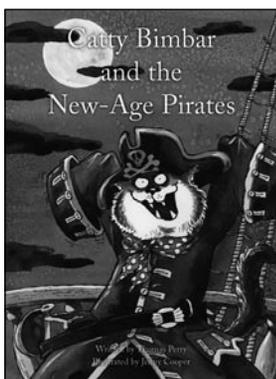


Catty Bimbar and the New-Age Pirates

		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

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 students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



CATTY BIMBAR AND THE NEW-AGE PIRATES

Upper level fiction

Text type: Humour

Reading age 9.8

Word count 2,995

Before Reading

Activate prior knowledge by asking students if they have read the books or seen the films *Alice in Wonderland*, *Toy Story*, or *Harry Potter*.

What happens in these films that doesn't happen in real life? Guide the discussion to focus students' attention on the way the writers have brought animals, make believe creatures, and toys to life and engage them in human-like interactions. Explain that when things that don't occur in real life are put into books, advertisements, films, etc, that it is called creating a fantasy.

Sometimes authors will combine fantasy with other elements when writing a story. Sometimes fantasy can be combined with comedy, as in the film *Shrek*. Ask students to consider why an author might do this. Discuss.

COVER

Before Reading

Read the title and ask students to tell you what they think this story might be about.

Discussion and question guide:

- *Who do you think Catty Bimbar might be? Describe what you notice about Catty.*
- *What do you think the term New-Age Pirates means? Guide students to notice the pirates' clothing and jewellery.*
- *Read the blurb on the back cover. What type of story do you think this is? Lead students to identify that it is a fantasy.*
- *What else do we know about the type of text this is? Lead students to identify that it is a comedy.*
- *Who is telling this story?*
- *What do you know about Catty?*
- *What do you think the last sentence means?*
- *Think about all the information from the title, cover illustration, and blurb. Predict what might happen in this story.*

CHAPTER 1

During Reading

Read page 4. Where does this story begin?

As you read Chapter 1, think about what you learn about Catty Bimbar, Captain Moonbeam, and the new-age pirates. Jot down the interesting things you learn about the characters, and consider how the pirates in this story are different from those in other stories and films that you know.

Be ready to discuss how Catty Bimbar becomes the official cat on the new-age pirate ship.

Sometimes authors will make the text more interesting by beginning words with the same letter. For example, *Billy Boxer*. This is called alliteration. As you read, write down the examples of alliteration in Chapter 1.

After Reading

Discuss students' responses to the guide questions. Probe students to elaborate on their perceptions of the pirates. Encourage students to share words or phrases from the text that help them to build this knowledge.

As the students discuss the role of Catty Bimbar and the unusual characteristics of the pirates in this story, ask them to predict how this story may progress. *Why do the pirates need a cat?* Discuss the term *toxic chemicals*.

In what ways are the new-age pirates different to the usual pirates we imagine? Encourage students to revisit pages from the text to locate specific words and phrases that help build their perceptions. Ask students to come up with a general statement and words to describe the pirates.

Ask students to locate the examples of alliteration, *Mediating Mermaid* and *Wheezing Whale*. *What do these terms mean?*

CHAPTER 2

During Reading

Read page 8. What does this sentence suggest may happen during this chapter?

Invite discussion. Guide students to infer from the words *At first*, that Catty Bimbar had a good time eating mice to begin with, but that it did not continue.

Read Chapter 2 to see if our prediction is correct. Be ready to discuss some other interesting things that you learn about the new-age pirates. Jot down any words you need clarified and be prepared to chat about what you think they might mean.

Towards the end of Chapter 2, you will learn something important about Bungblade. Be ready to share what you discover.

After Reading

Was our prediction correct? Did Catty Bimbar have lots of mice to eat at the start? Then what happened?

Discuss any words students need to clarify.

What else did you learn about the new-age pirates that is different from what you would expect? Guide students to explain why they think it would be unusual for the pirates to be vegetarian. *What would you expect pirates to eat? Why?* Support students to understand that food from the sea would comprise a large part of the pirates' diet. Limited space onboard and lack of refrigeration in times past meant that pirates needed to be able to gather fresh food along their journey.

What did you learn about Bungblade? Why might this information be important to the story? What do you think Catty meant by the words I began to plot my revenge?

CHAPTER 3

During Reading

Read page 11. What is a merchant ship? What opportunity might this present for Catty's revenge?

As you read Chapter 3, jot down some elements of the battle that you find funny or interesting. Be ready to discuss why these elements are funny or interesting. Catty discovers something that gives her an idea about how to get back at Bungblade. Jot down some points about how Catty plans her revenge on Bungblade, and be ready to share them. As you do this, think about who Catty needs to involve in the plan. Will the plan benefit Catty's helpers? How do you think the helpers feel about assisting Catty? Be ready to explain your answer.

After Reading

What was funny or interesting about the battle? Revisit pages 12 and 13 as students identify:

- the firing of vegetable scraps
- the pirates' lack of weapons
- karate chops and tae kwan do kicks
- throwing the sailors' weapons overboard
- the celebratory vegetarian feast

What kind of battle would you expect of pirates? What would you have expected pirates to do with the crew of the other ship? Why do you think these pirates threw the weapons overboard and don't have weapons of their own?

Who did Catty discover on board the merchant ship and what is her plan? How do you think the rats feel about the plan?

What do you think will happen next?

CHAPTER 4

During Reading

Read page 14. What do you think alerted Bungblade to the rats?

Read Chapter 4. Be ready to discuss how Catty's plan backfires and how Catty's helpers finally make Bungblade frustrated enough to react to her cunning plan. Find out how Bungblade manages to outsmart Catty, and appears to have the last laugh.

Jot down any words or phrases that you need clarified. Note the page numbers ready for discussion. Consider your predictions about what these words or phrases may mean, and be ready to discuss them. Rereading the sentences around the tricky part will help with your prediction.

After Reading

Discuss any words or phrases identified for clarification. Revisit these in the text and direct the students to reread the sentence needing clarification, as well as the sentences before and after. Discuss students' predictions on possible meanings. Include the word *treachery* on page 16.

What was the incident that was responsible for Bungblade reacting to the rat problem? Have students identify the incident that was the last straw for Bungblade on page 15. What was it that made the rats' presence clear? Reread page 15. What is meant by the sentence, As the rats increased in number they grew bolder and bolder?

How did Bungblade get the last laugh on Catty? Do you think that will be the end of Catty Bimbar? Explain. Where might this story go next?

CHAPTER 5

During Reading

Look at the illustration on page 17. What do you think Catty is thinking? Read page 17. How long has Catty been at sea? What has she been exposed to? Describe the effects of the weather on Catty's appearance.

As you read Chapter 5, take note of what Catty does to get out of the predicament she is in? Catty's plan could end safely or it could end disastrously. Jot down things that could happen which would be to Catty's advantage, and also some things which could make her situation much worse. What would be the best thing to happen for Catty? What would be the worst thing that could happen? Be ready to explain.

After Reading

What presents Catty with an opportunity to save herself? What do you think the albatross was thinking when it first dived down at Catty? What was Catty's response? Explain how Catty seized the opportunity to try to save herself.

In what ways could grabbing the albatross make the situation much better for Catty? Discuss students' inferences. How could the situation have worsened for Catty? Discuss students' inferences. How would you have acted if you were Catty?

Will Catty meet her foe, Bungblade, again? How can we be confident of that? Lead the discussion so that students build knowledge of how narrative stories work. Support them to infer that in this story Bungblade is the villain and Catty the loveable rogue. In stories like this, the loveable rogue usually wins out in the end.

What do you think will happen next?

CHAPTER 6

During Reading

Read page 20. What is meant by the words, a sorry sight? How do you expect Bungblade to react when he sees Catty aboard the Meditating Mermaid?

Read Chapter 6 and jot down the new things that have occurred aboard the Meditating Mermaid in the eight days since Catty was abandoned overboard.

You will meet some new characters in this chapter. Jot down descriptions of the new characters and write some words that describe their personalities. Identify their role aboard the ship and be ready to explain how they feel about Bungblade.

What sort of relationship do these characters appear to have with Catty? Predict what may happen in the next chapter.

After Reading

Discuss the new characters to the story. Ask students to share descriptions of the characters and identify their roles in the story. What does Silver think Bungblade may do after he and Merlin catch all the rats aboard the ship? How do the three cats feel about Bungblade?

Direct students to turn to page 22 and find the part that reads, *Sliver me kippers*. Invite discussion about what this means.

How do you think Catty, Silver, and Merlin might succeed in outsmarting Bungblade? What secret weapon do they have? Revisit page 22 to reread the section of the text that outlines Merlin's knowledge of magic. Turn to a partner and brainstorm the kinds of plan that Catty might propose. Allow time for a quick discussion. Encourage students to share their predictions.

CHAPTER 7

During Reading

Read page 23. How do you think Catty is feeling at this point? What makes you think this?

Encourage students to draw inferences from the illustration as well as from the text.

Read Chapter 7 and be ready to explain how the cats plan to trick the pirates. You will need to think about who the cats pretend to be, and why Catty thinks that involving this particular character will make for a clever plan. Jot down some notes about what the cats will do, to help you to understand the sequence of events.

After Reading

Ask students to share their understandings of Catty's plan. Discuss the sequence of events outlined on page 24. It may be necessary to direct the students to reread page 24 to gather additional information about the plan.

Why do you think the legend of Captain Blackheart is part of Catty's plan? Discuss. Which word in the story tells you that this legend will frighten the pirates? Guide students to the word *terrifying* in the first line, and the words *the ghost of the dreaded Captain Blackheart* later on the page.

Is the legend made known to us? Direct students to page 5 and reread the last paragraph.

What could cause the plan to fail? Discuss the difficulty the cats have with dressing up as Captain Blackheart, and the fact that they make mention of the need to *practise until midnight*.

CHAPTER 8

During Reading

Read page 25. What does it mean that Captain

Moonbeam started at the sound of an unearthly wailing? What do you think she heard?

Read on and find out what Captain Moonbeam and the pirates do when Catty, Silver, and Merlin put the plan into action.

Jot down words you are unsure of, and be ready to discuss what they might mean. As you read, you will learn a bit more about the new-age pirates and also a little about Captain Blackheart. Jot down some information to share with the group.

Think about the way the chapter ends, and be ready to discuss what you think will happen next.

After Reading

Does the plan appear to be working? What do you learn about Captain Blackheart? How do the new-age pirates feel about Captain Blackheart? Which words from the story tell you this? Encourage students to locate words, phrases, or sentences in the text that support their inferences.

What do you learn about the new-age pirates? Explain.

Discuss the following terms and sentences: *long rusty cutlass, sinister figure, superstitious, the dreadful Blackheart had come to claim his next victims, the pirates became hysterical with fear.*

Invite discussion and guide the discussion to clarify as needed.

Where will the story go from here? Invite prediction.

CHAPTER 9

During Reading

Read page 27 and look at the illustration.

Despite all their practice, how comfortable are

Catty, Silver, and Merlin in their disguise as Blackheart? Which word tells you this? What information in the illustration suggests this? Predict what will happen next.

In Chapter 9, the story reaches an exciting climax. The pirates have been fooled for some time, by one of their own. Be ready to discuss how Catty's plan results in the pirates discovering an important deception. Take note of how the plan seems like it will backfire on Catty, Silver and Merlin, and of how the events unfold to Catty's advantage.

After Reading

It appears as though the plan will be foiled, and then an important deception becomes known. *What goes terribly wrong for Catty, Silver, and Merlin? Discuss.*

What deception comes to light? Discuss Bungblade's dishonesty about being a vegetarian. Why do you think he lied about this? How does Captain Moonbeam react to the news? Why do you think it was important to the pirates that Bungblade was a vegetarian?

Ask students to scan over page 28 to find the single incident that exposed Bungblade's deception. *What may have happened if Catty had hidden elsewhere? Could this have changed the way the story unfolded?*

How did the story end for Bungblade? How do you feel about this? Was justice done? Explain your feelings.

What do you think will happen to Catty, Silver, and Merlin?

CHAPTER 10

During Reading

Read page 31. What can you infer about how Captain Moonbeam feels about the cats?

As you read the last chapter, you will discover how Catty's problem at the start of the book is solved. Jot down both the problem and the solution.

Be ready to discuss how this story ends. Who does the story end well for? How does Catty's relationship with Captain Moonbeam develop so that the Meditating Mermaid becomes a comfortable place for Catty to call home?

Be ready to explain what happens to Silver and Merlin.

After Reading

Ask students to identify the problem and solution in this story. *Why was it a problem for Catty to be a vegetarian? What is Captain Moonbeam's solution to this problem? What could complicate Moonbeam's idea of catching fresh fish for Catty? Guide the conversation so that students understand that some of the vegetarian pirates may object to catching fish to feed Catty.*

What happened to Silver and Merlin?

How do Catty and Captain Moonbeam seem to get along? Invite responses and ask students to find parts of the text that tell them that the two characters develop a fondness for each other. What do you think Catty thinks of her new role aboard the Meditating Mermaid? Explain.

What do you think has become of Bungblade?

▲ CODE BREAKER

Alliteration occurs where the same letter or sound is used at the beginning of words written consecutively or located close together, for example, Wheezing Whale. By playing with the sounds in words, the author can make the text funny or more interesting and add meaning for the reader. This device or tool is commonly used in stories, songs, rhymes, and poems.

Direct students to locate the examples of alliteration on pages 6, *Meditating Mermaid* and 24, *pickle me periwinkles*.

What information does the word meditating give us about the new-age pirates? Why might the sailors' hangout be called the Wheezing Whale? What kind of place would you expect it to be? What does the name Bungblade suggest about this character?

Think about the following characters from the story. Use alliteration to add interest, humour, and meaning to their names:

- Catty
- Captain Moonbeam
- Bungblade

■ MEANING MAKER

Captain Moonbeam is an unlikely pirate captain. What qualities would you expect the captain of a pirate ship to have? Why? Who in this story has the most likely pirate qualities? What are they?

As a group, compare the new-age pirates to traditional pirates. Draw a Venn diagram. On one side write the heading New-Age Pirates, and on the other write the heading Traditional Pirates. As a shared activity, compare and contrast the qualities of each, listing the shared qualities in the overlap.

As students suggest qualities of the new-age

pirates, encourage them to take the group to the part of the text that shows evidence of the suggested quality.

◆ TEXT USER

In a story like this, it is common to have a villain who complicates the story for the main character. Discuss how Bungblade complicated the story for Catty Bimbar. *How would the story have been different if Bungblade wasn't in the story?* Encourage discussion and guide the conversation to build understandings that without Bungblade:

- Catty would not have been abandoned overboard
- Catty's plan would never have been necessary
- Catty may still be expected to eat lentils and tofu when there were no rats on board

Assist students to generalize that the villain is often a pivotal character in the story. Without Bungblade complicating the situation for Catty, there would have been no turn of events leading to a solution to Catty's problem.

Ask students to think of other stories with villains. Generate discussion about how the villains were necessary characters in these stories.

● TEXT CRITIC

To make this story work, the author must make us think about the characters in a certain way. For example, this story worked because we were happy that Bungblade got what he deserved in the end. If we saw Bungblade as a loveable character, however, we may not have liked the way this story ended.

In order for us to like the ending, the author

carefully chooses words to describe the characters and their actions. It was important that we regard Catty as a loveable rogue and Bungblade as the silly, mean villain. Therefore, the author deliberately chose words to make us think about the characters in the way he wanted.

Search through the book and find words, phrases or sentences that helped us to like Catty and dislike Bungblade.

USING MULTIPLE INTELLIGENCES

Organize students into groups of four to six. Using the events from the story, each group must adapt the narrative to dialogue.

Make: Identify the main characters from the story. Make shadow, stick, or finger puppets to represent these characters. (P, S, B)

Write: Write a short play based on the story. (P, V)

Rehearse: Set up a stage. Practise your play using your puppets. (V, P, B)

Perform: Present your play to the rest of the class. (V, P, B)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Catty Bimbar and the New-Age Pirates

Name _____

Character Comparison

Catty Bimbar	Bungblade
Qualities	Qualities
Evidence from the story	Evidence from the story



Permission is given to teachers to reproduce this page for classroom use.



Catty Bimbar and the New-Age Pirates

Name _____

Code Breaker

Unjumble these words from the story. Use the meanings to help you. Jumble the letters and add meanings for stealing and drenched.

Jumbled Word	Unjumbled Word	Meaning
afwrh		a place where ships can load and unload cargo
otshg		the often pale shadow of a spirit
cixot		poisonous
litenis		edible seeds of a plant
edahdanb		a band that is worn around the head
engvere		to get back at someone
eliousedic		tasting great
	stealing	
	drenched	

The author uses these pirate words. Reread the sentences these words are contained in and write your understanding of these words.

Word	Meaning
bloodthirsty (page 5)	
Jolly Roger (page 5)	
disarm (page 12)	
traitor (page 16)	
cutlass (page 27)	



Catty Bimbar and the New-Age Pirates

Name _____

Imagine that you and three friends are going to sea for two weeks. Make a list of foods to take with you. There is not a lot of space to store things on a ship, so you will need to gather some of your food along the way. If you work out what you would need for 3 meals and snacks each day, for four people, that will give you an idea of how much food you will need for two weeks.

Sort the foods according to the criteria below. Don't forget to write the quantities.

Foods that need to be eaten within days.	Foods that can be stored for a couple of weeks.	Foods that can be stored for months before eating.

Foods we will collect along the way.



Permission is given to teachers to reproduce this page for classroom use.



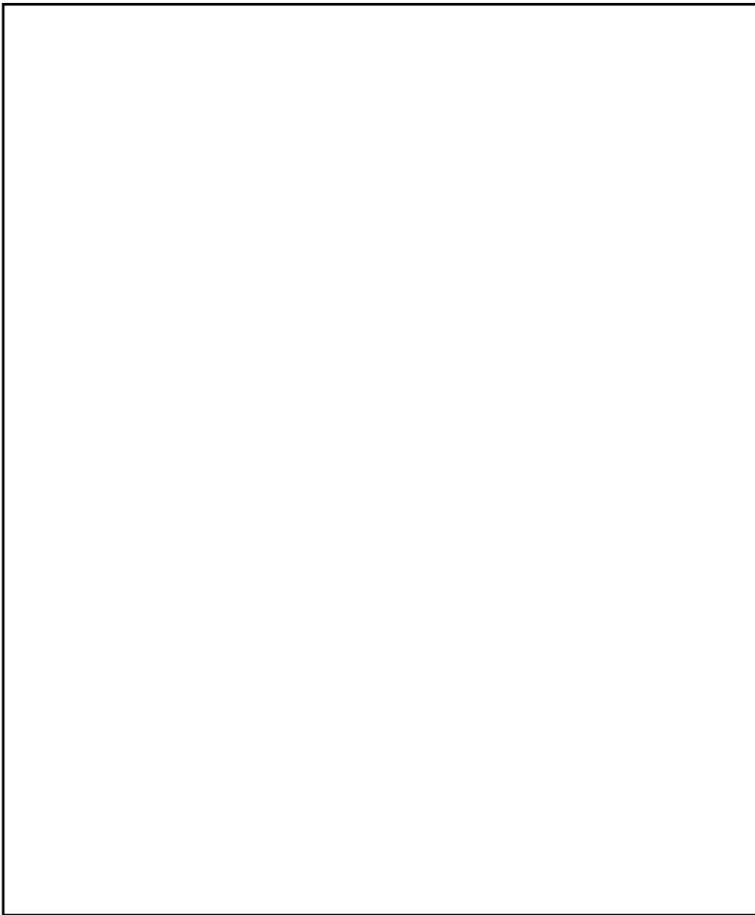
Catty Bimbar and the New-Age Pirates

Name _____

Think of a new title and design a new illustration for the front cover.

You also need to rewrite the blurb. This is a humorous book so you need to let readers know that this story is funny. The blurb needs to make readers interested so that they will want to read this book. It should be two to four sentences about the story, but you don't want to give away the ending.

Front Cover



Blurb _____



Permission is given to teachers to reproduce this page for classroom use.



Catty Bimbar and the New-Age Pirates

Name _____

Think about how you felt as you read this story. The author carefully chose characters, words, and events to make the reader feel a certain way.

1. What sort of mood did the author create for this story?

2. Find words in the story that made you laugh.

3. What did you enjoy most about this story? Why?

4. What did you enjoy least about this story? Why?

5. Did the author want you to like or dislike Catty? How do you know? Use examples from the book.

6. Did the author want you to like or dislike the new-age pirates? What tells you this? Use examples from the book.

7. How did the author want you to feel as you read this story? Explain.

8. Did the author want you to like the ending? Explain.

9. Think of a question to ask the author.



Catty Bimbar and the New-Age Pirates

Name _____

Multiple Intelligences (visual-spatial, verbal-linguistic)

The police are after Bungblade for stealing food from local merchants. Design a Wanted Poster for Bungblade. Use the book to sketch Bungblade and check his character description. Include the following details: his name, age, eye colour, hair colour. Other things you may like to include could be: his height and weight, a warning about approaching him (he may be armed and dangerous). You may want your poster to say *Wanted Dead or Alive*.

WANTED



Permission is given to teachers to reproduce this page for classroom use.



Catty Bimbar and the New-Age Pirates

Name _____

This story innovates on the usual pirate theme to create a humorous story. Consider how the author used the funny qualities of the characters and a humorous series of events to keep the audience laughing and on the edge of their seats.

Where did this story take place?

Could the story have taken place anywhere else?

How did the author make this pirate story funny instead of scary or serious?

Would this book have been so funny if the pirates were mean and scary? Why or why not?

Which character did you like best? Why?

Would you like to be a new-age pirate? Why or why not?

Describe two problems that occur in the story.

Would you change anything about the beginning or end of the story? Explain.

