

NAME _____

Pirates

Directions: Write the names of pirates you read about in the *Who* boxes. Use the other question words below to help you find the most important details about the pirates and to summarise the points on the diagram.

Pirates

Who?	Who?	Who?
Where?	Where?	Where?
What?	What?	What?

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Pirates

LEXILE™ 870

→ FOCUS STRATEGIES

→ Metacognitive Skill Self-Questioning

Strategic readers are aware of the strategies they use when they read and what to do when the text doesn't make sense. They actively construct meaning by asking themselves what they already know about a topic, what they expect to find out about it, and whether what they are reading is making sense. They spontaneously question during reading to make links to prior knowledge. These questions help guide their thinking during reading. Students need to be shown the cognitively active processes, such as self-questioning, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how to form questions to make sense of the reading.

→ Comprehension Skill Summarise Information

To summarise, students must be able to distinguish between important details and unimportant information in the text. They need to know how to paraphrase the information in their own words. In order to help students learn to summarise effectively, they need to be explicitly shown what it means to summarise and what they need to do to summarise a text. Knowing how to summarise will help students identify main ideas, connect the ideas in the text, and understand the text more fully.

→ Vocabulary Skill Prefixes

As students become more familiar with the structure of words, they are better able to handle unfamiliar vocabulary as they read. Knowing how to recognise familiar prefixes and/or root words can help them get meaning from what they read.

Focus Vocabulary Skill: Words with prefixes

overflowed	p 6	disease	p 19
unlike	7	unsuspecting	24
unprepared	12	unless	25
discovered	17		

X-zone

PIRATES

→ SUMMARY

When we think of pirates, we most likely think of characters like Captain Hook in *Peter Pan*. But pirates have been around for thousands of years, sailing the high seas, destroying property and stealing from their victims. Some pirates, such as Sir Francis Drake, had the support of their governments. This book describes real pirates, privateers, and buccaneers from historical times to the present.

→ OUTCOMES

Students will:

- Understand that readers question as they read in order to make sense of their reading.
- Summarise key information on a graphic organiser.
- Recognise prefixes in words and understand how the prefix affects the meaning of the root word.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can select the key facts about pirates. Note whether they paraphrase this information as they record it on a graphic organiser. Note whether they can independently select key facts as they read the rest of the book.
- Monitor whether students can question as they preview and read the text. Note whether they understand how self-questioning helps them direct their reading.
- Note whether students can recognise prefixes and understand how they affect the meaning of the root word.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

➔ Preview the Book

Build Background

- Pair students and give them several minutes to write a definition of a pirate. Have the pairs share their definitions.
- Ask students if they have any questions about pirates and record these on a web.

Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. Then have them preview the table of contents and the index.
- Model self-questioning.
Think-Aloud: When I read a text on an unfamiliar topic, I often use sticky notes to record my questions as I read. When I looked at the heading called The Ransom for Julius Caesar I thought of these questions: What does Caesar have to do with pirates? I wonder if he was kidnapped. I also wonder what is the difference between a buccaneer, privateer, and a pirate. I can write these questions on sticky notes and place them in the text. Asking questions is important because it keeps me reading to find out the answers.
- Preview the book with students, encouraging them to write any questions on sticky notes that come to mind while they are previewing.

Preview Text Features

- Point out text features that help students visualise information in the text, for example, the maps on pages 3, 6, 9, 24, and 25.
- Point out the captions and discuss their purpose.
- Explain that the sidebars called *Pirate Facts* provide interesting information about pirates.

➔ Introduce the Focus Vocabulary Skill: Prefixes

- Point out the word **overflowed** on page 6 and read the sentence in which it is found. Point out the root word **flowed**, and the prefix **over-**. Explain that the prefix **over-** refers to too much of something. Have students use the structure of the word and the context to tell what the word means. Tell students to look for other words with prefixes as they read.

➔ Set the Purpose

Teacher Tip: This lesson pertains to pages 2–13 of *Pirates*.

Summarise Information

- Tell students that they will be reading pages 2–13 silently. They will summarise the information when they have finished reading the section.

Self-Questioning

- Remind students to be active readers by questioning as they read. Encourage them to use sticky notes to record their questions in the text.

Word Skills

- Remind students to look at the structure of unfamiliar words and use context clues to figure them out.

During Reading

➔ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 2–5: Ask students to read these pages silently to find out facts about the kidnapping of Julius Caesar. Have them share what they find out. Ask whether any other questions came to mind as they were reading.

Pages 6–7: Ask students if they have questions about the next section before they read. Model asking your own questions.

Think-Aloud: I have heard of Sir Francis Drake but I wonder why he is in a book about pirates. I also hope to find out the difference between buccaneers and privateers by reading this section.

Pages 8–13: Ask students to form their own questions before they read this section, or ask them to find out some facts about the pirates on these pages. Ask volunteers to share what they find out.

- Have students reread pages 2–13, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

After Reading

➔ Reflect on Reading Strategies

- Have students share some of the questions they had about the text. Ask students which of their questions were answered from their reading. Refer to the build background web and put a check mark next to any questions answered in the text. Have students tell how asking questions helps them be better readers.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

➔ Introduce the Focus Comprehension Skill: Summarise Information

Model

- Use pages 2–5 to model making a summary. Make an overhead of the graphic organiser or draw it on the board. Demonstrate how to select the key information in the section, and record it in the first column of the diagram. Write Julius Caesar in the **Who** box, 44 BC in the **Where** box, and important facts about his kidnapping in the **What** box. Point out information that is interesting but not crucial to the understanding of the text. Then paraphrase the information in your own words and write your summary on the graphic organiser.

Guided Practice

- Give students a copy of the graphic organiser. Have them write Sir Francis Drake in the first column on their sheets. As a group, read through pages 6–7 and discuss what information is relevant and should be included in a summary and what isn't relevant. Use the questions on the graphic organiser to help them locate the most important facts. Have students record the key details on the graphic organiser.

➔ Independent Practice

- Have students complete the graphic organiser independently to summarise the remaining facts about the remaining pirates. When they have finished, have them share their worksheets.

➔ Vocabulary Skill: Prefixes

- Point out the word **unlike** on page 7. Tell students that the prefix **un-** means not. Explain that this word is a signal word that lets them know the text is comparing privateers and buccaneers.
- Have students find the word **unprepared** on page 12. Ask a volunteer to name the root word and prefix. Discuss the meaning of the word **prepared**, and then ask students how adding the prefix affects the meaning of the root word. Explain that the prefix **un-** creates words that mean the opposite of the root word.
- Have students brainstorm words they know with the prefix **un-** and record them on the board. Discuss the meanings of the words.

➔ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Use the graphic organiser to summarise facts about other pirates discussed in the book.
 - Find examples of words with prefixes and discuss their meanings.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.