



The Ocean

How I Became a Pirate

Author: Melinda Long

Illustrator: David Shannon

Jeremy Jacob joins a pirate crew for adventure on the high seas.
Jeremy loves being a pirate...until it's time for bed.

Warm-Up

Materials: microphone, white board, and dry erase marker

Have the students form a circle. Use Stand Up, Be Proud as a way for the students to learn each other's names. Give the microphone to a student. The group then begins to recite Stand Up, Be Proud. The student with the microphone states his/her name at the appropriate time and passes the microphone to the next student. This continues until all students have been introduced.

After all the students have been introduced, present the camp rules using the white board and dry erase markers. The rules can be either written or illustrated depending on the age of the students. As an added visual, "Gimme Five" can also be used.

Stand Up, Be Proud

Stand up, (clap, clap)
Be proud (clap, clap)
Say your name (clap, clap)
Out loud (clap, clap)



Gimme Five

Can be used as a visual reminder of the camp rules.
A rule can be assigned to each finger.

Treasure Hunt

Materials: pattern and directions for making pirate hat; treasure map, pirate booty, treasure chest (i.e., any type of box or purchased treasure chest)

To introduce today's lesson, have students make pirate hats (see Appendix for pattern and directions). While students are making their hats, tell them about a recent discovery of a treasure map in the school. Explain to the students that, as a group, they will follow the teacher's oral directions from the map to find the treasure chest.

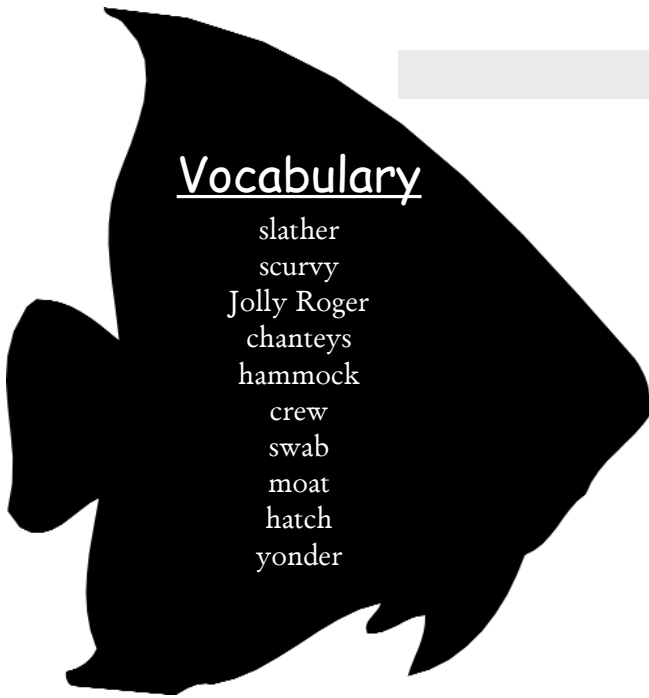
Introducing

Ask students if they have ever met a pirate. Have them describe what the pirate looked like and how he acted. Tell them you are going to read a story about pirates.

Reading

Materials: *How I Became A Pirate*, vocabulary cards

Show the book to students and talk to them about the information they might find on the cover of a book and/or title page, such as title of the book, name of the author, and name of the illustrator. Discuss what an author and illustrator do. Begin reading the book, asking the students to listen for words pirates would use.



Discussion

Materials: spy glass (i.e, toilet paper rolls or paper towel rolls cut in half; have students decorate if time allows) and today's vocabulary cards placed randomly around the room

After discussing the vocabulary words and their definitions with students, give the definition of one of the vocabulary words. Have the students use the spy glass to locate the vocabulary word that matches the definition. When the student spies the word, have him/her say "aargh!!"

Activity

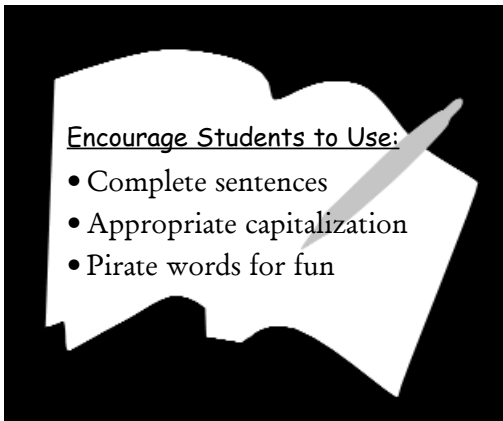
Materials: chart tablet, markers

- Discuss the sequence of the story as a group
- Create a story map using the chart tablet
- Ask students to tell you the sequence of events

Phonological Awareness - phonemic categorization, listening

Materials: list of target words (i.e., beach, baby, ocean, hatch, cowhand, hammock, etc..)

Ask students to listen carefully to three words, explaining that one word will not begin with the same sound as the others. Tell students to identify the word that does not belong and explain why. Have another student give you a word that would belong with the other two. If the student gives an inappropriate word, encourage the student to listen carefully while you say the words that begin with the same sound. Emphasize the beginning sound as you say each word.



Journals

Materials: journals, pencils, crayons

Review story with students. Talk about Braid Beard's treasure chest and what kind of things he had in it. Then give the students the journal assignment.

Journal Assignment

Have students write or draw what they would put in a treasure chest.

Story Mapping

This is a great technique to encourage students to use oral expression skills to sequence a story.

How I Became a Pirate	
First	<input type="text"/>
Second	<input type="text"/>
Next	<input type="text"/>
Last	<input type="text"/>

Wrap-Up

Materials: students' journals, sand bucket (or other object to place stars in), stars with questions written on them, fruit snacks

Have the students form a circle. Ask the students to read their stories and show their illustrations. Then, spend some time reviewing the story. Place stars with questions written on them (see sample questions in the Appendix) in the sand bucket. Draw a star and choose a student to answer the question. If the student has difficulty answering the question, ask one of the other students to help. The student receives a fruit snack for a correct answer. Continue until all students have an opportunity to give a correct answer.



Air Mail

For added fun, use "Air Mail" to deliver treats. Simply toss the treat to students and have them catch it.

Idea

Encourage students to wear their pirate hat and use their best pirate voice when sharing their stories.

Comprehension Questions

- What was Jeremy Jacob building on the beach?
- What was the name of the head pirate?
- What did Jeremy Jacob try to teach the pirates?
- What do pirates not do?
- Where did Jeremy and the pirates bury the treasure?

