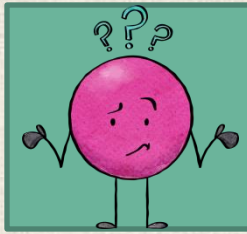
Which version of this unit do I need?

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

Complete Novel Study.

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

Vocabulary That Sticks

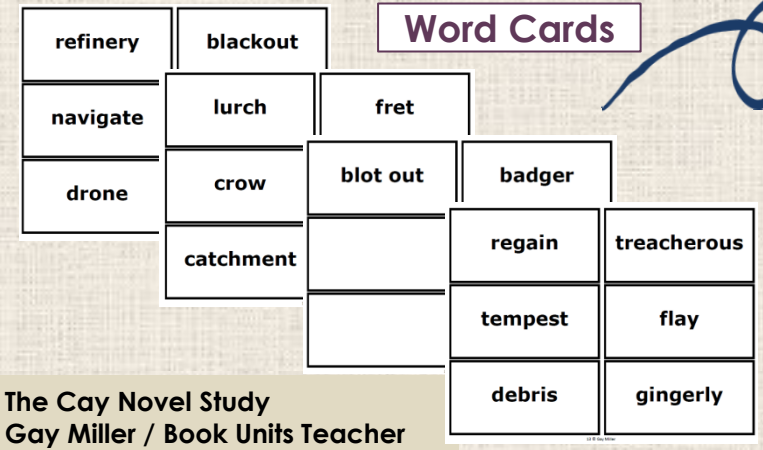
Students learn two words each reading selection, chosen for meaning, relevance, and usefulness.

This unit includes:

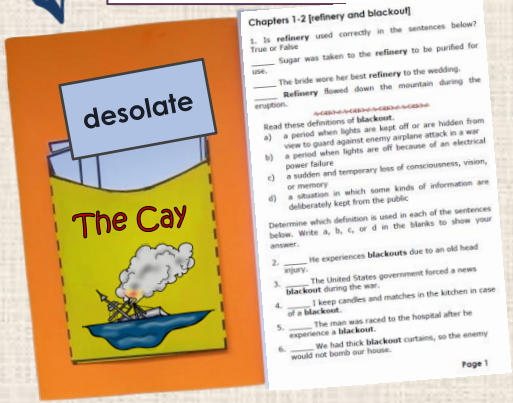
- ✓ a story-based word list with definitions, synonyms, and sample sentences
- ✓ vocabulary bookmarks for quick reference
- ✓ word wall cards for whole-class reinforcement
- ✓ a printable vocabulary booklet for daily practice

Vocabulary Bookmarks

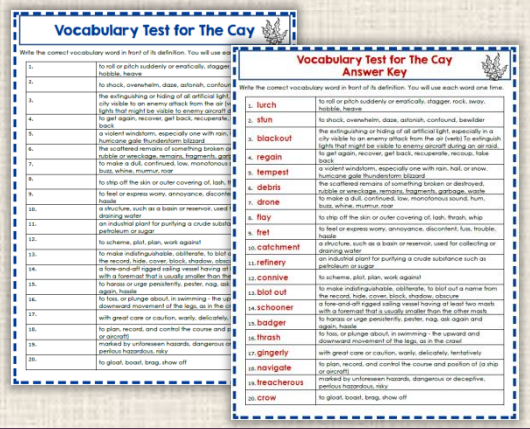
Word Cards



Practice Book



Test with Answer Key



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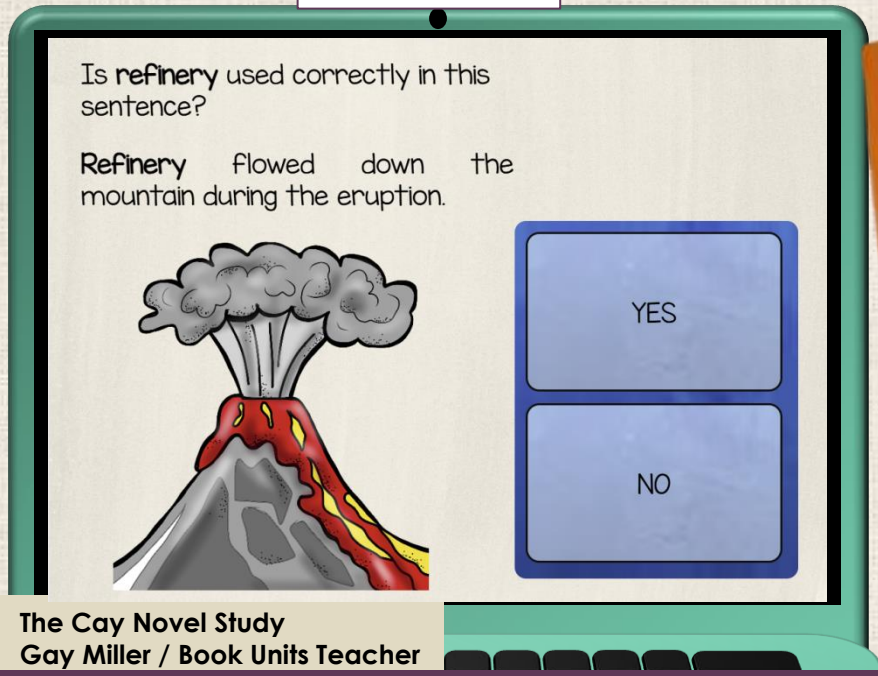
Flexible Practice for Any Classroom

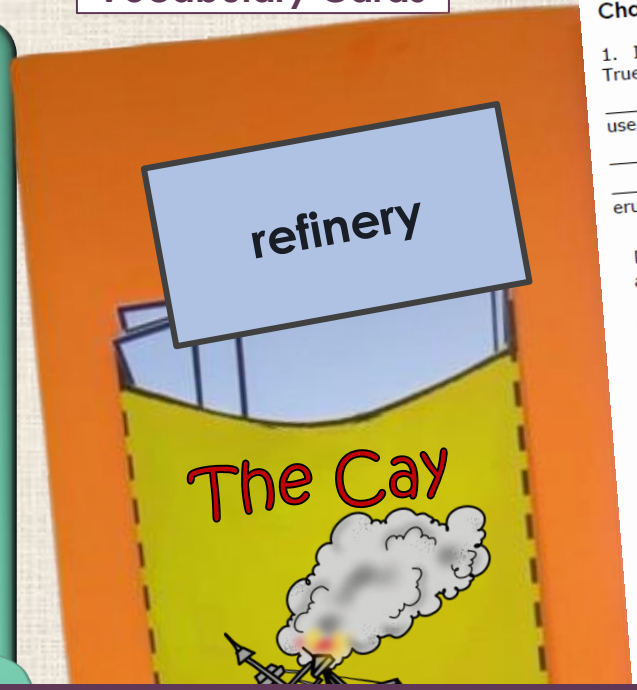
Each vocabulary word is reinforced through:

- Students can self-check with Boom Cards or complete short, targeted activities in the printable booklet.

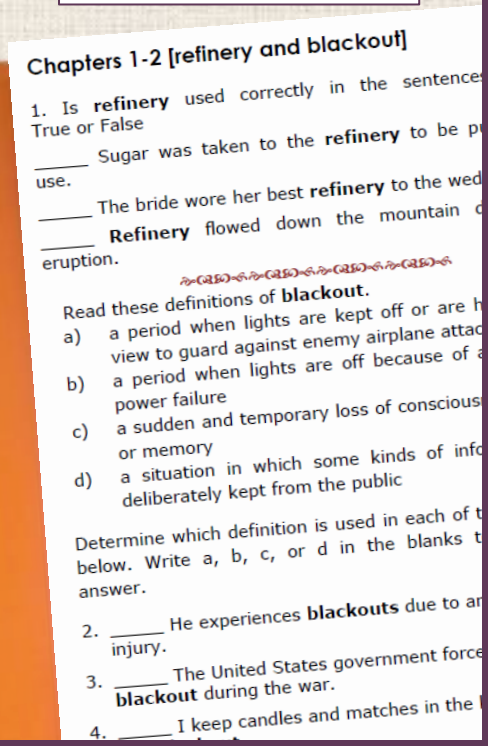
Boom Cards



Vocabulary Cards



Printable Practice

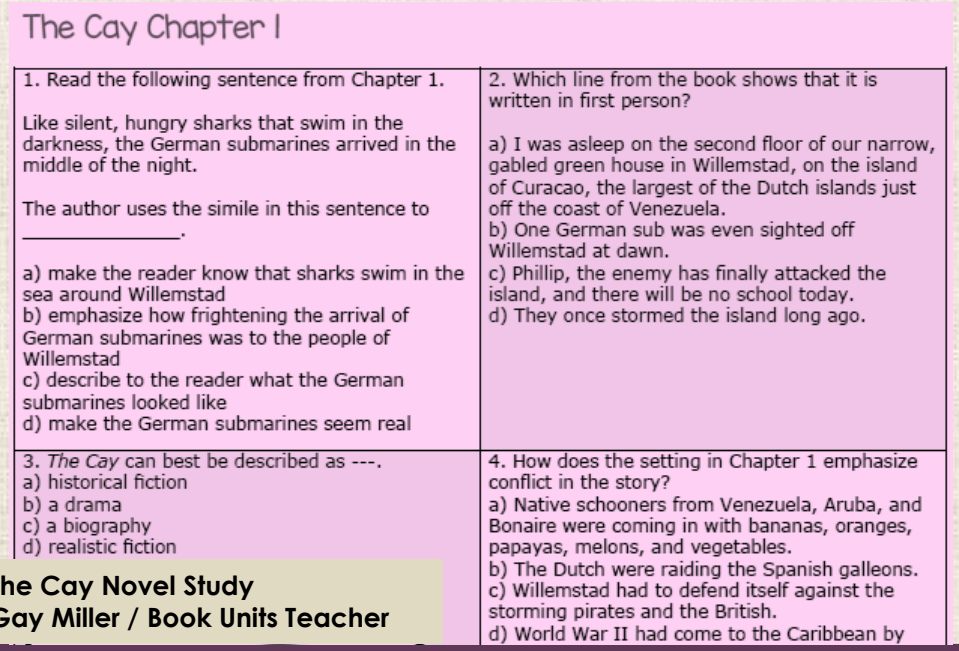


Comprehension That Builds Close Reading Skills

Each reading selection includes:

Assessment Tools
- ✓ self-checking Boom question
- ✓ printable comprehension quiz
- ✓ two versions: with standards + without

Skill Development
- ✓ supports text evidence, inference, and critical thinking
- ✓ skill-coded questions
- ✓ easy data 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 _____. 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	2. Which line from the book shows that it is written in first person? 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.
3. *The Cay* can best be described as ---. a) historical fiction b) a drama c) a biography d) realistic fiction	4. How does the setting in Chapter 1 emphasize conflict in the story? a) Native schooners from Venezuela, Aruba, and Bonaire were coming in with bananas, oranges, papayas, melons, and vegetables. b) The Dutch were raiding the Spanish galleons. c) Willemstad had to defend itself against the storming pirates and the British. d) World War II had come to the Caribbean by

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Self-Checking Boom Card

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 _____.

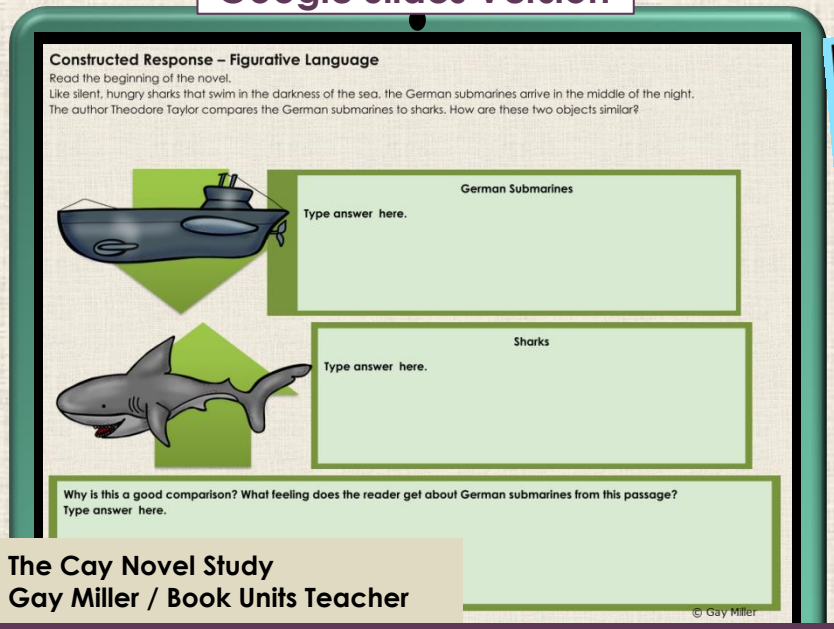
- make the German submarines seem real
- emphasize how frightening the arrival of German submarines was to the people of Willemstad
- describe to the reader what the German submarines looked like
- make the reader know that sharks swim in the sea around Willemstad

Constructed Response Structured Writing Support

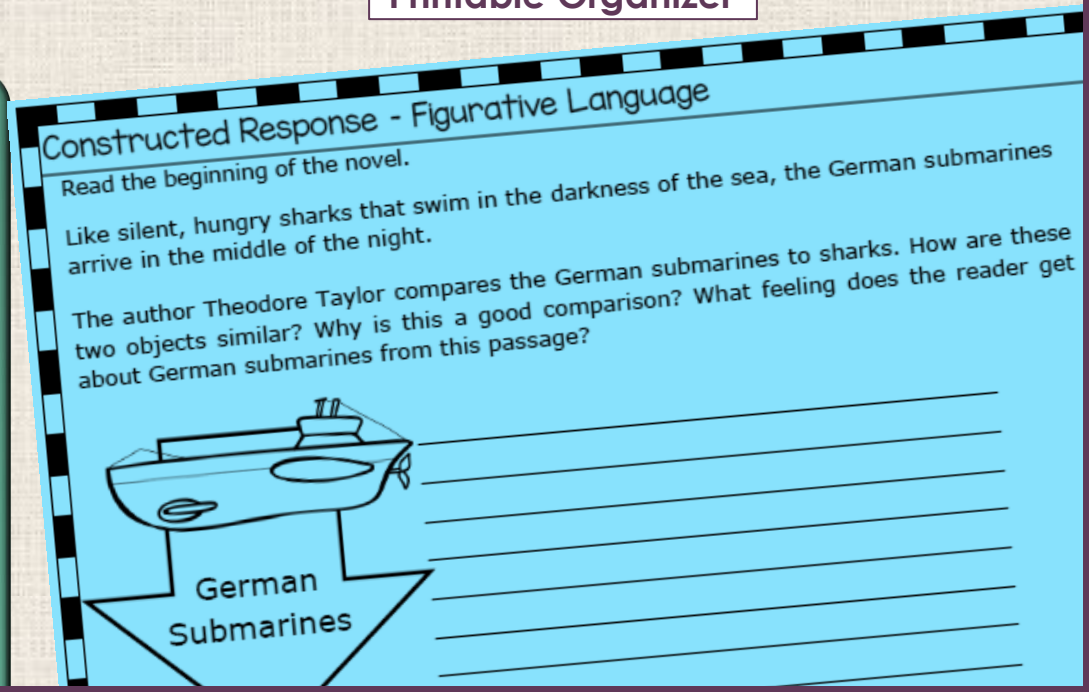
Students respond to one constructed response question per section using:

- ✓ a printable organizer for guided writing
- ✓ a Google Slides version for digital classrooms
- ✓ built-in prompts that help students plan, cite, and explain
- ✓ Two versions: with standards + without

Google Slides Version



Printable Organizer



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What Teachers are Saying

★★★★★

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

- Jane S.

★★★★★

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.

★★★★★

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.

★★★★★

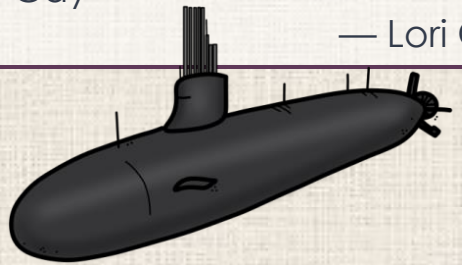
I really enjoyed using this material. It is well presented. I loved the lesson plan provided and resource for teaching vocabulary which included a four-minute video link. The vocabulary section is great! It is definitely a well-organized study guide. My students really enjoyed it!

– Joanne

★★★★★

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

— Lori C.



Skill Lessons

Language Arts and Reading Skills

- Sentence Errors Unit
  - Understanding Sentence Problems: choppy, run-on, and stringy sentences
  - Combining Sentences
  - Correcting Run-on Sentences using Conjunctions
  - Correcting Run-on Sentences

Reading Skill

- Dialect
- Story Map

Combining Sentences – Multiple Choice

Instructions: Select the best way to combine each on the following.

1. **Timothy told Phillip that there were many fresh fish and langosta. Langosta a type of native lobster without claws.**

a. Timothy told Phillip that there were many fresh fish and langosta, and langosta is a type of native lobster without claws.
b. Timothy told Phillip that there were many fresh fish and langosta, a type of native lobster without claws.
c. Timothy told Phillip that there were many fresh fish and langosta because langosta i type of native lobster without claws.
d. Timothy told Phillip that there were many fresh fish and langosta which langosta is a type of native lobster without claws.

2. **I felt Timothy was holding something back from me. I felt Timothy was not saying everything by the tone of his voice.**

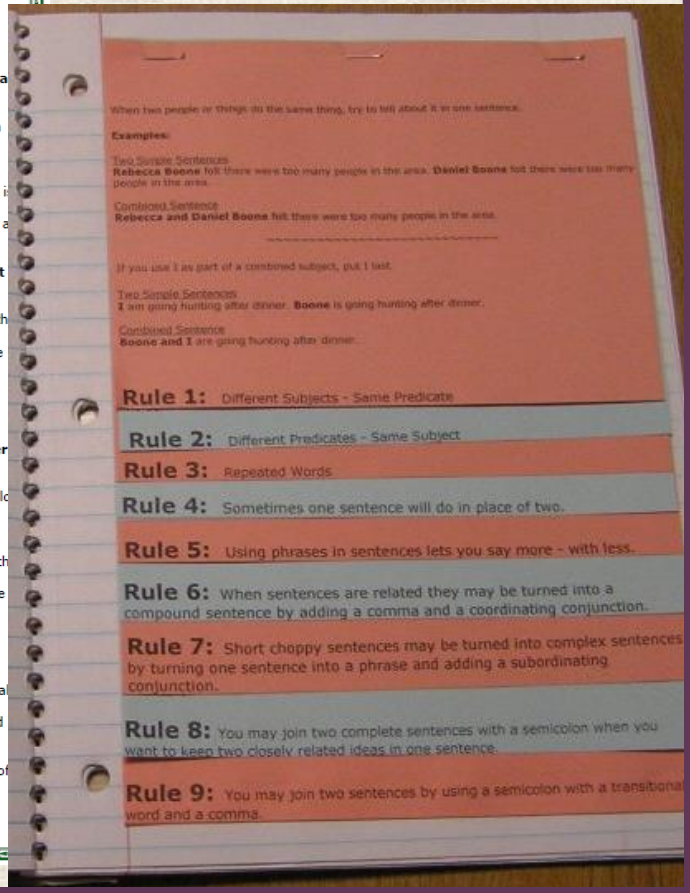
a. I felt Timothy was holding something back from me since he was not saying everyth by the tone of his voice.
b. I felt Timothy was not saying everything to me by holding something back from me the tone of his voice.
c. By the tone of his voice, I felt Timothy was holding something back from me. I felt Timothy was not saying everything.
d. By the tone in his voice, I felt Timothy was holding something back from me.

3. **My dad was honest with me because he said that in the end that was better Timothy should be honest because it would be better.**

a. My dad was honest with me and Timothy should be honest with me because it would be better in the end.
b. If Timothy would be honest with me it would be better because when my dad was honest with me it was better in the end.
c. Just like my dad, Timothy should be honest with me because it would be better in th end.
d. Being honest in the end is better, so Timothy like my dad should be honest with me because it would be better in the end.

4. **Timothy left to find a place to camp. Stew Cat left to wander around too. I was left all alone.**

a. Timothy left to find a place to camp and Stew Cat left to wander off too. I was left a alone.
b. When Timothy left to find a place to camp, Stew Cat left to wander around too, and was left all alone.
c. Timothy left to find a place to camp, and Stew Cat left too, and I was all alone.
d. I was all alone when Timothy left to find a place to camp, and Stew Cat wandered o too.



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What are Boom Cards?

Boom Cards are interactive digital task cards that students play on the Boom Learning website. They are:

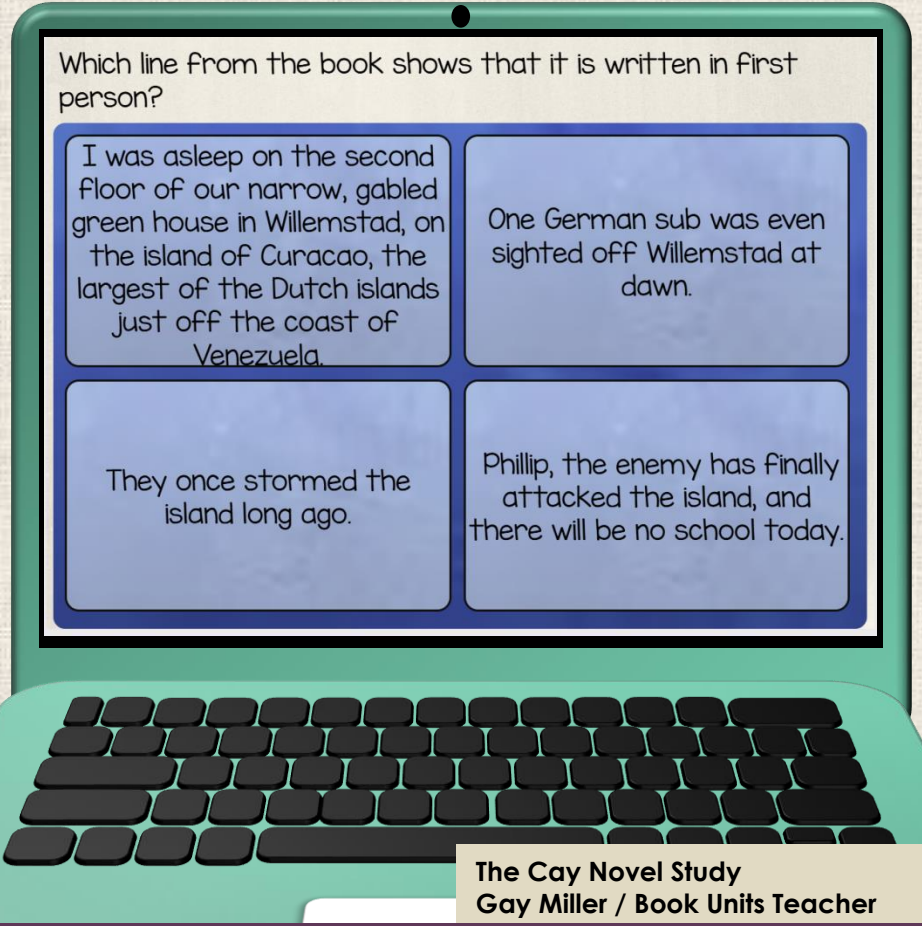
- **Fully digital — no printing or prep**
- **Compatible with all modern browsers**
- **Playable on any device connected to the Internet**
- **Self-checking for instant feedback**

How They Work in This Novel Study

1. **When you purchase this unit on TPT, you'll receive special links to the Boom Decks included in the resource.**
2. **Click a link, sign in (or create a free account), and the deck is added to your Boom Library.**
3. **Students can play for free using a Fast Pin.**
4. **Paid Boom accounts allow for data tracking.**

Try It Out

Click here for a playable preview on Boom Learning.



Ready to simplify your novel instruction and engage every reader?

✔ Download this resource and start using it today.

Want to explore more?

See additional sample pages and teaching ideas for this novel at Book Units Teacher.

The Cay

Novel Study Samples

Created by Gay Miller

Lesson Plans for The Cay

Day	Focus Words	Vocabulary Practice		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_____

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
conceal	forget
hide	blank out
cover	erase

Chapters 1-2 [refinery and blackout]

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

__T___ Sugar was taken to the **refinery** to be purified for use.
__F___ The bride wore her best **refinery** to the wedding.
__F___ 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. __c___ He experiences **blackouts** due to an old head injury.
3. __d___ The United States government forced a news blackout during the war.
4. __b___ I keep candles and matches in the kitchen in case of a **blackout**.
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

Comprehension Quiz

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.

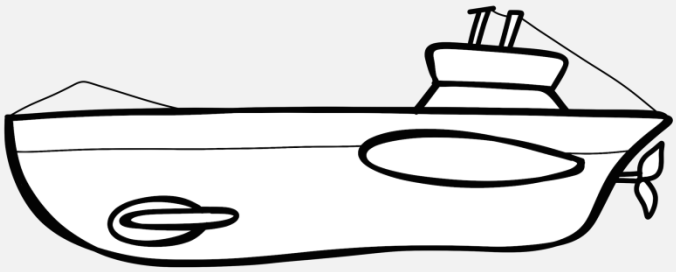
The author uses the simile in this sentence to _____.

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

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

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.

3. *The Cay* can best be described as ---.
a) historical fiction
b) a drama
c) a biography
d) realistic fiction



4. How does the setting in Chapter 1 emphasize conflict in the story?
a) Native schooners from Venezuela, Aruba, and Bonaire were coming in with bananas, oranges, papayas, melons, and vegetables.
b) The Dutch were raiding the Spanish galleons.
c) Willemstad had to defend itself against the storming pirates and the British.
d) World War II had come to the Caribbean by way of Germans who wanted the oil from the refineries.

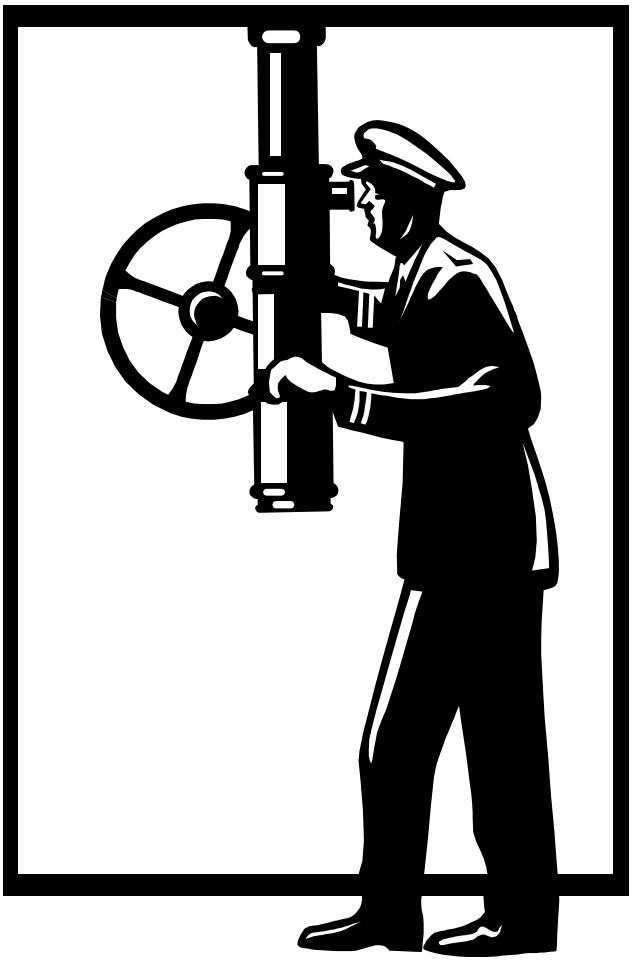
5. Phillip and his best friend Henrik disobey their mothers by _____.
a) skipping school to go down to the shipyard
b) going down to the harbor after the arrival of the Germans
c) playing war games with the Caribbean sailors by pretending to be pirates
d) using Mr. van Boven's binoculars to see the soldiers in the ancient fort

6. Phillip and Henrik _____.
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

7. Phillip's father came to Curacao to _____.
a) study the trees, fish, and birds
b) be a tour guide taking tourist on hikes around Krup Bay or Seroe Male
c) work on a program to increase production of aviation gas
d) work for the fire department on the island

8. The people of Curacao planned _____.
a) to drop bombs on the German submarines
b) to ride out to the submarines in boats to attack the Germans
c) to do nothing, because they didn't have any weapons
d) to ask the Amsterdam government to help

9. Why are the islands of Aruba and Curacao important and in danger of German attack? a) They have oil and an oil refinery. The Germans want the oil and fuel. b) The Germans need a base for supplies in the Caribbean. Aruba and Curacao are good sources of food and water. c) Aruba and Curacao have an American ammunitions supply depot on the islands. d) The Germans feel the large population of Caribbean soldiers will attack their native homeland.	10. Which word completes the analogy? refinery is to gasoline as dairy farm is to --- a) cow b) milk c) barn d) farmer
11. Which sentence from Chapter 1 is an opinion? a) I remembered the summers with lightning bugs and honeysuckle smells. b) I was only seven when we'd moved to the Caribbean. 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.	12. If a student wants to find the location of Curacao, where should she or he look? a) an atlas b) a textbook c) the glossary d) the dictionary



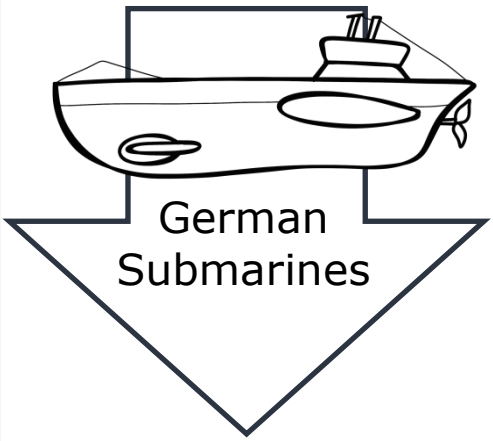
Constructed Response - Figurative Language

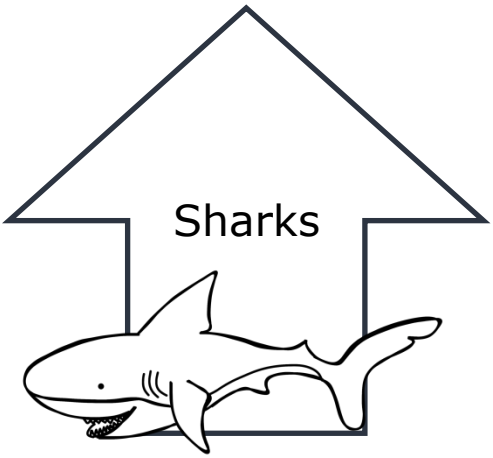
Sample Constructed Response Question

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?





L.5.5a Interpret figurative language, including similes and metaphors, in context.
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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 I Answer Key

Comprehension Quiz Answer Key

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 _____.

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

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

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.

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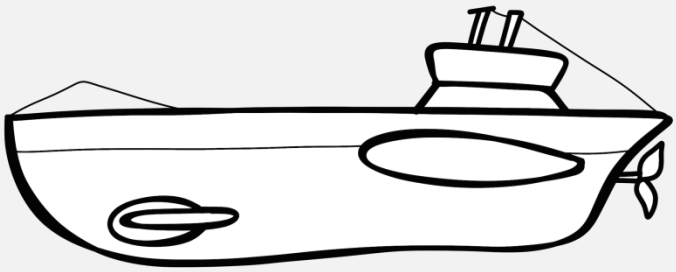
d) realistic fiction



4. How does the setting in Chapter 1 emphasize conflict in the story?
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b) The Dutch were raiding the Spanish galleons.
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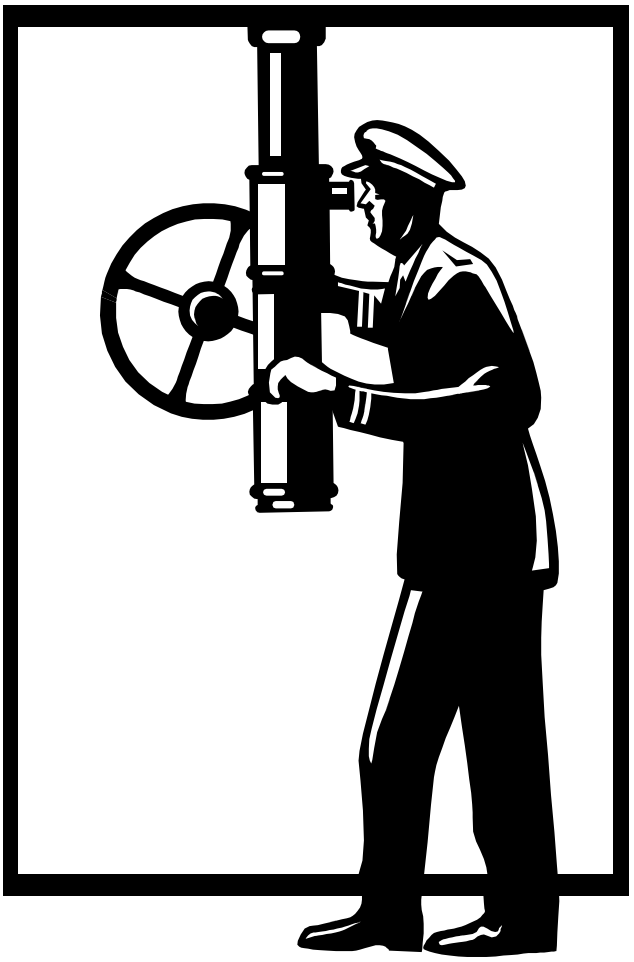
5. Phillip and his best friend Henrik disobey their mothers by _____.
a) skipping school to go down to the shipyard
b) **going down to the harbor after the arrival of the Germans**
c) playing war games with the Caribbean sailors by pretending to be pirates
d) using Mr. van Boven's binoculars to see the soldiers in the ancient fort

6. Phillip and Henrik _____.
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**

7. Phillip's father came to Curacao to _____.
a) study the trees, fish, and birds
b) be a tour guide taking tourist on hikes around Krup Bay or Seroe Male
c) **work on a program to increase production of aviation gas**
d) work for the fire department on the island

8. The people of Curacao planned _____.
a) to drop bombs on the German submarines
b) to ride out to the submarines in boats to attack the Germans
c) **to do nothing, because they didn't have any weapons**
d) to ask the Amsterdam government to help

9. Why are the islands of Aruba and Curacao important and in danger of German attack? a) **They have oil and an oil refinery. The Germans want the oil and fuel.** b) The Germans need a base for supplies in the Caribbean. Aruba and Curacao are good sources of food and water. c) Aruba and Curacao have an American ammunitions supply depot on the islands. d) The Germans feel the large population of Caribbean soldiers will attack their native homeland.	10. Which word completes the analogy? refinery is to gasoline as dairy farm is to --- a) cow b) **milk** c) barn d) farmer
11. Which sentence from Chapter 1 is an opinion? a) I remembered the summers with lightning bugs and honeysuckle smells. b) I was only seven when we'd moved to the Caribbean. 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.	12. If a student wants to find the location of Curacao, where should she or he look? a) **an atlas** b) a textbook c) the glossary d) the dictionary



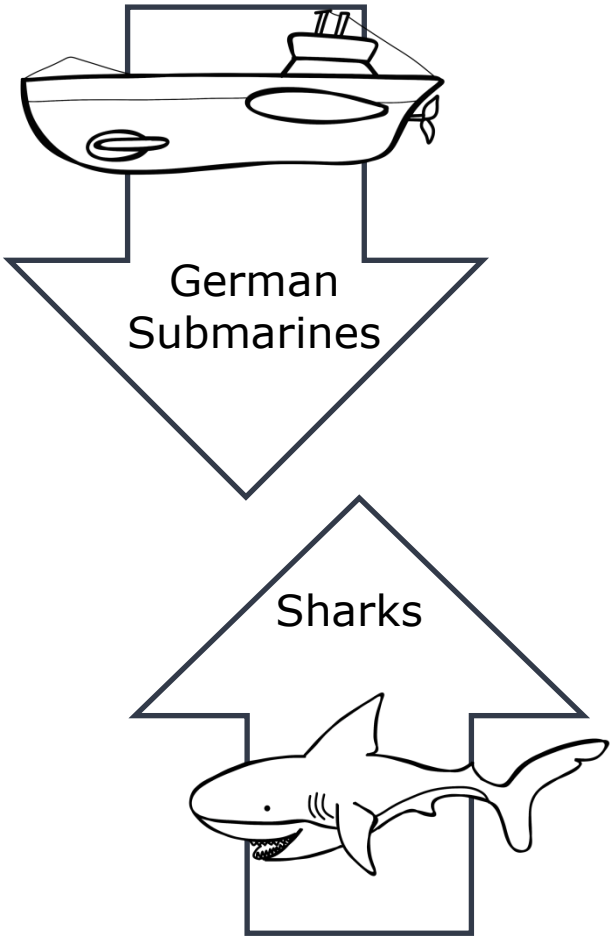
Constructed Response - Figurative Language Answer Key

Sample Constructed Response Question 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?



Unwanted
Deadly
Sneaky, Sly

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.

L.5.5a Interpret figurative language, including similes and metaphors, in context.
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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

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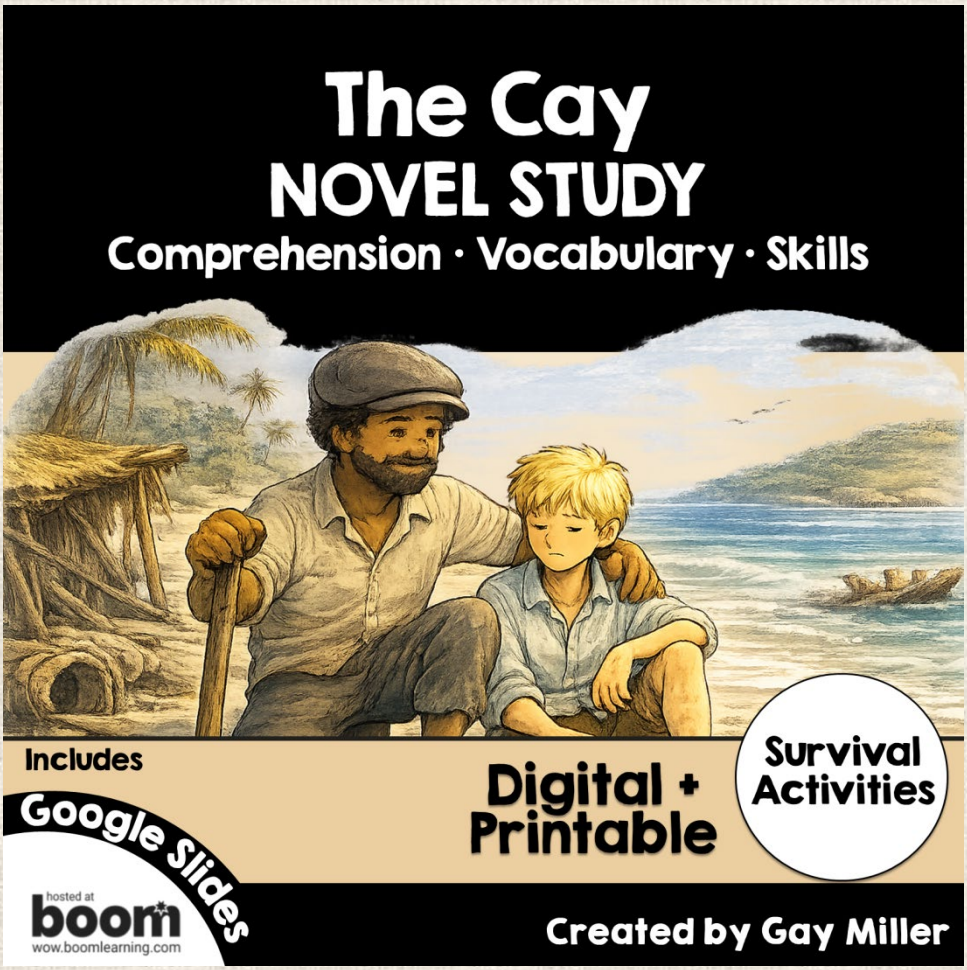

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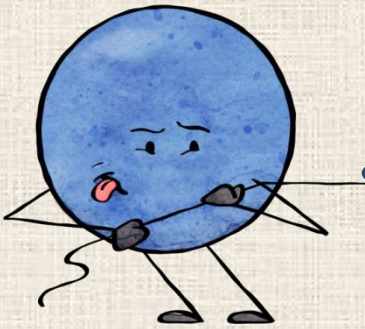

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