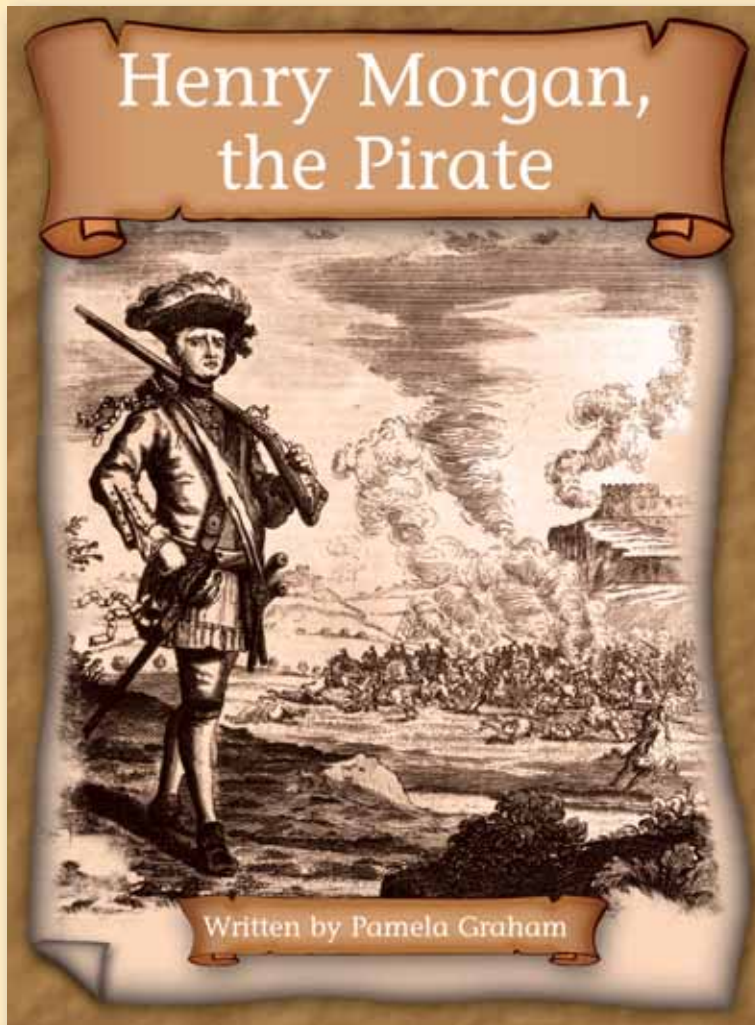




Level 29

Book b



Level	29
Word Count	944
Text Type	Factual Recount
High-Frequency	carry, men
Word/s Introduced	



The Haunted House

Henry Morgan,
the Pirate

In Search of Food

So You Want
to Be a Writer?

Three Funny Tales

Three-Toed Sloths

Let's Get Those Stingers
Out of Here!

Spider Power

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the name of the author on the front cover and the contents page. Ask the students – *What do you know about pirates? Have you ever heard of Henry Morgan?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What do pirates do? Are there still pirates today?*

Pages 4–5 *Name three things that pirates stole as treasure. What does booty mean?*

Pages 6–7 *What is the Jolly Roger? Why were sailors afraid when they saw the Jolly Roger flying on other ships?*

Pages 8–9 *What type of trousers did pirates often wear? Name three pirate weapons.*

Pages 10–11 *Who was Henry Morgan? Why were the seas around the West Indies a good place for pirates?*

Pages 12–13 *What did Henry Morgan do with the money he made from being a pirate? In which country did he make his home?*

Pages 14–15 *Name four things that Henry Morgan stole from other ships.*

Pages 16–17 *What was one of Henry Morgan's rules? Name one other famous pirate.*

Pages 18–19 *How did the Spaniards try to stop Henry Morgan from attacking their ships?*

Pages 20–21 *How did Henry Morgan come to control a fleet of ships?*

Pages 22 *What happened to Henry Morgan when the British and Spanish made peace? How did Henry Morgan live the last years of his life? In which year did he die?*

The Haunted House

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AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students focus particularly on reading the captions for the illustrations and the charts and tables in the book.

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**Developing Specific Skills**

Read the pirate words listed on page 5. Write these words in sentences.

See the BLM.

Add the following words to spelling lists and learn them – *treasure, medicine, captain, danger, trousers, sailor, famous.*



This book mentions that there are modern-day pirates. Ask the students – *Have you ever heard of pirates still robbing ships these days?*

See if you can find some newspaper articles which report modern-day pirates.

See the BLM.

MEANING MAKER

Ask the students – *Why do you think Henry Morgan had rules for his men? Why did Henry Morgan become a pirate? Do people become pirates these days for the same reasons?*

Find out another meaning or use of the word *pirate*.

TEXT CRITIC

The information in this book is presented in many different ways. Ask the students to list four ways the author has used to present information. Ask – *Which do you think is the most effective way? Justify (show or argue) your answer with examples from the book.*

29b Henry Morgan, the Pirate **Name** _____

Read the pirate words listed on page 5.

Write the words in sentences.

booty

buccaneer

cutlass

galleon

Jolly Roger

plunder

On a separate sheet of paper, write down any other pirate words from the book *Henry Morgan, the Pirate* or other pirate words that you know.

29b Henry Morgan, the Pirate Name _____

Choose one of the other pirates mentioned in the book.

Use an encyclopedia, books, or the Internet to research the pirate you have chosen. Present your work as a booklet about the pirate.

Include the following information –

- The name of the pirate
- Where and when they were born
- Where they did most of their pirating work
- The type of treasure they stole
- What happened to them at the end of their life

Don't forget to include your name and the name of the book, encyclopedia, or web site where you found your information. Include some drawings as well.

The book *Henry Morgan, the Pirate* mentions that there are modern-day pirates. Have you heard of pirates robbing ships these days? Find some newspaper articles or Internet sites which report modern-day pirates. Answer these questions –

1. In which oceans and seas do modern-day pirates mainly steal from ships?
2. What treasure do they steal?
3. How are they punished if they are caught?
4. Do they still fly the Jolly Roger?

29b Henry Morgan, the Pirate **Name** _____

Many pirate stories tell of burying treasure and leaving maps that describe where the treasure can be found.

Imagine that you are a pirate and you have buried your treasure chest on an island. Draw a map that shows where the treasure is buried. Mark the exact spot with an X.

Include these features on the map of your island –

- trees
- huts
- a lagoon (pond)
- a volcano

On the back of the map, write a list of everything inside your treasure chest.

