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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Cay

based on the book by

Theodore Taylor

Written by

Barbara M. Linde, MA Ed.

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A FEW NOTES ABOUT THE AUTHOR  
THEODORE TAYLOR

TAYLOR, Theodore (1921 --) Theodore Taylor was born, in Statesville, North Carolina, near the Catawba River, on June 23, 1921. Taylor had four sisters. When he was about nine years old, he had a paper route. He delivered the papers early in the morning and then went to school.

Theodore Taylor's family moved to Norfolk, Virginia when he was a child because his father got a job at a naval yard there. When he was thirteen he got his first writing job. He worked for the *Evening Star* in Portsmouth, Virginia, writing about local high school sports. He graduated from high school, then moved to Washington, D. C. when he was seventeen. In Washington he got a job as a copyboy for the Washington, D. C. *Daily News*. He never went to college, so he learned about newspaper work from his early jobs. When he was about nineteen, he moved to New York City and got a job writing sports for NBC radio.

Taylor served in the Navy during World War II. He started out as a cadet-AB seaman on a gasoline tanker, then worked aboard four other merchant ships. He was promoted to an officer and was sent to the South Pacific. He also served in the Korean War with the Naval Reserve. His unit helped victims of hurricanes in the Caribbean Islands. This is where he got the idea for *The Cay*. He modeled Timothy and Phillip after people he met. The plot is based on a true story, and it only took Taylor about three weeks to write this book!

When he left the Navy, he went to California. His first book, called *The Magnificent Mitscher*, was published in 1955. He worked in California for Paramount Pictures for several years before starting to write full time.

*The Cay* won 11 awards. Taylor says he is most proud of the Lewis Carroll Shelf Award, "since the book was deemed worthy of being on a shelf with *Alice in Wonderland*." It was also named to the Horn Book honor list, the American Library Association's Notable Books, and the New York Times Best Books of the Year.

Theodore Taylor wrote many other books, including *The Maldonado Miracle*, *The Teetoncey Trilogy*, and *Sweet Friday Island*. In 1993 he wrote *Timothy of the Cay*, which is a prequel/sequel to *The Cay*. He writes for both young adults and adults, and has written novels, short stores, and novelettes.

Taylor lives with his wife in Laguna Beach, California.

For more information about Theodore Taylor, visit his Web site at [www.theodoretaylor.com](http://www.theodoretaylor.com) .

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *The Cay* by Theodore Taylor. It includes 000 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to *The Cay*. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately 30 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple-choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing

a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to **inform**. Students will research procedures for evacuating a sinking ship and then write directions for doing so. The second writing assignment is to **persuade**. Students will write a letter asking the government to continue searching for Phillip and Timothy. The third writing assignment is to offer a **personal opinion**. Students will offer an opinion about whether Phillip and Mrs. Enright should have stayed on Curaçao or traveled to the United States.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Cay*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the purchaser's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT PLAN ADAPTATIONS

### Block Schedule

Depending on the length of your class periods, and the frequency with which the class meets, you may wish to choose one of the following options:

- ! Complete two of the daily lessons in one class period.
- ! Have students complete all reading and writing activities in class.
- ! Assign all reading to be completed out of class, and concentrate on the worksheets and discussions in class.
- ! Assign the projects from Daily Lesson Fifteen at the beginning of the unit, and allow time each day for students to work on them.
- ! Use some of the Unit and Vocabulary Resource activities during every class.

### Gifted & Talented / Advanced Classes

- ! Emphasize the projects and the extra discussion questions.
- ! Have students complete all of the writing activities.
- ! Assign the reading to be completed out of class and focus on the discussions in class.
- ! Encourage students to develop their own questions.

### ESL / ELD

- ! Assign a partner to help the student read the text aloud.
- ! Tape record the text and have the student listen and follow along in the text.
- ! Give the student the study guide worksheets to use as they read.
- ! Provide pictures and demonstrations to explain difficult vocabulary words and concepts.

## UNIT OBJECTIVES

### *The Cay*

1. Through reading *The Cay* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Cay*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
  - a. To check the students' reading comprehension
  - b. To make students think about the ideas presented by the novel
  - c. To make students put those ideas into perspective
  - d. To encourage critical and logical thinking
  - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.



READING ASSIGNMENT SHEET

*The Cay*

Date Assigned	Reading Assignment Chapters	Completion Date Prior to Class on This Date
	Chapters 1-2	
	Chapters 3-5	
	Chapters 6-9	
	Chapters 10-12	
	Chapters 13-15	
	Chapters 16-19	

WRITING ASSIGNMENT LOG

*The Cay*

<b>Date to be Assigned</b>	<b>Assignment</b>	<b>Completion Date</b> Prior to Class on This Date
	Writing Assignment 1	
	Writing Assignment 2	
	Writing Assignment 3	
	Non-fiction Assignment	

UNIT OUTLINE – *The Cay*

<b>1</b> Introduction Distribute Unit Materials PV 1-2	<b>2</b> Read 1-2 Study ?? 1-2	<b>3</b> PVR 3-5 Oral Reading Evaluation	<b>4</b> Quiz 1-5 PVR 6-9	<b>5</b> Writing Assignment #1 Nonfiction
<b>6</b> Study ?? 6-9 PVR 10-12	<b>7</b> Study ?? 10-12 PVR 13-15	<b>8</b> Study ?? 13-15 Writing Assignment #2	<b>9</b> Writing Conference	<b>10</b> PVR 16-19 Study ?? 16-19
<b>11</b> Extra Discussion ??	<b>12</b> Writing Assignment #3	<b>13</b> Library Work	<b>14</b> Audio Cassette and Discussion	<b>15</b> Nonfiction Assignment
<b>16</b> Vocabulary Review	<b>17</b> Review	<b>18</b> Test	<b>19</b>	<b>20</b>

Key: P = Preview Study Questions V = Vocabulary Work R = Read

## LESSON ONE

### Objectives

1. To introduce the *The Cay* unit
2. To relate prior knowledge to the new material
3. To distribute books and other related materials (study guides, reading assignments)
4. To do the pre-reading work for Chapters 1-2

### Activity #1

Show students a map that includes Europe and North America. Have students locate the following places: the islands of Aruba and Curaçao; Willemstad; the Netherlands; Germany; Miami, Florida; Norfolk, Virginia; Panama; and Lake Maracaibo in Venezuela. Tell students the novel takes place in the Caribbean Sea area during World War II. Show some pictures of the islands of Aruba and Curaçao from this time period. Explain that during the war, German submarines were patrolling the waters. They destroyed, or attempted to destroy, any ships they found.

Related Links: [www.curacao.com](http://www.curacao.com) [www.uboat.net](http://www.uboat.net)

### Activity #2

Do a group KWL Sheet with the students. Some students will know something about Theodore Taylor or *The Cay* and will have information to share. Put this information in the K column (What I Know). Ask students what they want to find out from reading the book and record this in the W column (What I Want to Find Out). Keep the sheet and refer back to it after reading the book. Complete the L column (What I Learned) at that time.

### Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading / Writing Assignment Sheet You (the teacher) need to fill in the reading and writing assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

## WRITING ASSIGNMENT 1 *The Cay*

### Writing to Inform

#### PROMPT

In chapter 3 you read that the *SS Hato* was torpedoed by a German submarine. The passengers and crew had to abandon ship. Phillip says that the officers had held daily drills for this emergency. Your assignment is to write instructions for abandoning a ship in case of an emergency. You should assume that the ship is the size of the *SS Hato*, or larger.

#### PREWRITING

In order to be accurate, you will have to do some research on ships and disasters that occur at sea. Your school or public library will have books, newspaper articles, and possibly videos having to do with ships and ship disasters. You may also want to contact the United States Coast Guard or Navy, a cruise line, or a local boat facility for information.

#### DRAFTING

First, write a paragraph in which you explain why it is necessary to have evacuation procedures and practices on a ship. Use accurate terminology when talking about locations and parts of a ship. You may want to give examples of times when ships had to be abandoned.

In the body of your text, explain how to abandon a sinking or damaged ship. You may find it easier to use a list format here instead of paragraphs. Give information on when to leave the ship, where to go, how to leave, and what to bring with you. If you find information in your research about what to wear or not wear, include that as well.

Finally, write a concluding paragraph that tells again why a ship might need to be abandoned, and why your readers/viewers should obey the advice given by the professionals.

#### PEER EDITING

When you finish the rough draft of your text, ask another student to read it. After reading your rough draft, the student should tell you what he/she liked best about the work, which parts were difficult to understand, and ways in which your work could be improved. Reread your text considering your critic's comments, and make the revisions you think are necessary.

#### PROOFREADING

Do a final proofreading of your text, double-checking your grammar, spelling, organization, and the clarity of your ideas.