Standards Focus

Objectives

Students will
- analyze plot, setting, and conflict
- analyze textbooks, instruction manuals, and newspapers
- identify and use multiple-meaning words
- write autobiographical narratives

Review

Guided Practice

If necessary, use the annotations to guide students in their reading before they answer the questions.

? Plot

How does the story begin? ***Possible response:*** *It begins on an island. Someone is thinking about all the things that must be done in the wake of a storm's damage.*

How does Phillip's blindness affect the plot? ***Possible response:*** *It makes survival and daily tasks harder for him, which intensifies the suspense.*

Why does Phillip feel that he must keep busy and not think about himself? ***Possible response:*** *He is in a bad situation and thinking about it might make him panic.*

What elements in the story make readers feel sympathy for Phillip? ***Possible responses:*** *his blindness; the fact that he is alone; his resourcefulness; his friendship with Stew Cat*

Literary Skills Review

Plot and Setting **Directions:** Read the passage. Then, answer each question that follows.

from The Cay by **Theodore Taylor**

In the novel The Cay, *Phillip, an eleven-year-old boy who is blind, is shipwrecked on a very small island, or cay, with a West Indian seaman named Timothy and a cat. Timothy dies while protecting Phillip during a hurricane. In this part of the story, Phillip is trying to make it on his own.*

The sun came out strong in the morning. I could feel it on my face. It began to dry the island, and toward noon, I heard the first cry of a bird. They were returning.

By now, I had taught myself to tell time, very roughly, simply by turning my head toward the direct warmth of the sun. If the angle was almost overhead, I knew it was around noon. If it was low, then of course, it was early morning or late evening.

There was so much to do that I hardly knew where to start. Get a campfire going, pile new wood for a signal fire, make another rain catchment for the water keg, weave a mat of palm fibers to sleep on. Then make a shelter of some kind, fish the hole on the reef, inspect the palm trees to see if any coconuts were left—I didn't think any could be up there—and search the whole island to discover what the storm had deposited. It was enough work for weeks, and I said to Stew Cat, "I don't know how we'll get it all done." But something told me I must stay very busy and not think about myself.

I accomplished a lot in three days, even putting a new edge on Timothy's knife by honing it on coral. I jabbed it into the palm nearest my new shelter, so that I would always know where it was if I needed it. Without Timothy's eyes, I was finding that in my world, everything had to be very precise; an exact place for everything.

On the fifth day after the storm, I began to scour the island to find out what had been cast up. It was exciting, and I knew it would take days or weeks to accomplish. I had made another cane and beginning with east beach, I felt my way back and forth, reaching down to touch everything that my cane struck; sometimes having to spend a long time trying to decide what it was that I held in my hands.

I found several large cans and used one of them to start the "time" can again, dropping five pebbles into it so that the reckoning would begin again from the night of

SKILLS FOCUS pp. 136-141

Literary Skills
- Analyze plot.
- Analyze setting.
- Analyze conflict.

Resources for Skills and Standards Review

Collection 1 Resources, Collection Summative Test, p. 45, Collection Vocabulary Review, p. 42

Differentiating Instruction, below-level Collection Summative Test

Teacher One Stop™, editable Collection Summative Test

Standardized Test Preparation Workbook: English/Language Arts Skills

ThinkCentral Online Assessment, Collection Summative Test

ThinkCentral Online Remediation

Holt Online Essay Scoring



the storm. I discovered an old broom, and a small wooden crate that would make a nice stool. I found a piece of canvas, and tried to think of ways to make pants from it, but I had no needle or thread.

Other than that, I found many shells, some bodies of dead birds, pieces of cork, and chunks of sponge, but nothing I could really put to good use.

It was on the sixth day after the storm, when I was exploring on south beach, that I heard the birds. Stew Cat was with me, as usual, and he growled when they first screeched. Their cries were angry, and I guessed that seven or eight might be in the air.

I stood listening to them; wondering what they were. Then I felt a beat of wing past my face, and an angry cry as the bird dived at me. I lashed out at it with my cane, wondering why they were attacking me.

Another dived down, screaming at me, and his bill nipped the side of my head. For a moment, I was confused, not knowing whether to run for cover under sea

Review

Guided Practice

? Setting

What words does the author use to introduce the setting in the first paragraph of the story? ***Possible responses:*** *The author uses the words "the sun," "the island," and "the first cry of a bird."*

How does the setting of this story contribute to Phillip's problems? ***Possible responses:*** *He must find a way to survive on a tropical island by himself; the presence of the birds and their nesting ground puts Phillip in danger; he cannot see his surroundings and isn't sure what physical dangers the island holds.*

How does the setting help Phillip? ***Possible responses:*** *It provides him with water, food, warm weather, a cat, and useful objects brought in by the storm.*

How does the setting contribute to the mood of the story? ***Possible responses:*** *The attacking birds give the story a mood of danger. The unknown elements of the setting—what the hurricane has left, why the birds are attacking, Phillip's inability to see his surroundings—create an ominous mood.*

Literary Skills Review CONTINUED

Review

Guided Practice

? Plot

What does the character of Stew Cat provide for Phillip? ***Possible responses:*** *Stew Cat provides Phillip with companionship and protection. Stew Cat also alerts Phillip to possible dangers.*

? Setting

How would the story change if it were set in the desert instead of on a tropical island? ***Possible responses:*** *Phillip would have different problems. He might lack water and the useful items left by the storm. He might be in danger from other animals.*

Test-Taking Tip

Remind students that when taking a multiple-choice test, they should be sure to read all of the answer options. Even though they might believe that the first or second answer is right, one of the later choices might be better.

grape, or what was left of it, or try to fight them off with my cane. There seemed to be a lot of birds.

Then one pecked my forehead sharply, near my eyes, and I felt blood run down my face. I started to walk back toward camp, but had taken no more than three or four steps when I tripped over a log. I fell into the sand, and at the same time, felt a sharp pain in the back of my head. I heard a raging screech as the bird soared up again. Then another bird dived at me.

I heard Stew Cat snarling and felt him leap up on my back, his claws digging into my flesh. There was another wild screech, and Stew Cat left my back, leaping into the air.

His snarls and the wounded screams of the bird filled the stillness over the cay. I could hear them battling in the sand. Then I heard the death caw of the bird.

I lay still a moment. Finally, I crawled to where Stew Cat had his victim. I touched him; his body was rigid and his hair was still on edge. He was growling, low and muted.

Then I touched the bird. It had sounded large, but it was actually rather small. I felt the beak; it was very sharp.

Slowly, Stew Cat began to relax.

Wondering what had caused the birds to attack me, I felt around in the sand. Soon, my hand touched a warm shell. I couldn't blame the birds very much. I'd accidentally walked into their new nesting ground.

They were fighting for survival, after the storm, just as I was. I left Stew Cat to his unexpected meal and made my way slowly back to camp.

1. What details tell you that the **setting** of this story is a tropical island?
   - **A** Palm trees and coconuts
   - **B** Warm sun
   - **C** A wooden crate
   - **D** Returning birds

2. What aspect of the setting creates **conflict** for Phillip?
   - **A** Destruction from the hurricane
   - **B** Using the sun to tell time
   - **C** No coconuts left to eat
   - **D** Items left by the storm

3. What detail of the setting adds horror to the story's **mood?**
   - **A** Timothy's knife
   - **B** Stew Cat
   - **C** A signal fire
   - **D** Attacking birds

4. The **climax** of the story occurs when —
   - **A** Phillip is alone with Stew Cat
   - **B** Phillip hones his knife
   - **C** Phillip trips over a log
   - **D** Stew Cat kills the bird

5. Phillip has an internal **conflict** over whether to —
   - **A** build a campfire or hut
   - **B** walk all around the island
   - **C** run for cover or fight the birds
   - **D** praise or scold Stew Cat

Phillip hears birds screeching.		Stew Cat kills a bird.

6. If you were tracking the events of this passage in **chronological order**, which of the following events would you place in the empty box that appears above?
   - **A** Birds lay eggs in the sand.
   - **B** Birds attack Phillip.
   - **C** Stew Cat eats the bird.
   - **D** Phillip runs back to camp.

7. At the **resolution** of the story, Phillip discovers that —
   - **A** he can sharpen his knife by honing it on the coral
   - **B** he will never be at home on the island
   - **C** it is not a good idea to walk alone
   - **D** he and the birds are both fighting for survival

Constructed Response

8. Describe one **external conflict** and one **internal conflict** that Phillip has. Is either of them resolved by the end of the story? Which one do you think makes surviving more difficult for Phillip? Explain.

Word-Attack Skills Mini-Lesson

Review Use the activities below to check students' grasp of the word-attack skills taught in this collection.

Activity Display the following words with suffixes. Have students write the root words.

1. deduction [*deduct*]
2. expression [*express*]
3. retention [*retain*]
4. devastation [*devastate*]
5. profession [*profess*]

Activity Display the following words divided into syllables. Ask students whether the first vowel in each word is long or short.

1. nu·tri·ent [*long*]
2. com·mon [*short*]
3. un·able [*short*]
4. ro·tate [*long*]
5. vi·a·ble [*long*]

Assess

Independent Practice

Answers and Explanations

1. ***A*** *Palm trees and coconuts are found on tropical islands. Warm sun (B), a wooden crate (C), and returning birds (D) could be found in many places.*
2. ***A*** *The hurricane's destruction has left Phillip alone, creating conflict.*
3. ***D*** *The bird attack is frightening. Answers A, B, and C are not used in a horrifying context.*
4. ***D*** *Stew Cat's actions determine the outcome of the conflict. Answers A, B, and C are not events important to the story.*
5. ***C*** *Phillip struggles to decide whether to run or fight. He has no conflict over what to build (A), whether to walk around the island (B), or how to respond to Stew Cat (D).*
6. ***B*** *After Phillip hears the birds, and before Stew Cat kills one, the birds attack him. Answers A, C, and D occur elsewhere in the story.*
7. ***D*** *The story is resolved when Phillip realizes that he and the birds share a common goal.*

Constructed Response

8. *External conflict— with the birds; resolved at the end. Internal conflict—how to survive alone after the hurricane; unresolved. The internal conflict makes surviving more difficult. Phillip knows he must focus on what he needs to do or he will panic.*

Reteach

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