

In this unit, students will explore the genre of fiction through a classic novel, *Treasure Island*.

What's the story?

Students will read an **abridged version** of *Treasure Island*. This novel chronicles the adventures of the young narrator, Jim Hawkins, who discovers a treasure map when an old pirate stays at his family's inn.

What will my student learn?

Students will focus on **character development**, **setting**, and **plot** as well as **literary devices**. They will also discover other **relevant aspects** of the text, such as **geography**, **pirates**, and **sailing**.

In this unit, students will continue to practice the various stages of the **writing process**. They will **write and publish** an original **adventure story**, incorporating **character development and dialogue**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Who are some of the important characters you have been introduced to in *Treasure Island* so far?
Follow up: Can you describe some of the key details you have learned about them?
2. Describe the setting of the story.
Follow up: What kind of setting are you thinking of for the adventure story you are going to write? How is it similar to or different from the setting in the story you are reading?
3. What significant events have happened in the story so far?
4. You have learned about the word *stun* in this unit. What does it mean?
Follow up: How is it used in the story? Can you use it in a sentence? What is a synonym for that word? And an antonym?
5. What is a simile?
Follow up: Can you give me an example of a simile from your Student Reader?
6. You have been learning about conflict as a literary device used by authors. Can you give me an example of conflict in *Treasure Island*?
Follow up: Why do you think the author chose to use it in that part of the story? How might you incorporate this literary device in your story?