.3.3-3 Write narratives to describe people, events, settings, and real-world experiences based on imagination or observation, to express a unique idea or perspective, and to examine a topic or issue of personal interest, skill, or passion. (W.4.3.3)


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German Submarines



Sharks


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Constructed Response - Figurative Language Answer Key


Read the beginning of the novel.

Like silent, hungry sharks that swim in the darkness of the sea, the German submarines arrive in the middle of the night.

The author Theodore Taylor compares the German submarines to sharks. How are these two objects similar? Why is this a good comparison? What feeling does the reader get about German submarines from this passage?



German Submarines



Sharks

Unwanted
Deadly
Sneaky, Sly

This line gives the reader the impression that the submarines are predators waiting to prey on the people of the island just as sharks do in the ocean. The fact that they arrive in the middle of the night gives the reader the idea that the submarines are sly, cunning creatures that must sneak into the location. The reader feels that submarines are evil predators by the figurative language that is used.

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Full Page Answer Keys

with and without CCSS

Constructed Response - Figurative Language

Read the beginning of the novel.
Like silent, hungry sharks that swim in the darkness of the sea, the German submarines arrive in the middle of the night.
The author Theodore Taylor compares the German submarines to sharks. How are these two objects similar?



Type answer here.

German Submarines



Type answer here.

Sharks

Why is this a good comparison? What feeling does the reader get about German submarines from this passage?
Type answer here.

© Gay Miller

★★★★★

I especially liked the fact that I could pick and choose which portions to use with my students. The constructed response portion worked especially well with my SpEd kiddos - good variety of activities and concepts, in an approachable format.

– Mary C.

★★★★★

If I could rate this product higher than the "A", I would! An amazing resource!!! This seller takes creativity to a new limit! I cannot even imagine any elements that are not included in the package. It is definitely an entire English Language Arts resource. I HIGHLY recommend it to anyone using The Cay.

– Sylvia H.

★★★★★

Just what I was looking for. Very thorough, creative, user friendly. Very well done! Thanks.

– Jane S.

★★★★★

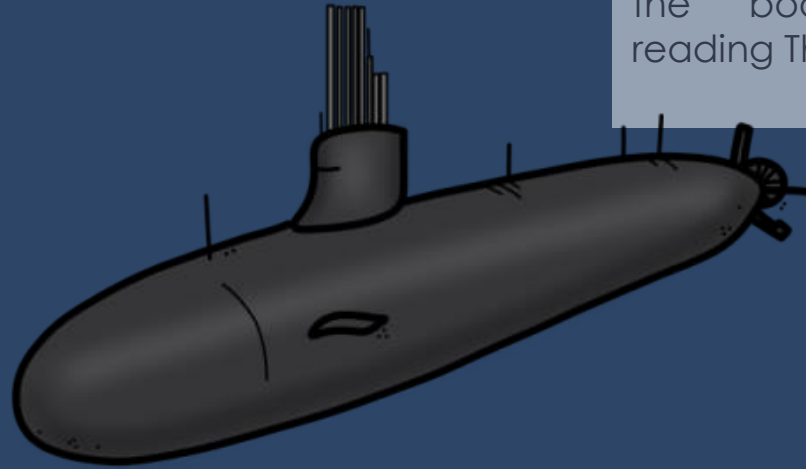
This resource had a lot of fun and interesting ways to engage my students in the book we were reading The Cay

— Lori C.

★★★★★

I really enjoyed using this material. It is well presented. I loved the lesson plan provided and resource for teaching vocabulary which included a four-minute video link. The vocabulary section is great! It is definitely a well-organized study guide. My students really enjoyed it!

– Joanne



SAMPLE SKILL LESSON

Oral Practice with Response Cards

Written or Digital Practice

Teacher Information

Organizer goes over Rules

Lesson | Understanding Sentence Problems

Lesson Goals

- To identify sentence problems

Essential Question

Why does writing with choppy, run-on, and stringy sentences interfere with a reader's ability to get through a piece of writing?

Common Core Standard

CCSS.ELA-Literacy.L.11-12 Produce complete sentences, recognizing and correcting frequently occurring fragments and run-ons.

CCSS.ELA-Literacy.L.11-12 Expand, combine, and reduce sentences for meaning, readability, interest, and style.

CCSS.ELA-Literacy.L.11-12 Vary sentence patterns for meaning, readability, interest, and style.

CCSS.ELA-Literacy.L.11-12 Choose language that expresses ideas precisely and concretely, recognizing and eliminating wordiness and redundancy.

The following standards, marked with an asterisk [*] in the main Standards document, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Choppy Sentences -

Run-On Sentences -

Choppy Sentences - Choppy sentences are sentences that are too short. When several sentences come together, they force the reader to stop. This makes the writing seem more "elementary" than it truly is.

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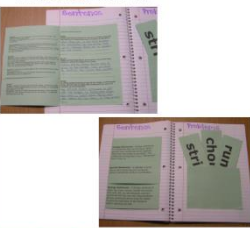
Sentence Problems Organizer

This organizer comes in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer includes the definitions with key words missing for students to fill in.
- The third copy is completed; it may be used as an answer key, as a sample for students to follow, for differentiated instruction, or for students who were absent.

Instructions for Making the Organizer

- Print the organizer back-to-front on colored paper. **(Make two sided copies.)**
- Have students glue around the four sides of the organizer on the back lines.
- Fold on the dotted lines and cut on the solid lines to form three flaps.
- Have students complete missing information.



Complete the following sentences:

Example: *Choppy Sentences* are too short. They can be tricky to read. We begin to get bored. This is how choppy sentences can cause the reader to stop. This makes the writing seem more "elementary" than it truly is.

Run-On Sentences - Run-on sentences are sentences that are too long. When several long sentences come together, they force the reader to stop. This makes the writing seem more "elementary" than it truly is.

Example: *Stringy Sentences* are so long. They take a long time to read. They are boring. This is how stringy sentences can cause the reader to stop. This makes the writing seem more "elementary" than it truly is.

Run-On Sentences - Run-on sentences are sentences that are too long. When several long sentences come together, they force the reader to stop. This makes the writing seem more "elementary" than it truly is.

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choppy run-on stringy

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Oral Practice

Have the students use dry-erase boards or the response cards to indicate the type of problem in each of the following sentences.

- One German sub was sighted off Williamsport at dawn, so when I woke up there was much excitement in the city, which began like a part of old tradition, except that the British had wanted to fight on the land, and the French had wanted to fight in the air, and the American whom you could look out on the sea, **(Choppy)**
- I was not forgotten. I was terribly excited. War was something I'd heard about. I had never seen war. **(Choppy)**
- I liked to go to the old fort to play with tennis and the other boys we imagined we were plotting Williamsport against power or even the British. **(Run-on)**
- The first boat as though it came out of a storybook, with gun ports along the high wall that faced the sea for years. It parted Williamsport. **(Run-on)**
- As we were often checked out of a ship, we had to go to leave the Queen Emma Bridge but she was very start to greatest. He told us the Nazis could shoot a torpedo. The torpedo could hit us. **(Choppy)**
- My mother meant serious, but she was always serious, and she was afraid I would fall off the boat or sink or die, or die, or die, and she told me to leave the boat because she wanted me to be safe. **(Stringy)**
- Everything was different when we lived in Virginia when my father had been in charge of building the refinery on the banks of the Appomattox River, and we lived in a small white house on an acre of green grass, and then the mother, other sister called about the house and the sea and the seasons and the friends she had. **(Stringy)**
- I didn't remember much about Virginia I was only seven when we moved to the Caribbean. **(Run-on)**
- We finished dinner. It was getting dark. My father went outside. He wanted to look at the fluorescent colors. He wanted to say if the work, he called when he saw the biggest crack of light. The governor did not want to see light showing anywhere. **(Choppy)**
- It was one thing. I sneaked out of bed. I went to the food house. I took a halibut out. I put it under the couch. **(Choppy)**

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Written Practice with Sentence Problems

Directions: Write a choppy, run-on, or stringy sentence to identify the sentence problem.

1. _____ You father has finally passed away so today will be your last day on earth. _____

2. _____ I had better study. I became a lawyer. I became her being a crowd. She did not try to walk. I said I could be.

3. _____ Early Friday morning we boarded the S.S. Mato in St. Anne Church. She was a small steam tugboat with a high bow and a small, and a bridge house in the middle between the two deck, and I had seen her often in St. Anne Bay. _____

4. _____ When it was time to go, he said good-by to us before climbed both down to him for a long time. _____

5. _____ We were tormented at three o'clock. It was in the morning. It was on April 6, 1942. We had just passed two dark night. _____

6. _____ Everything was bright red. There was a great cracking noise. The end part of the ship was on the Galore was breaking slowly. They had been on the dock. _____

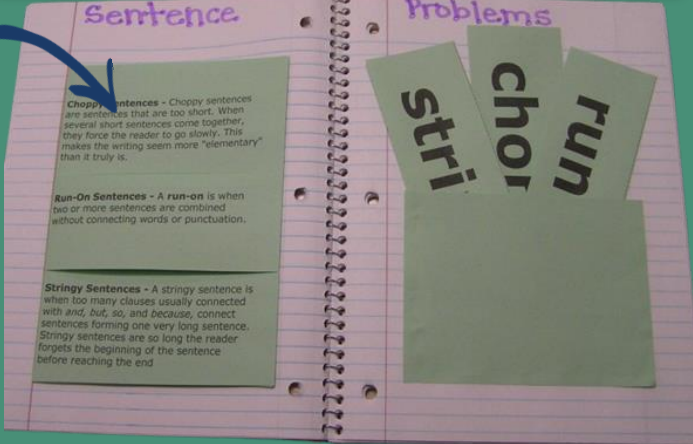
7. _____ A sailor grabbed my mother's hand and helped her in the boat, and then I felt myself being pushed into the water of a side on the dock, while the other passengers were helped on and someone had to leave the safe area, but at that moment the boat, looked heavy and something happened and the boat fell. _____

8. _____ He was extremely old, he seemed peaceful. He was ripped open the chest of his arms, his shoulders were muscular. His chest was thick. This was the size of a small new truck. This was one new adjustment and cracked. _____

9. _____ I went to sleep again my hand still ached. _____

10. _____ I felt like I was being pulled down into the water, their short, struggle like being down on flippers or water, sometimes more. _____

11. _____ We stayed in the middle of the left as it shifted suddenly over the air, and Steve C. rushed back against the bottom of my feet, and then he curled up down there and we got because he was warm. _____



Sentence

Choppy Sentences - Choppy sentences are sentences that are too short. When several short sentences come together, they force the reader to stop. This makes the writing seem more "elementary" than it truly is.

Run-On Sentences - A run-on is when two or more sentences are combined without connecting words or punctuation.

Stringy Sentences - A stringy sentence is when too many clauses usually connected with *and*, *but*, *so*, and *because*, connect sentences forming one very long sentence. Stringy sentences are so long the reader forgets the beginning of the sentence before reaching the end.

Run

Choppy

Stringy

What are Boom Cards?

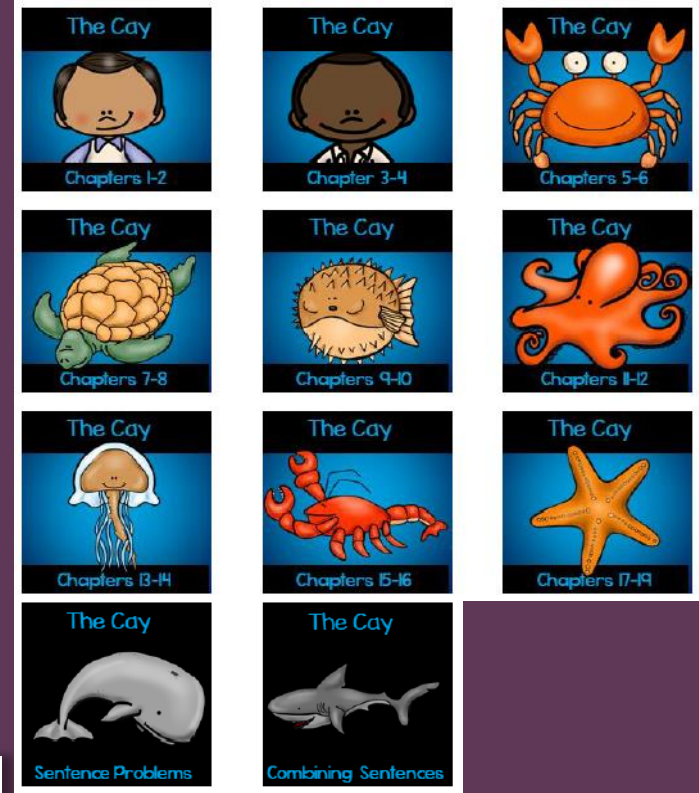
Boom Cards are digital task cards that students play on the Boom Learning Website.

They...

- ✓ are fully digital – require no printing, paper, ink, etc.
- ✓ may be used on all modern browsers
- ✓ are played on devices connected to the Internet
- ✓ can be used for student practice at no cost to you

When you purchase this novel study from TPT, you will receive special links to these Boom Cards. When you click on one of these links, you will be asked to sign into your account or create a free account at the Boom Learning Website. The special links in the paid resource let the Boom Learning site know you have purchased the deck. When you click the link, Boom Learning sends the Boom Deck to your Boom Library, so your students can access them. Students can play for free or data will be tracked for you with the Boom Learning Paid Subscription.

[Click here for a playable preview on Boom Learning.](#)



BOOM LEARNING CARD EXAMPLES

Read the definitions of **blackout**. Type a, b, c, or d to show which definition is used in each sentence.

- a) a period when lights are kept off or are hidden from view to guard against enemy airplane attack in a war
- b) a period when lights are off because of an electrical power failure
- c) a sudden and temporary loss of consciousness, vision, or memory
- d) a situation in which some kinds of information are deliberately kept from the public

He experiences **blackouts** due to an old head injury.

The *Cay* can best be described as ---.

- historical fiction
- a biography
- realistic fiction
- a drama



Phillip put _____ under the couch to use as a weapon if the Germans attacked.

- a butcher's knife
- pan
- a baseball bat
- hatchet

Which word completes the analogy?

refinery is to gasoline as dairy farm is to ---

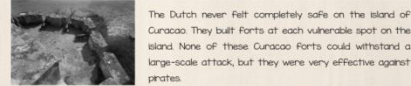
- milk
- cow
- farmer
- barn

Is **refinery** used correctly in this sentence?

The bride wore her best **refinery** to the wedding.



- YES
- NO



The Dutch never felt completely safe on the island of Curacao. They built forts at each vulnerable spot on the island. None of these Curacao forts could withstand a large-scale attack, but they were very effective against pirates.

From the caption under the Fort photograph, the reader knows that _____.

- Curacao's inhabitants were raided by pirates
- the coastline of Curacao is formed from rough limestone formations set on top of volcanic rock
- the Dutch leaders built Fort Amsterdam to protect their settlement and soon the city began to grow
- the Dutch had the largest influence of any of the early inhabitants of Curacao

Identify the sentence problem.

We were torpedoed at three o'clock. It was in the morning. It was on April 6, 1942. We had left Panama two days earlier.



- stringy
- run-on
- choppy

A cargo ship must be loaded at all times to float properly in the ocean. A ballast facility is used to obtain this. When the ship does not have cargo, rocks or water are loaded into the ballast tank to control buoyancy and stability. _____ was placed in the ballast tanks in the ships going to the Dutch West Indies. The ships would carry this to the islands, unload, then the ship would be filled with oil going to England and Africa.

- Sugar for making rum
- Building materials
- Fresh drinking water
- Fresh fruit and vegetables



Phillip witnessed which of the following tragic events?

- the murder of the Curacao's governor
- Henrik van Boven's fall off the pontoon bridge
- the bombing of the SS Empire Tern, a big British tanker
- the attack of the Fort by the Germans



My students loved using the Boom cards included in this activity! Thanks!

- Emily W.



Working great in Google Classroom and distance learning.

- Emily M.



Love the online quizzes!

- Allison C.

The Cay

Novel Study Samples



Created by Gay Miller





**Thank you for
downloading this novel
study sample.**

**On the next pages, you will find the following pages
from the unit including:**

- **Table of Contents for the Digital + Printable Version**
- **Lesson Plans at a Glance for the Full Unit**

FREE SAMPLE PAGES

**The First Reading Selection plus Answer Keys
(These pages are found in all versions of this unit.)**

- **Vocabulary Practice**
- **Comprehension Questions**
- **Constructed Response Writing Prompt
(with and without the Common Core
Standards)**



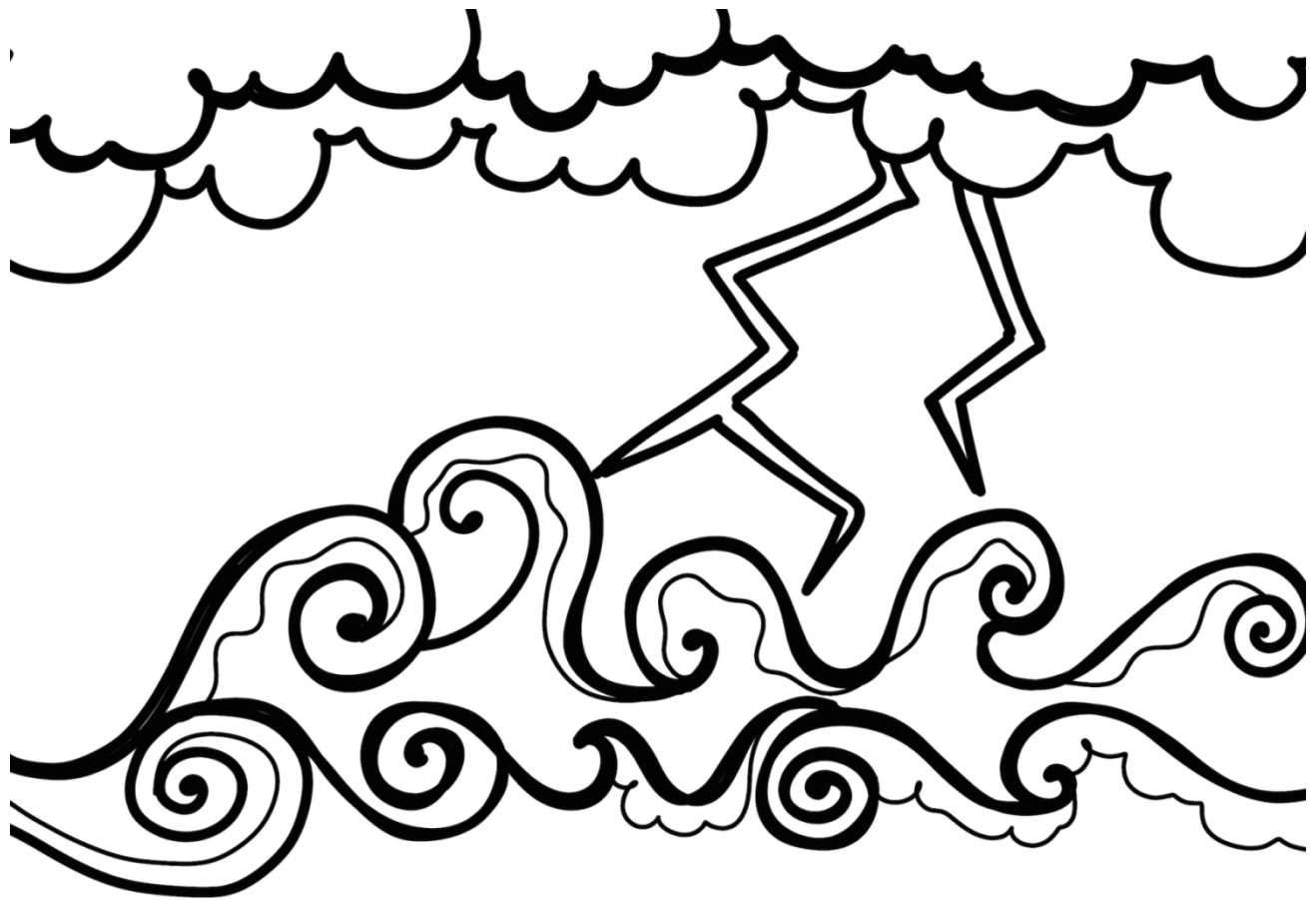
**Are you wondering what other novel
studies I have available? You can see
the complete list [here](#).**

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Lesson Plans for The Cay

Day	Focus Words	Vocabulary Practice Book	Vocabulary Printables	Reading	Comprehension Quizzes/Writing	Activity Choices	Skills
1	refinery	Page 1		Chapter 1 p. 9-17	Chapter 1 Figurative Language	Map of Phillip's Caribbean Home	
2	blackout			Chapter 2 p. 18-27	Chapter 2 Setting		Lesson 1 Sentence Problems
3	navigate/navigation	Page 2		Chapter 3 p. 28-38	Chapter 3 Character Traits	Make Sextant	
4	schooner		Vocabulary Practice 1	Chapter 4 p. 39-46	Chapter 4		
5	drone	Page 3		Chapters 5 p. 47-51	Point of View		Lesson 2 Combining Sentences
6	thrash			Chapter 6 p. 52-55	Chapters 5-6		
7	lurch fret	Page 4	Vocabulary Practice 2	Chapter 7 p. 56-62	Summarizing Predicting	Make a Model of a Coral Reef	
8	crow			Chapter 8 p. 63-68	Chapters 7-8		Lesson 3 Run-on Sentences
9	stun	Page 5		Chapter 9 p. 69-72	Problem and Solution	Weaving	
10	catchment			Chapter 10 p. 73-78	Chapters 9-10	Carnival Masks	
11	connive	Page 8		Chapter 11 p. 79-87	Character Change	Edible Octopus	Lesson 4 Run-on Sentences
12	regain			Chapter 12 p. 88-92	Chapters 11-12		
13	treacherous	Page 9		Chapter 13 p. 93-100	Course of Action	Eat Coconut	
14	tempest			Chapter 14 p. 101-105	Chapters 13-14		Lesson 5 Dialect
15	flay	Page 10	Vocabulary Practice 3	Chapter 15 p. 106-112	Character Change		
16	debris			Chapter 16 p. 113-119	Chapters 15-16		
17	gingerly	Page 11		Chapter 17 p. 120-123	Theme		
18	blot out	Page 12		Chapter 18 p. 124-131	Comparing The Cay to Another Novel		
19	badger	Unit Review Page 6-7	Vocabulary Practice 4	Chapter 19 p. 132-137	Chapters 17-19	Retell the Story in Drawings	Story Map
20	Vocabulary Test						

Chapters 18-19 [blot out and badger]

Complete the analogies using a vocabulary word.

1. pester : badger :: fuss : _____
2. calm : tempest :: safe : _____
3. catchment : reservoir :: boast : _____
4. sway : lurch :: purifying plant : _____
5. writhe : thrash :: steer : _____
6. cautiously : gingerly :: whip : _____
7. blackout : fully lit :: quiet : _____
8. scheme : connive :: boat : _____
9. recuperate : regain :: bewilder : _____
10. conceal : blot out :: wreckage : _____



11. Read these definitions of **blot out**.

- a) to make (something) difficult to see
- b) to put out of your mind

Sort the words from the box on the T-Chart by definition.

conceal	blank out	erase
forget	hide	cover

Definition A	Definition B
_____	_____
_____	_____
_____	_____

Chapters 1-2 [refinery and blackout]

1. Is **refinery** used correctly in the sentences below? True or False

_____ Sugar was taken to the **refinery** to be purified for use.

_____ The bride wore her best **refinery** to the wedding.

_____ **Refinery** flowed down the mountain during the eruption.



Read these definitions of **blackout**.

- a) a period when lights are kept off or are hidden from view to guard against enemy airplane attack in a war
- b) a period when lights are off because of an electrical power failure
- c) a sudden and temporary loss of consciousness, vision, or memory
- d) a situation in which some kinds of information are deliberately kept from the public

Determine which definition is used in each of the sentences below. Write a, b, c, or d in the blanks to show your answer.

2. _____ He experiences **blackouts** due to an old head injury.
3. _____ The United States government forced a news **blackout** during the war.
4. _____ I keep candles and matches in the kitchen in case of a **blackout**.
5. _____ The man was raced to the hospital after he experience a **blackout**.
6. _____ We had thick **blackout** curtains, so the enemy would not bomb our house.

Chapters 18-19 [blot out and badger]

Complete the analogies using a vocabulary word.

1. pester : badger :: fuss : fret
2. calm : tempest :: safe : treacherous
3. catchment : reservoir :: boast : crow
4. sway : lurch :: purifying plant : refinery
5. writhe : thrash :: steer : navigate
6. cautiously : gingerly :: whip : flay
7. blackout : fully lit :: quiet : drone
8. scheme : connive :: boat : schooner
9. recuperate : regain :: bewilder : stun
10. conceal : blot out :: wreckage : debris



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Definition A	Definition B
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hide	blank out
cover	erase

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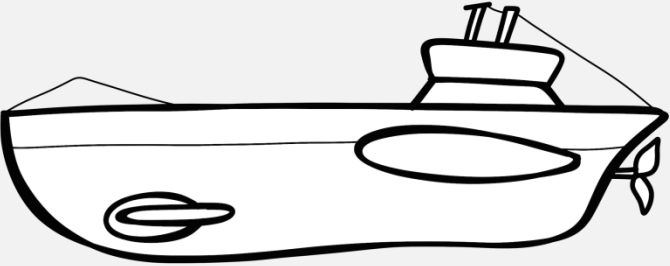
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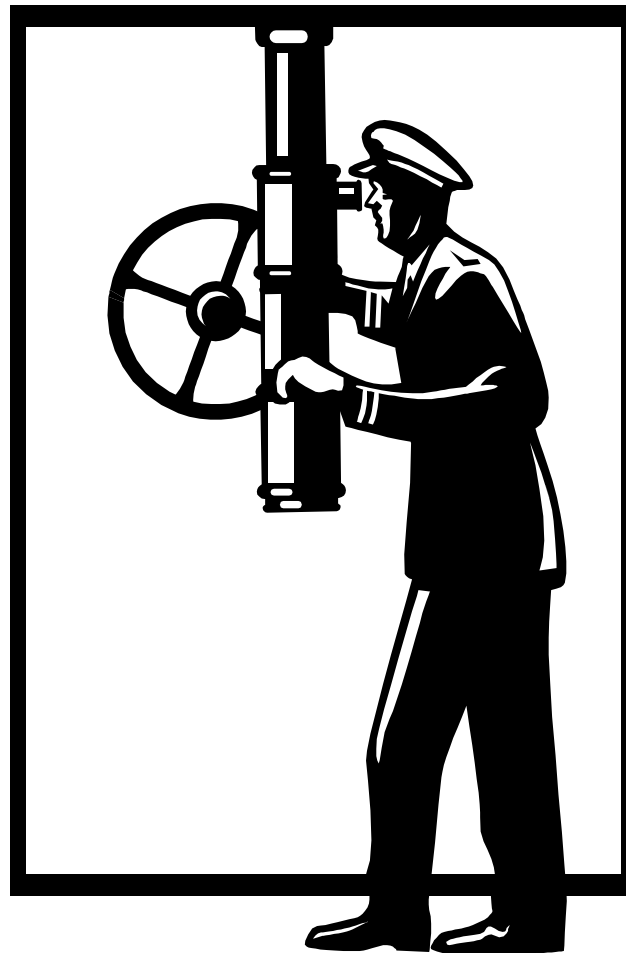
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5. c The man was raced to the hospital after he experience a blackout.
6. a We had thick **blackout** curtains, so the enemy would not bomb our house.

The Cay Chapter 1

<p>1. Read the following sentence from Chapter 1.</p> <p>Like silent, hungry sharks that swim in the darkness, the German submarines arrived in the middle of the night.</p> <p>The author uses the simile in this sentence to _____.</p> <p>a) make the reader know that sharks swim in the sea around Willemstad b) emphasize how frightening the arrival of German submarines was to the people of Willemstad c) describe to the reader what the German submarines looked like d) make the German submarines seem real</p>	<p>2. Which line from the book shows that it is written in first person?</p> <p>a) I was asleep on the second floor of our narrow, gabled green house in Willemstad, on the island of Curacao, the largest of the Dutch islands just off the coast of Venezuela. b) One German sub was even sighted off Willemstad at dawn. c) Phillip, the enemy has finally attacked the island, and there will be no school today. d) They once stormed the island long ago.</p>
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<p>5. Phillip and his best friend Henrik disobey their mothers by _____.</p> <p>a) skipping school to go down to the shipyard b) going down to the harbor after the arrival of the Germans c) playing war games with the Caribbean sailors by pretending to be pirates d) using Mr. van Boven's binoculars to see the soldiers in the ancient fort</p>	<p>6. Phillip and Henrik _____.</p> <p>a) were natives of Curacao b) were both from America c) were both from the Netherlands d) came to Curacao from different countries; Phillip from America and Henrik from the Netherlands</p>
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<p>9. Why are the islands of Aruba and Curacao important and in danger of German attack?</p> <p>a) They have oil and an oil refinery. The Germans want the oil and fuel.</p> <p>b) The Germans need a base for supplies in the Caribbean. Aruba and Curacao are good sources of food and water.</p> <p>c) Aruba and Curacao have an American ammunitions supply depot on the islands.</p> <p>d) The Germans feel the large population of Caribbean soldiers will attack their native homeland.</p>	<p>10. Which word completes the analogy?</p> <p>refinery is to gasoline as dairy farm is to ---</p> <p>a) cow</p> <p>b) milk</p> <p>c) barn</p> <p>d) farmer</p>
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Constructed Response - Figurative Language

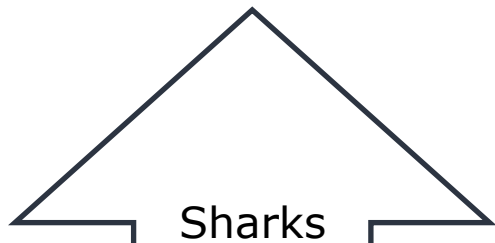
Read the beginning of the novel.

Like silent, hungry sharks that swim in the darkness of the sea, the German submarines arrive in the middle of the night.

The author Theodore Taylor compares the German submarines to sharks. How are these two objects similar? Why is this a good comparison? What feeling does the reader get about German submarines from this passage?



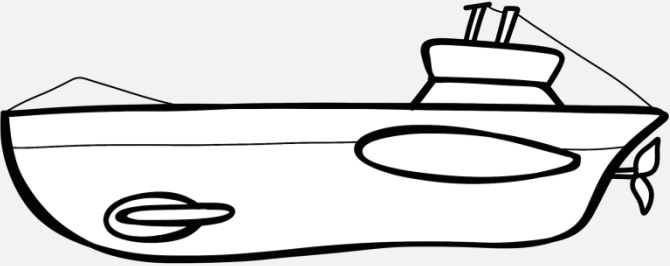
German
Submarines



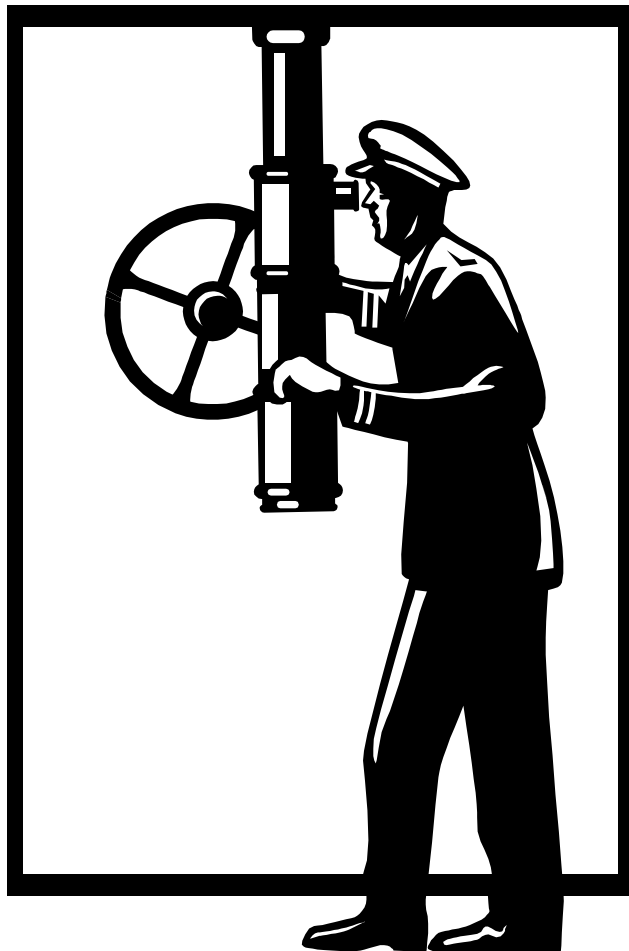
Sharks

[CCSS.ELA-Literacy.L.5.5a](#) Interpret figurative language, including similes and metaphors, in context.
[CCSS.ELA-Literacy.RL.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
[CCSS.ELA-Literacy.RL.7.1](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

The Cay Chapter 1 Answer Key

<p>1. Read the following sentence from Chapter 1.</p> <p>Like silent, hungry sharks that swim in the darkness, the German submarines arrived in the middle of the night.</p> <p>The author uses the simile in this sentence to _____.</p> <p>a) make the reader know that sharks swim in the sea around Willemstad b) emphasize how frightening the arrival of German submarines was to the people of Willemstad c) describe to the reader what the German submarines looked like d) make the German submarines seem real</p>	<p>2. Which line from the book shows that it is written in first person?</p> <p>a) I was asleep on the second floor of our narrow, gabled green house in Willemstad, on the island of Curacao, the largest of the Dutch islands just off the coast of Venezuela. b) One German sub was even sighted off Willemstad at dawn. c) Phillip, the enemy has finally attacked the island, and there will be no school today. d) They once stormed the island long ago.</p>
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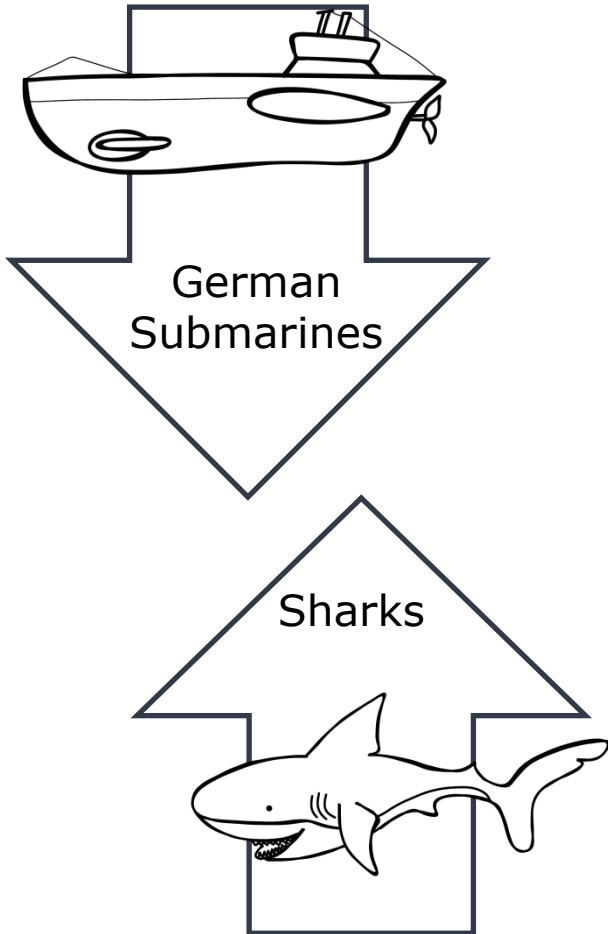


Constructed Response - Figurative Language Answer Key

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The author Theodore Taylor compares the German submarines to sharks. How are these two objects similar? Why is this a good comparison? What feeling does the reader get about German submarines from this passage?



This line gives the reader the impression that the submarines are predators wishing to prey on the people of the island just as sharks do in the ocean. The fact that they arrive in the middle of the night gives the reader the idea that the submarines are sly, cunning creatures that must sneak into the location. The reader feels that submarines are evil predators by the figurative language that is used.

Addendum

Student Packet without Common Core State Standards

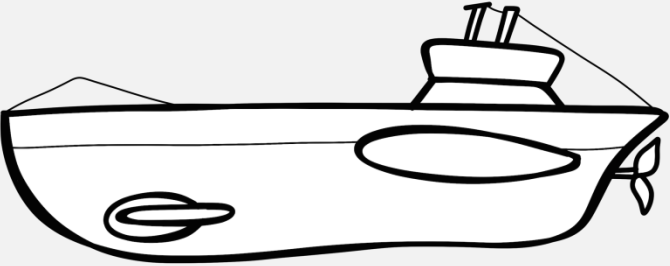
Important Update

Originally 46 states adopted the Common Core State Standards. Many teachers have commented that they love having the standards on pages with constructed response writing prompts for accountability reasons. Now educational trends are changing. Many states have repealed Common Core and adopted their own state standards. To meet the needs of teachers both using and not using Common Core Standards, I have opted to provide the writing questions both with and without standards. Look at the addendum at the end of this unit containing the constructed response questions without standards.

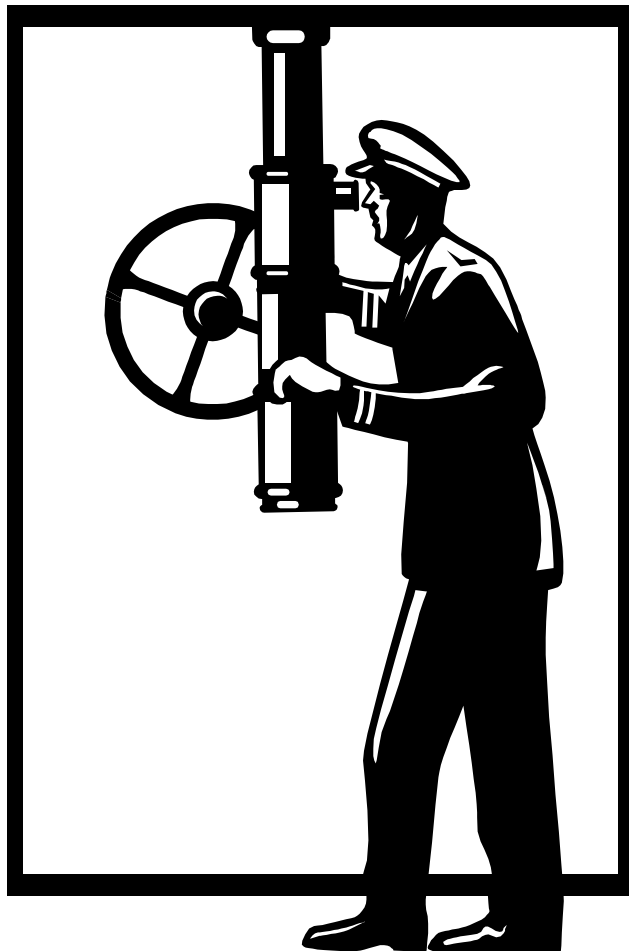
To make creating a printable student packet easier, the full student packet is included in this packet.



The Cay Chapter 1

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Constructed Response - Figurative Language

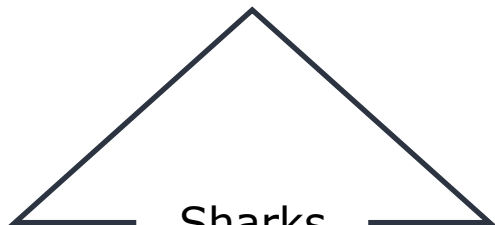
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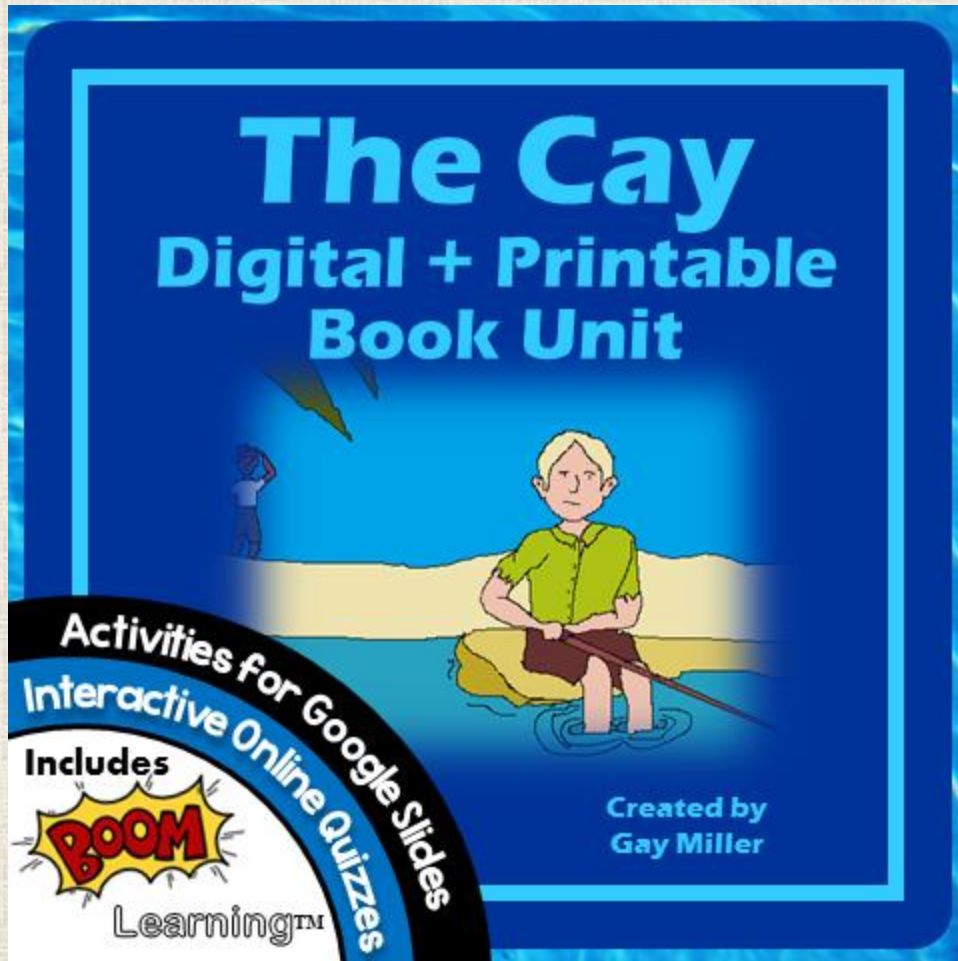


German
Submarines



Sharks

Click here to get the digital + printable unit.



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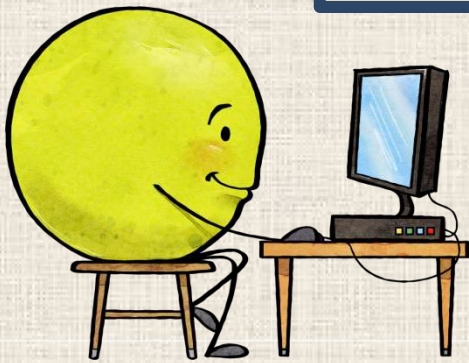
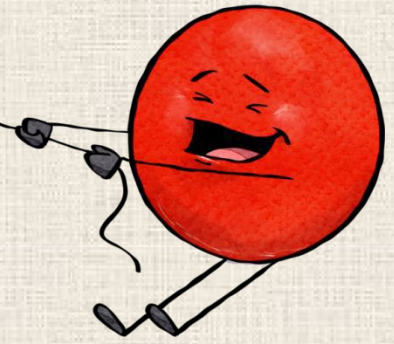
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