

How I Became a Pirate

by Melinda Long



A swashbuckling adventure with detailed, color rich illustrations that greatly details a boy's adventure as he joins a pirate crew and discovers what it means to be a real pirate.

Read

Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *Oceans are the biggest bodies of water in the world. Have you ever been to one of them?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder where the boy and pirate are sailing off to?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *How I Became a Pirate*:

- pirate: a robber who operates from a ship on the ocean
- beach: a strip of sand or pebbles at the point where land meets the sea or a lake
- sand castle: a mass of sand moulded into a castle-like shape
- off-key: in music, a somewhat irregular, abnormal or deviation from the correct tone or pitch
- umbrella: a round collapsible canopy of plastic held in the hand to protect somebody from rain, snow or sun
- sunblock: a cream or lotion applied to the skin to protect it from the sun's ultraviolet rays
- Spanish Main: the Caribbean Sea: the route of the Spanish treasure galleons and former haunt of pirates
- Bora Bora: an island in the South Pacific, North West of Tahiti
- moat: a deep, wide trench, usually filled with water, surrounding the rampart of a fortified place, as a town or a castle
- crew: a group of persons involved in a particular kind of work or working together
- chest: a box, usually with a lid, for storage, safekeeping of valuables
- set sail: to start a sea voyage
- chantey: a sailor's song, especially one sung in rhythm to work
- landlubber: an unseasoned sailor or someone unfamiliar with the sea
- swabbing: to clean with a large mop, used on shipboard for cleaning decks, living quarters, etc.
- hammock: a hanging bed or couch made of canvas, netted cord, or the like, with cords attached to supports at each end
- batten: a small board or strip of wood inserted in a sail to keep it flat

After:

Discuss the story. Ask questions...

- What were Jeremy's parents doing when he was trying to get their attention?
- What was the name of the beach that Jeremy was at?
- What color was the Braid Beard's parrot?
- When did Jeremy need to be back by?
- Describe the different shapes you see of the gold and jewels.
- What two vegetables are mentioned that Jeremy didn't have to eat?
- What game did Jeremy try to teach the pirates? What happened?
- What did Braid Beard say when Jeremy asked to be tucked in before bed?
- What woke Jeremy and the pirate crew up? What made them have to turn back?
- Where did the pirate crew bury their treasure?



Do

Aye Matey - A Treasure Map

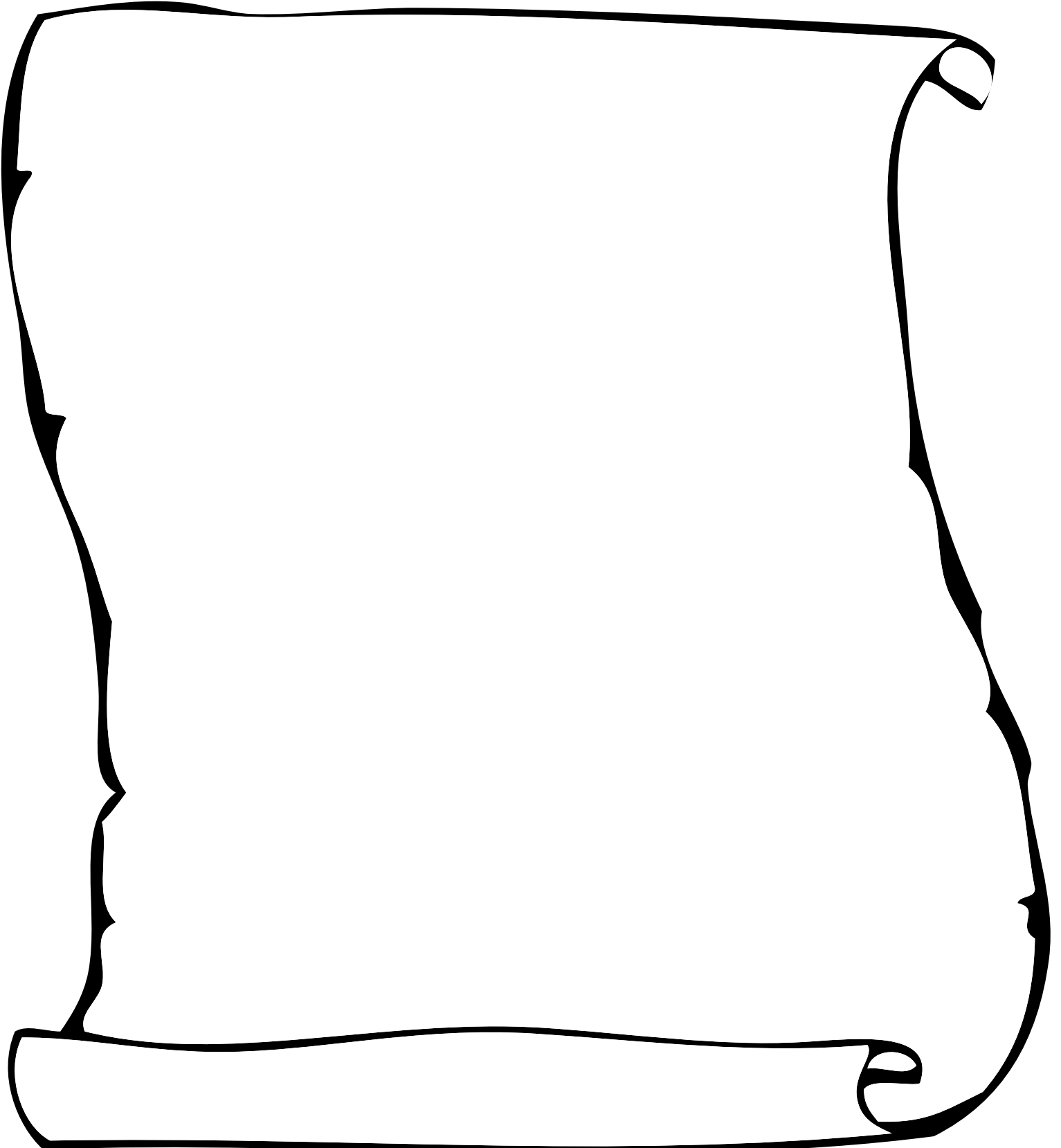
You will need: *Blank Treasure Map* printable, markers/crayons, scarves or handkerchiefs, treasure box (or any container filled with small treasures)

After reading the story, discuss with the children how the pirates found the treasure. Describe what a treasure map is and how it is used. Have the children tie a scarf or handkerchief around their heads. Next, have the children help you hide your class' treasure somewhere in the classroom, playground or school building. Then, as a group, design a treasure map on a paper or whiteboard. Once the map is complete, allow the children enough time to copy the map onto their own blank treasure map printable. Finally, invite the school director/principal into your classroom. Hand the principal your map and, along with the children, head out to find the hidden treasure. If desired, invite other classrooms or parents to find your treasure.

My Name _____



Blank Treasure Map



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