

Focus Question:

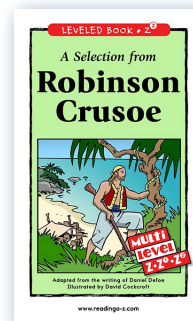
How do Robinson Crusoe's survival skills help him while he is stranded?

Book Summary

Text Type: Fiction/Classic

In this excerpt from the classic novel by Daniel Defoe, English sailor Robinson Crusoe must survive on a deserted island using his wits and skills. He struggles to procure supplies from his old ship and works hard to make himself a safe home. The selection has been edited to match the reading level and is accompanied by illustrations.

The book and lesson are also available for levels Z and Z1.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Sequence events
- ☐ Use the glossary to better understand the text
- ☐ Discern between past, present, and future verb tenses
- ☐ Identify and use position words

Materials

- ☐ Book: *A Selection from Robinson Crusoe* (copy for each student)
- ☐ Sequence events, verb tenses, position words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *deliverance* (n.), *desolate* (adj.), *diligence* (n.), *fortified* (v.), *prospect* (n.), *provisions* (n.)

Enrichment: *abated* (v.), *bilged* (v.), *expostulated* (v.), *furlong* (n.), *leagues* (n.), *mortification* (n.), *pensive* (adj.), *Providence* (n.), *render* (v.), *reprove* (v.), *solaced* (v.), *sustenance* (n.)

- **Academic vocabulary:** *classic* (adj.), *condition* (n.), *considers* (v.), *mentioned* (v.), *secure* (adj.), *solution* (n.)

Guiding the Reading

Before Reading

Build Background

- Invite students to share with the rest of the class adventure stories in which the characters have to survive. Ask students to raise their hand if they know anything about *Robinson Crusoe* and invite volunteers to share what they know with the class.
- Discuss with students what it would be like to be shipwrecked on an island. Have students work with a partner to make a list of items they would need and actions they would take to survive. Invite students to share their list with the class.

Introduce the Book

- Give students their copy of *A Selection from Robinson Crusoe*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Retell

Review with students that engaged readers stop now and then while reading to retell in their mind what is happening in the story. Remind them that a retelling includes as many details as a reader can remember. Have them practice retelling to a partner the events they experienced yesterday. Call on students to share their retelling with the rest of the class.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Sequence events

- Review that knowing the order in which events occur in a text is important to understanding the story. Remind students that authors use transition words to organize the order. Write the words *first*, *then*, *next*, *after*, and *finally* on the board, and review their usage with students.
- Have students work with a partner to discuss key events from a book they read earlier. Invite students to describe the sequence to the rest of the class, using transition words to create a smooth telling. Have other students identify the transition words used, and nod their head if the sequence is in the correct order and makes sense.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 22. Explain that the glossary provides definitions for the vocabulary words in the story. Point out the use of each content word and academic vocabulary word in the story, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Text Features: Glossary

Remind students that a glossary defines important vocabulary words specific to the book. Point out that the words in this glossary can also be found in boldface print in the text. Have students review each word and its definition and then find the word in the text. Have students work with a partner to examine the meaning of the word in the context of the story and compare it to the glossary definition. Have student pairs discuss how the glossary aids in understanding the story.

Set the Purpose

- Have students read to find out more about how Robinson Crusoe survives on the island. Write the Focus Question on the board. Invite students to look for evidence in the story to support their answer.
- Have students make a small question mark in their story beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why does Robinson Crusoe feel destined to die? Would you feel the same? (level 3) page 5*
- *What supplies does Robinson Crusoe retrieve from the ship? How are these items useful? (level 2) pages 8–10 and 15*
- *What skills does Robinson Crusoe exhibit as he returns from the stranded ship, and what dangers does he overcome? (level 1) pages 9–12*
- *Why is money worthless to him now? Why does he call it a drug? (level 3) page 15*
- *How does Crusoe’s new home compare with the earlier shelters he used? (level 2) multiple pages*
- *How have Robinson Crusoe’s survival skills brought him hope for the future? (level 3) multiple pages*

Skill Review

- Have students place sticky notes on the bottom of pages 6, 9, 13, 15, 18, and 22. Ask students to stop every time they see a sticky note and retell the events of the story in their own words.
- Model retelling events from page 5 in the story. **Think-aloud:** *When I retell, I use my own words to describe events in the story and include as many details as I can remember. On page 5, Robinson Crusoe began to examine his new surroundings. At first, he was so miserable at his fate that he just ran about and thought over the worst possibilities. He thought he would die of thirst or hunger or be eaten by animals. Then, night fell, and he found fresh water to drink. He climbed a thick, bushy tree so he could sleep in safety. How would you retell this page?*
- Ask students to stop midway through the story (page 11) and retell the first half to a partner. Remind them to use a correct sequence and their own words.
- Place on the board the illustrations from pages 20, 6, 15, 8, 19, and 8. Have students discuss with a partner the events associated with the illustrations. Ask students to sequence the events. Invite a student to rearrange the images on the board. Have students discuss with a partner other events from the story and where they belong in the sequence. Invite students to describe the full sequence to the rest of the class.
- Model how to complete the **sequence events worksheet**. Point out that students only need to capture the main points of the story while sequencing events. Have students record events in the correct spot on their worksheet and compare their work with a partner’s.

Guiding the Reading (cont.)

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Have students refer to their worksheet to write a complete retelling of the story. Remind them to include more details in the retelling, to use transition words, and to put the retelling in their own words. Have students read their retelling to a partner. Call on students to read their retelling to the rest of the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should indicate that Robinson Crusoe found food, water, security, and a place to watch for rescue ships and that he relied on his intelligence, courage, and perseverance to survive.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Verb tenses

- Write the following sentences on the board and read them aloud with students: *This threw me into such terrible agonies that for a while I ran about like a madman. At night, they always come out for their prey.* Have students identify the verbs, and call on students to underline the verbs on the board.
- Have students work with a partner to determine the tense of each verb. Demonstrate to students how to change a verb to past tense, present tense, and future tense using the verb *laugh*. Remind students that they use the context of the sentence, along with the verb's written form, to determine the tense. Have students practice forming all three tenses of the verbs *kick* and *play*. Review irregular verb forms.
- Remind students that stories generally maintain constant verb tenses. Have students discuss with a partner reasons a story may shift verb tense, and then discuss their ideas as a class (a character is thinking, flashbacks, and so on).

- **Check for understanding:** Have students find and highlight all the verbs on pages 21 and 22. Call on students to share a verb with the rest of the class, and have other students identify the verb tense. Have students discuss with a partner the reason for the different verb tenses. Call on students to share their thoughts with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the **verb tenses worksheet**. If time allows, discuss their answers.

Word Work: Position words

- Sit on a chair in front of the class, and have students write on a separate sheet of paper words that describe your location. Repeat this process as you stand behind the chair, beside the chair, and so on. Have students share with a partner words that specifically explain where you were. Call on students to share a word with the rest of the class, and record all position words on the board.
- Review with students that *position words* are words that *describe location*. Brainstorm with students to generate more words to add to the list on the board. A list of position words could include the following: *on, over, under, beside, below, above, in front, through, in, and out*.
- Write the following sentence on the board and read it aloud with students: *Robinson Crusoe fell asleep inside his hammock.* Have students point to the position word, *inside*. Have students write the sentence on a separate sheet of paper and rewrite it several times, inserting new position words each time. Have students discuss with a partner the changes in meaning of each sentence.
- **Check for understanding:** Have students write five original sentences using position words, referring to the board as necessary. Call on students to share a sentence with the rest of the class, and have other students identify the position word. Invite volunteers to alter the sentence by replacing the position word with a new one.
- **Independent practice:** Introduce, explain, and have students complete the **position words worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.