

# Lessons from **RED KAYAK**



**Name:** \_\_\_\_\_

# "Potatoes, Eggs and Coffee"

by unknown author

## Brainstorm

What happens to *potatoes* under pressure? \_\_\_\_\_

What happens to *eggs* under pressure? \_\_\_\_\_

What happens to *coffee* under pressure? \_\_\_\_\_

[Watch the Youtube Video](#) **Potatoes, Eggs, & Coffee**, then answer the questions.

What is the message of the story?

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Find a piece of evidence in the story to support your answer.

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What is the metaphor the father is using to teach the daughter?

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**ROUND ROBIN:** Discuss the concept of pressure. How is it shown in the story? How is pressure seen in our lives? How is pressure seen in other texts read?

What does the water represent? \_\_\_\_\_

What is the father trying to tell his daughter? \_\_\_\_\_  
\_\_\_\_\_

**ROUND ROBIN:** Connect this story to the theme of choices, consequences, and challenges. Summarize what your group discussed below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

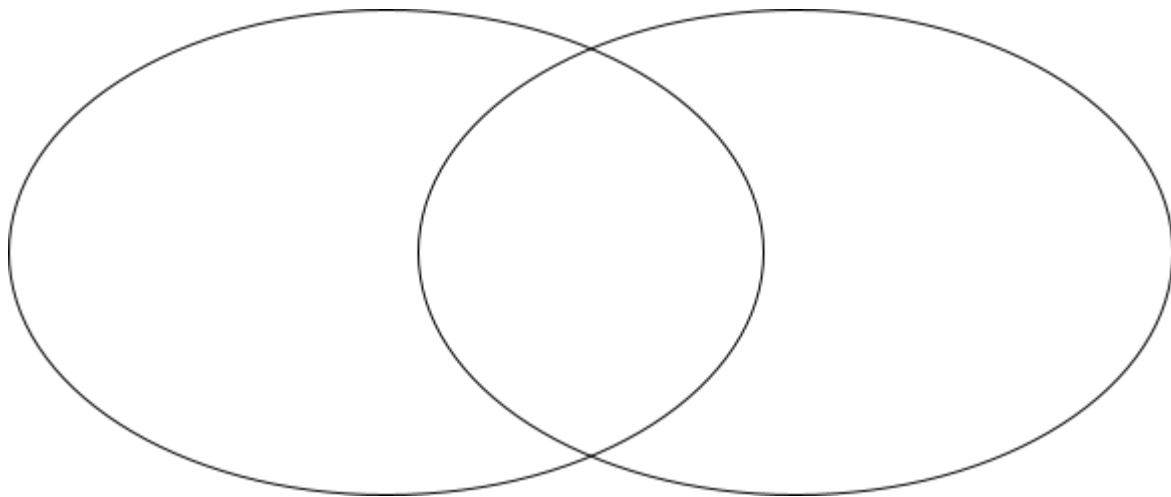
## RED KAYAK

### Reflection Questions

**Defend the statement:** Every choice you make has a consequence. Use examples from your life to support this statement. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Compare and contrast positive consequences and negative consequences?



**“Truth is always the strongest argument.”** - Sophocles. This statement is printed on one of the front pages of the book. What do you think it means? Why do you think the author placed it there?

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### **A Powerful Secret**

*Read the section a powerful secret.* Summarize what was said in this section. Then explain why you believe the author included it in the front matter of the book? What was the purpose?

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## **Chapters 1-3**

Use google or context clues to define these words.

oxymorons (p.9)	chortled (p. 10)	soberly (p. 10)
sophisticated (p.18)	Compartment (p.11)	Wreck (p. 19)

(Ch-1) Why does the author begin the book with those three sentences? What type of literary device is it? What is the purpose of using that literary device? \_\_\_\_\_

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(Ch-1) How can a river not have a heart? A river is just that, a river? Does it have a heart at all? What type of figurative language is used to describe the river

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### **SOCIAL EMOTIONAL CONNECTIONS: (Managing Emotions)**

(Ch. 1, p. 4) Carl, Brady's cousin, gives him a strategy to deal with his emotions. What is the strategy? Have you ever used that strategy? Do you think it will help him?

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(Ch 2- pg. 12) What is the author showing us by saying "Because it has always shamed me"?

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**Mix Pair Share: (1 question/ pair-up)** (Ch. 2) Brady, Digger, and J.T. disagree about yelling to the red kayak. Brady feels they should have yelled, but he didn't. What is this foreshadowing? What is Brady trying to tell the reader? What does this tell you about his relationship with Digger and J.T.? Do you think that in this case, Brady is being: passive, assertive, or aggressive? What is Digger being: passive, assertive, or aggressive?

(Ch 3- p.16) *Act naturally* is an oxymoron. What is an oxymoron and explain why act naturally an oxymoron. Can you think of another example of an oxymoron?

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### Grammar Hunt: Nouns Nouns Nouns!

Find and write them below.

☐ 10 Common Nouns:

☐ 5 Pronouns nouns:

☐ 3 Proper nouns:

## Chapters 4-6

Use google or context clues to define these words.

reluctantly (p.25)	abruptly (p.26)	jutted (p. 29)
summoned (p.29)	compressions (p. 31)	elated (p.35)

(Ch. 4) What is the significance of Brady's memories of being in the firehouse? Why did the author include these memories?

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**SCIENCE CONNECTION:** (Ch. 5) What are the ABC's that helped Brady?

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(Ch 5, pg. 35, last paragraph) What does Brady mean when he says “I knew then that I would never be the same person anymore”?

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**SOCIAL EMOTIONAL CONNECTIONS:** At the beginning of chapter 6, Brady refers to himself as a hero. What are some qualities that make a hero? Create a web below.



**RALLY ROBIN:** Write down words to describe Brady. Then, take turns alternating with a partner sharing words from your list. Check off words you have in common. Add words that you didn't think of, but agree that describe him.

*words that Describe Brady:*

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Grammar Hunt: verbs, verbs, verbs!

Find and List:

☐ 5 Action verbs

☐ 5 Linking verbs

☐ 5 Progressive verbs

# Chapters 7-9

Use google or context clues to define these words.

vigorous (p.38)	bonafide (p. 46)	miffed (p. 46)
illuminating (p.60)	insignificant (p. 51)	marvel (p.60)

(Ch. 7 pg. 47) What does the author mean “everything flipped upside down”? What happened?

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(Ch. 8) Why would being on the water make Brady sick to his stomach? He was raised on the water and was the youngest kid to have a crabbing license.

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(Ch. 9) Why does Brady yell at the water? When he said, “the river didn’t care.” What type of figurative language was that?

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(Ch. 9) Why did the author include Amanda in Brady’s life? How does this add to the story?

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(Ch. 9) Why did Brady dump the crabs back into the water?

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### **SOCIAL EMOTIONAL CONNECTIONS:(Handling Grief)** (Ch. 9 - pg. 57)

Would yelling to the DiAngelos in the red kayak have done anything?

Would it have changed what happened? Is this Brady's fault for not shouting to warn them about the water? How is Brady dealing with grief?

Research how to deal with grief and create a poster of some strategies that would help Brady.

**CORNERS:** Move to one of the corners of the room to reflect on how you would answer the questions.

- 1.) Look for Ben or stay at school?
- 2.) Keep emotions inside like Brady's dad or express them like Brady's mom?
- 3.) Have experienced a close family member or friend die, or not yet?

### Grammar Hunt: Adjectives!

Find and list:

☐ 4 Descriptive Adjectives

☐ 3 Quantitative Adjectives

☐ 2 Demonstrative Adjectives

## Chapters 10-12

Use google or context clues to define these words.

seizing (p.62)	resolve (p. 75)	intention (p.81)
delighted (p. 82)	surreal (p. 83)	mournful (p. 88)

(Ch. 10) Why are J.T. and Digger avoiding Brady?

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(Ch. 10 p. 63-65) Why does the author use italics throughout the text? What do the italics mean? How does it affect the meaning of the words? \_\_\_\_\_

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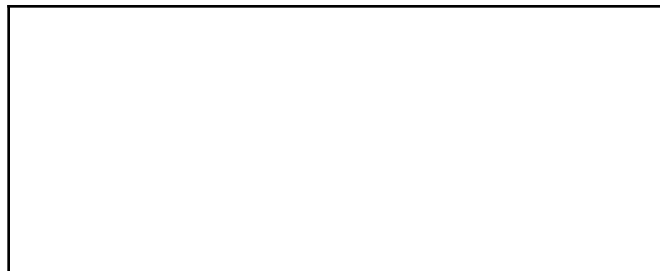
(Ch. 11) Brady feels that he was cheated out of going to Amanda's funeral. Why do you think he doesn't go to Ben's funeral?

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(Ch. 12) Draw a picture of Mrs. D'Angelo's appearance when she answers the door. What can you infer about her mental state?

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**SOCIAL EMOTIONAL CONNECTIONS: (Managing Emotions) (Ch 12)**

How does the butterfly garden help Brady's mom? What does the garden represent? Do you think it will help Mrs. DiAngelo? Why? *Make a list of coping strategies that you use when you are upset.*

**Fan and Pick:** Each person at the table gets a notecard. Write a comprehension question about something that has happened so far in the

book. Play fan and pick with the members at the table to answer the comprehension questions.

Write your comprehension question here and the answer. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Grammar Hunt: Adverbs!

Find and list:

❑ 5 Adverbs that modify a verb

## Chapters 13-15

Use google or context clues to define these words.

salvageable (p.94)	nostalgia (p. 95)	periodically (p. 96)
instinctively (p.97)	droning (p. 101)	bluntness (p.103)

**[Close Reading # 1] - pgs. 96 -98:** Finding the drill makes Brady have a flashback to a certain day last summer. Compare and contrast

Brady's, J.T.'s, and Digger's actions that day. Fill in the table below with text evidence.

Brady's Actions	JT's Actions	Digger's Actions

(Ch. 13) Why is Mrs. DiAngelo going to Washington?

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**Round Robin: (Ch. 13)** Digger says to Brady, "You think telling the truth brings the kid back?" How would you respond to this statement? Is the truth more important than friendship?

(Ch. 14) Why would J.T. want to be there when Brady confronts Digger about the drill?

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(Ch. 15) What is a coward? Do you think Brady is being a coward?

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**SOCIAL EMOTIONAL CONNECTIONS: (Ch. 14) Resisting Revenge-** Why did JT and Digger do what they did? Were they being assertive, aggressive, or passive? What strategies could they have used instead?

How might the consequences of their actions have been different, if they dealt differently with their feelings?

### Grammar Hunt: Subject and Predicates!

☐ Find 2 sentences and copy them down here.  
Circle the complete subject once and underline the complete predicate.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## Chapters 16-19

Use google or context clues to define these words.

sympathetically (p.116)	obvious (p. 116)	gingerly (p. 118)
flustered (p.131)	naive (p. 141)	envision (p.143)

(Ch. 16) Why does Brady protest when Mrs. DiAngelo insists on paying him a bonus? Why does he want to stop working for her?

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**SOCIAL EMOTIONAL CONNECTIONS: (Using the STEP Model)(Ch. 16 - pgs.116-118)**

What should Brady do? He knows what his friends did. He has the drill. Now what? Is it really a simple decision? What are the consequences for his possible choices?

<b>S</b> tate the Problem:		
<b>T</b> hink of Solutions:	Think of Solutions:	Think of Solutions:
<b>E</b> valuate Consequences	Evaluate Consequences	Evaluate Consequences
<b>M</b> ake a Plan:		

Will things change between Digger, J.T., and Brady? Can Brady be friends with them again? (Ch. 17)

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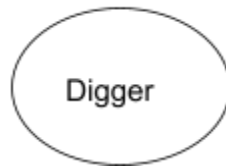
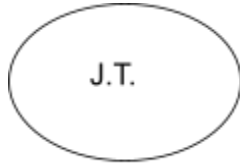
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### **SOCIAL EMOTIONAL CONNECTIONS:(Empathy and Respect) (Ch. 17)**

When Brady told Digger to imagine it was his brother or sister who died in the water, did this effect Digger? What did Digger feel? What strategy did Digger use to feel what the D'Angelos were feeling?

**RALLY ROBIN:** Write down words to describe JT. Take turns alternating with a partner sharing words from your list. Check off words you have in common. Add words that you didn't think of, but agree that describe him.

Now play a second time with Digger. Use the webs below to organize your words.



Brady said, “By the time we rolled into Baltimore, hours later, I knew what I had to do.” What do you think Brady is going to do? (Ch. 19- pg. 143)

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What piece of evidence from the text supports your answer.

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### Grammar Hunt: Compound Sentences!

☐ Find 2 compound sentences and copy them down here.  
Circle the conjunction.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# Chapters 20-24

Use google or context clues to define these words.

enthusiastic (p.145)	jittery (p. 147)	vicious (p. 149)
eerie (p.149)	maneuvered (p. 168)	sabotage (p. 176)

**SOCIAL EMOTIONAL CONNECTIONS: [Close Reading # 2]** - (Ch 21 pgs. 146 - 147): Brady throws the drill into the river. Read these pages again closely. Fill out the ABC's for Brady's choice.

Antecedent	
Behavior	Brady throws the drill into the river.
Consequences	

(Ch. 20) What does Brady's father do with the sponge crabs? Why?

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What does this show about his father's personality?

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(Ch 21) Compare and contrast Brady's dad's situation with the waterman's protest to Brady's situation.

Waterman's Protest	Similarities	Brady's Situation

**[Close Reading # 3]** -(Ch 22 pgs. 162 - 165) Brady talks to his father about making choices. Closely read the pages, then fill in the organizer below with evidence from the text and how those pieces of evidence will influence Brady's choices.

Evidence from the Text	How it will change Brady

(Ch. 24 - pg. 175) Brady says, "something that had been twisted into a tight knot, relaxed just enough so that I could take a full and solid breath." What was the tight knot that loosened? What type of figurative language is in this sentence?

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**Quiz Quiz Trade:** Write down one comprehension question from the book. It can be from any chapter. It can have a correct answer or be an opinion question. Write your question below. Then write it on a post-it note (with the answer if necessary). Stand up and play quiz quiz trade with other students in the class. Ask your question and then trade questions.

### Grammar Hunt: Correct Quotations!

Look through the quotations in the book. Write down two rules that you noticed about correct quotations!

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## Chapters 25-28

Use google or context clues to define these words.

protocol (p.182)	dilemma (p.187)	stifling (p. 190)
audible (p. 193)	horrendous (p.203)	jargon (p. 204)

(Ch 25) Create your own vocabulary box with the court terminology from this chapter. Write a short definition for each word you choose.


(Ch 26) How does J.T.'s lawyer describe his involvement in sabotaging the kayak? Do you agree with his opinion? Why or why not?

<b>Agree or disagree?</b>	<b>Why:</b>	<b>Evidence to Support:</b>

**[Close Reading # 4]** - (ch 27 pgs.201-202) (stopping before last paragraph): J.T. and Digger's statements in court about the incident. This passage shows a new side to Digger. It allows the reader to see into this character.

<b>How does J.T. 's lawyer portray him?</b>	
<b>How does Digger's lawyer portray him?</b>	

How is Brady pulled into the incident in a new way? \_\_\_\_\_

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**SOCIAL EMOTIONAL CONNECTIONS:** (Consequences) (Ch 27) Are the consequences for the boys appropriate? Why? Give evidence to support your answer.

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**JOT THOUGHTS:** Create a large graphic organizer with your group using post it notes to record your ideas. First take a large paper (1/group) and create the diagram below.

Then take turns with your group to come brainstorm a character, a behavior he or she had displayed and the intended consequence. Write each down on a post it note and sort the notes onto the chart. See how many examples you can come up with. You can have more than one per character. Record your group's best ideas below.

Characters	Behaviors	Consequences

Acknowledgements: Sometimes it takes a village to write a book. Who were some of the people who helped Priscilla Cummings and how did they help her?

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### END OF BOOK: Reflection/ Discussion Questions

- Why do you think the author decided to write this book in the past tense?
- What significance does water play in the book? How does the water affect each character?
- How does the author's use of the flashbacks enhance the plot and deepen it?
- Why did the author have Brady and his mother talk about Amanda? What effect does this moment in the plot have on Brady and the rest of the story?
- Why did the author include the protest about crabbing? How does it strengthen the story? How does it connect the main problem of the story - the red kayak being sunk? (ties to close reading #4)
- Last paragraph pg. 189, the author talks about a memory of Brady's with Ben and watching the Lion King. Why did the author put this in? How does it connect to the story?
- Find examples of oxymorons in the book ***Red Kayak***. How are they used by the author? How do they enhance the meaning of the text?
- Connect to "**Potatoes, Eggs, and Coffee**" What were each of the characters? What are you? Why?

# CONNECTIONS

**Choose one of the songs/ Poems to connect to the story. “Who Am I Living For” by Katy Perry, “Man in the Mirror” by Michael Jackson, or “The Road Not Taken” by Robert Frost**

**Directions:**

- 1.) Read the song or poem.
- 2.) Answer the essay below.
- 3.) Use evidence from the poem or song to explain the connection to the story of the Red Kayak.

***How does the theme of the song or poem connect to Brady's struggle in the story The Red Kayak? Be sure to use at least three pieces of evidence from the poem or song, and explain their connection to the story.***

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

### **Narrative Writing: The Six Word Memoir**

Write a **Six Word Memoir** with only six succinct words which illustrates each main character (Brady, Digger, and J.T.). The memoirs will be shared orally in small groups. Write each memoir in the boxes below.

