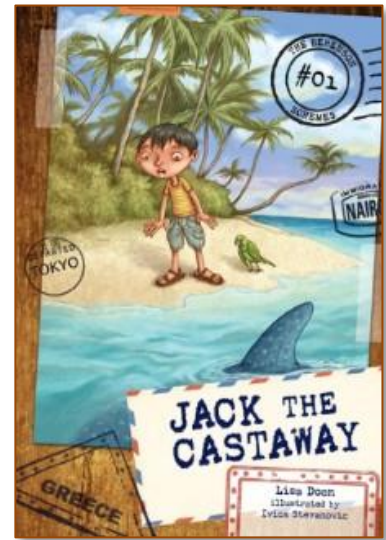


A Common Core State Standards
Aligned Discussion & Activity Guide
for

Jack the Castaway

Book #1 in the Berenson Schemes Series



Ages 9-12/Grades 3-6

ISBN: 978-1-4677-1076-3

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Illustrated by Ivica Stevanovic

Published by Darby Creek/Lerner Books

Jack's parents have been chased out of Tokyo, gone broke in Greece, and hosted Nairobi's least successful safari. Next they're taking Jack on a Caribbean vacation—whether Jack wants to go or not. The Berensons are about to start a snorkeling business. It's their latest get-rich-quick scheme. With these experienced world travelers at the helm, what could go wrong?

Jack's used to staying indoors and not taking chances. When his parents take him out on the water, he ends up shipwrecked. Now Jack has to survive on a tropical island...and avoid a whale shark that's swimming near the beach.

Guide Created by Debbie Gonzales

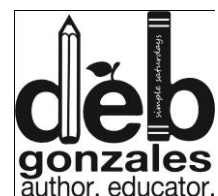




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Discussion Questions & Writing Prompts

“Jack, incredible news,” she said, collapsing on the bed. “We’re off to the Caribbean to run snorkel trips. How’s that for a fun idea (6)?”

- 🌐 Describe Jack’s reaction to his mother’s announcement of their travel plans.
- 🌐 Tell why he feels the way he does about leaving Pennsylvania.
- 🌐 Explain what Jack will lose by leaving his home to travel with his parents. What will he miss out on?
- 🌐 Can you think of some good points to having parents like these? If so, list the points.
- ✍️ Put yourself in Jack’s place. How would you feel if you had spontaneous and wacky parents like his? Would you be worried? Would you enjoy it? Explain your answer.

The decision to go off by himself seemed totally wrong, but he was going anyway (29).

- 🌐 An adventure is an exciting or unusual experience. Tell how Jack’s decision to flag down a bus in order to find Internet access is an adventurous act, how it is exciting and unusual to do.
- 🌐 Adventures may be bold, usually risky acts. Explain how going to the Internet Café alone is bold and risky behavior.
- 🌐 Adventures have uncertain outcomes. Predict what sorts of unknown things might happen to him during this excursion – good and bad.
- 🌐 Explain why Jack decided to go anyway. Why did he make the choice to leave rather than to stay safe and sound with Seldie.
- ✍️ Tell of a time that you went on an adventure. The adventure can be a pretend one or something that you did in real life. What did you do? Where did you go? How did you feel doing so? Were there risks involved? What unknown things did you face? Are you glad that you took the adventure? Why?

Jack spent the next few hours on the porch with Seldie. He liked it there. She made him feel calm. She was sort of like Aunt Julia, only not as worried (47).

- 🌐 Explain how spending time with Seldie is an unusual experience for Jack.
- 🌐 Contrast Jack’s time with Seldie and Aunt Julia. Describe how the two ladies are different.
- 🌐 Compare Jack’s new relationship with Seldie and the one he enjoyed with Aunt Julia. Explain ways the two are the same.
- 🌐 Define the word ‘worry.’ Tell what the word means to you.
- ✍️ Use dialogue to craft the conversation Seldie and Jack might have had in this scene.



Think about the consequences before you do something, not after (62).

- 🌐 Sometimes writers use a technique called ‘foreshadowing’ when they write stories. Foreshadowing means to tell about events that will happen later in the story. Read the last paragraph on page 62. Tell how Jack’s warnings in this paragraph are acted out, or foreshadowed, later in the story.
- 🌐 The word ‘consequence’ is defined as a result or effect of an action. List times in the books where Jack’s parents’ foreshadowed actions brought about crazy consequences.
- 🌐 Jack tells his parents to “Concentrate on what you’re doing and where you’re going.” Is this good advice? Explain your answer.
- 🌐 Point out a time in the book when Jack’s parents did not concentrate on what they were doing and/or where they were going. Describe the consequences of their foreshadowed actions.
- ✍️ State your opinion regarding the warnings Jack gives his parents on page 62. Do you agree that people should think about consequences before doing things? Give reasons why you agree or disagree with Jack.

He grabbed his mask and fins. “Tom will kill himself on the coral if he keeps this up. He got us to the island. We have to help him if we can (105).”

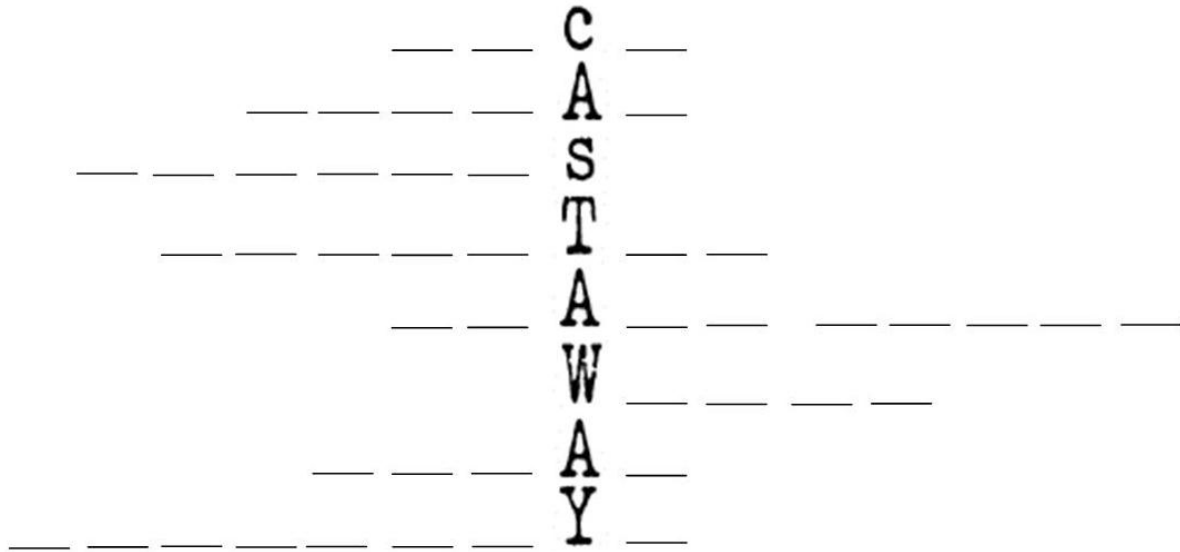
- 🌐 Explain why Jack risked his life to save Tom.
- 🌐 Compare and contrast Jack’s bold action in this scene with the worrisome boy he once was at the beginning of the story.
 - Tell of ways Jack has changed.
 - List the events that have happened to bring about this change in Jack.
- 🌐 Did Jack think about the consequences of risking his life to save Tom before he grabbed his mask and fins? Why or why not?
- 🌐 Earlier, he warned his parents about the dangers of getting bitten by a fish. Tell why Jack is not worried about this now.
- 🌐 List ways that Jack has benefitted because of the adventure of being a castaway.
- ✍️ Write an adventure scene like this one in which Jack saves Tom. Create a character who risks their safety to do a daring and brave thing. Let them forget about their worries and do something bold, something they’ve never done before.

Reference: "Adventure." Wikipedia. Wikimedia Foundation, 22 July 2014. Web. 25 July 2014. <<http://en.wikipedia.org/wiki/Adventure>>.



Jack the Castaway Word Game

The reef was an underwater metropolis (98).



C	Jack's parrot's name (pg. 61)
A	Net was caught around Tom's _____ fin (pg. 107)
S	Eight-legged cephalopods known for their intelligence (pg. 98)
T	Whale sharks eat these (pg. 90)
A	Known as the gentle giant of the sea (pg. 90)
W	Caused Mr. Berenson's stomach to hurt (pg. 119)
A	An animal that looks like a planet (pg. 89)
Y	Shuffle your feet in the sand to avoid surprising this animal (pg. 90)



Jack the Castaway Word Game Answers

l o c o
 d o r s A l
 o c t o p u s
 p l a n k T o n
 w h A l e s h a r k
 W o r r y
 c o r A l
 s t i n g r a Y s

C	Jack's parrot's name (pg. 61)
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Reference: "Squid." *Wikipedia*. Wikimedia Foundation, 23 July 2014. Web. 25 July 2014. <<http://en.wikipedia.org/wiki/Squid>>.



Create Your Own Safety Check List

Jack sat at the restaurant table, his checklist laid out in front of him (58).

Objective: To evaluate the importance of and categorize a list of safety items in a sequential manner.

Materials:

- 🌐 Pencil
- 🌐 My Top Ten Essentials for Staying Alive chart (pg. 8)
- 🌐 List of Safety Items (pg. 9)

Procedure:

- 🌐 Print the Safety Items List and the My Top Ten Essentials for Staying Alive chart.
- 🌐 Consider the List of Safety Items.
- 🌐 Circle ten items that you feel would be the most important items to help you survive living on an island like Jack.
- 🌐 Decide which circled item would be most important to keep you safe. Using a pencil, record that item in the first space provided on the chart.
- 🌐 Decide what would be the second most important item. Record it in the space below.
- 🌐 Continue in this manner, evaluating and sequentially listing the top ten items based their level of importance.





My Top Ten Essentials for Staying Alive

1st	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	
9th	
10th	



List of Safety Items

Towel	Flip flops	Cell phone
A change of clothes	Paddles	Rope
Knife	Snacks	First aid kit
Sunscreen	A whistle	Compass
Life jacket	Map	Flares
Batteries	Flashlight	Matches
Hat	Identification	Sleeping bag
Water	Tent	Radio



Island Map Making

Jack looked around to get his bearings (78).

Objective: To use cartography and clues from the text to emphasize aspects of setting.

Materials:

- 🌐 *Jack the Castaway*
- 🌐 Markers or colored pencils
- 🌐 Paper and pencil
- 🌐 Map of Jack's Island (pg. 11)
- 🌐 Map of Your Island (pg. 12)



Procedure 1:

- 🌐 Print the Jack's Island worksheet (pg. 11).
- 🌐 Closely read pages 78 and 79 in *Jack the Castaway*.
- 🌐 Refer to the Jack's Island worksheet to locate aspects of setting listed in the text.
- 🌐 Note the compass rose located at the lower right of the worksheet. Show how it is used to specify locations on the map.
- 🌐 Trace the path Jack discovered which begins at the palm & coconut trees on the west side of the island. Move east to the mango tree, passed the waterfall and north to the highest viewpoint on the island.
- 🌐 Using markers or colored pencils, illustrate the map by drawing the aspects of setting labeled on the map.

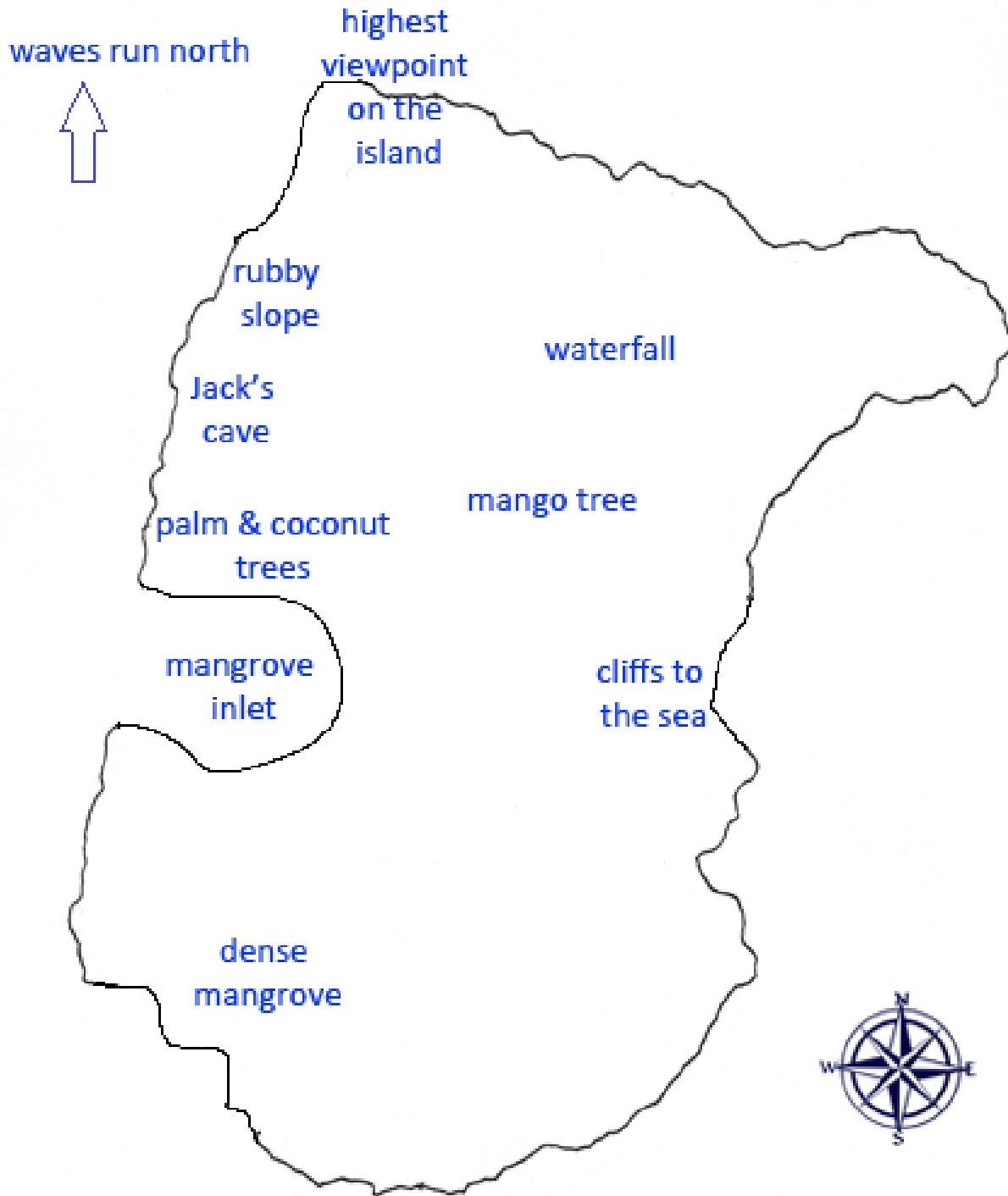
Procedure 2:

- 🌐 Print the Map of Your Island worksheet (pg. 12).
- 🌐 Using markers or colored pencils, illustrate the map by drawing the aspects of setting in a creative way.
- 🌐 Using the compass rose as a guide, describe the locations of the aspects of setting creatively illustrated. Use pages 78 and 79 in *Jack the Castaway* as reference.

Reference: "The Cartographers' Guild." Cartographers Guild RSS. Web. 25 July 2014. <<http://www.cartographersguild.com/content/>>.



Jack's Island





Map of Your Island





Common Core State Standards Alignment

**English
Language Arts
Standards »
Reading:
Literature**

		Discussion & Writing Prompts	Word Game	Safety Check List	Map Making
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x			
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	x			
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	x	x	x	x
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	x	x	x	x
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	x			x
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.				x
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	x	x	x
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	x			
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	x			
CCSS.ELA-Literacy.RL.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.	x	x	x	x
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.	x			
CCSS.ELA-Literacy.RL.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.	x	x	x	x



**English
Language Arts
Standards »
Reading:
Foundational
Skills**

		Discussion & Writing Prompts	Word Game	Safety Check List	Map Making
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x	x	
CCSS.ELA-Literacy.RF.3.3.c	Decode multisyllable words.		x	x	
CCSS.ELA-Literacy.RF.3.3.d	Read grade-appropriate irregularly spelled words.		x	x	
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.		x	x	
CCSS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x	x	
CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		x	x	
CCSS.ELA-Literacy.RF.4.4.a	Read grade-level text with purpose and understanding		x	x	
CCSS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x	x	
CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.		x	x	



**English
Language Arts
Standards »
Writing**

		Discussion & Writing Prompts	Word Game	Safety Check List	Map Making
CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	x			
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	x			
CCSS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	x			
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	x			
CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	x			
CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	x			
CCSS.ELA-Literacy.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	x			
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	x			
CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	x			
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	x			
CCSS.ELA-Literacy.W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	x			
CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	x			
CCSS.ELA-Literacy.W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	x			



Acknowledgments



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