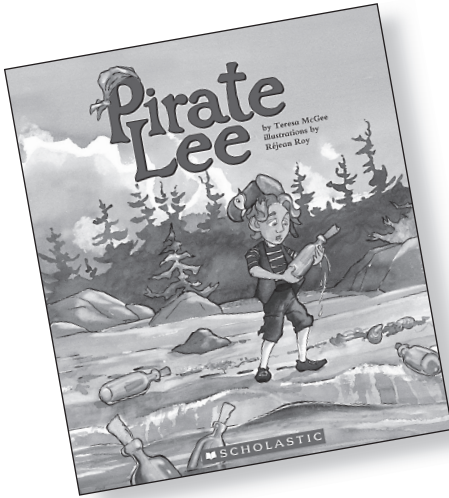


Pirate Lee



Written by Teresa McGee

Illustrated by Réjean Roy

Text Type: Fiction: Narrative — Adventure Story

Summary: Lee wants to be a pirate more than anything. One day he gets his chance and is put to the test. Can he climb the rigging, fight with a sword, or make the ship's biscuits? When he fails at these, his dream seems over, but there is a surprise ending as Lee's talent for singing moves the pirates to tears.

Audio Available Online
www.lpey.ca

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

- ▶ glossary: a pirate dictionary

Visual Literacy

- ▶ text in pirate advertisement

Print Concepts

- ▶ dashes
- ▶ quotation marks to show dialogue
- ▶ italics for inner speech

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self
- ▶ inferring

Working with Words

- ▶ predicting words from pictures and context
- ▶ using a glossary to find word definitions

Assessment Opportunities

Note each student's ability to:

- ▶ analyze information
- ▶ infer based on text and illustrations
- ▶ join in with predictable language patterns
- ▶ contribute personal experience and make connections
- ▶ use context cues to determine meaning
- ▶ use a glossary to help understand vocabulary

Oral Language Opportunities

- ▶ participating in partner and class discussion



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the cover of the book and read the title and name of the author. Look at the picture of Lee holding a bottle with a message in it. Turn to the back of the book and read the blurb, “Lee has always wanted to be a pirate . . .”. Ask students to work in pairs and brainstorm, listing as many things about pirates as they can in two or three minutes. They can also write words, phrases, and draw simple sketches.

Making connections: text to self/predicting

As a class, share students’ prior knowledge about pirates. Ask, *What do you think might happen to Lee in this story?*

Analyzing

Setting a Purpose

Say, *You’ve made some predictions about the story. You already know some things about pirates. Let’s read to find out more about pirates and about what happens to Pirate Lee.*



DURING READING

Print concepts

Direct students’ attention to the punctuation around the dialogue. Say, *We use these marks when someone is speaking. When we see these marks, we can read in the voice of the person speaking.* Use one voice for Lee, one for Salty, and another for the pirate captain. Point out the dialogue marks as you read. Invite the class to read the dialogue with you.

Visual literacy/infering

Direct students’ attention to the message found in the bottle on page 5. Ask, *Who do you think sent this message? Why is Lee excited to find it?*

Print concepts/ self-monitoring

Italics are used to show Lee’s inner speech. When you reach those words on pages 8, 12, and 16, pause and say, *I notice the next few words are written in italic letters. Why did the author use italics? It must be to show that Lee doesn’t say these words out loud, but instead thinks them in his head.*

Language predictability

Choose three or four items of vocabulary that you think might be new or challenging for the class. Some suggestions are: *spyglass, Jolly Roger, sea shanties, shiver me timbers, pirate hopefuls, applicants, rations, rigging, hauled, bandana, galley, Huzzah.*

Use the think-aloud technique to demonstrate how to find the meaning of these words. Say the word *spyglass*. Then say, *I know there is a pirate dictionary in the back of the book. I will check to see if spyglass is there. Yes, it is. The words are listed in alphabetical order so spyglass is the last one. A spyglass is a small telescope.*

You might involve the class in helping you locate the word in the list, and in reading the definition.

ESL Note: Ask students to raise their hands when they hear a word they do not understand. Take time to define words, using the context to explain word meanings.



AFTER READING

Analyzing/predicting

Invite students to discuss what happened in the story. *Compare the story with the predictions that were made at the start of the lesson. What new things did we learn about pirates? Did we have ideas about pirates that are not in the story?*

Making connections: text to text/evaluating

Ask, *Do you know any other stories with pirates in them?* Students may know *Peter Pan* and *Pirates of the Caribbean*. They can compare the pirates in those stories with the pirates in this book. Ask, *How are they the same? How are they different?* Ask, *Do you like pirate stories? What do you like or not like about them?*

Inferring

Pirate Lee was very sad on page 13 and “needed to be alone.” Ask, *Why do you think Lee needs to be alone? What is he feeling right now?*

Inferring

Discuss the pirates’ reaction to Lee’s singing on pages 16 and 17. Ask, *What is it about Lee’s singing that makes them cry?*

Second Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections: text to self
- ▶ evaluating
- ▶ inferring

Working with Words

- ▶ attending to print
- ▶ reading with awareness of punctuation
- ▶ using word parts to understand unfamiliar words

Assessment Opportunities

Note each student’s ability to:

- ▶ sequence information
- ▶ evaluate main character’s emotions
- ▶ infer based on the text and illustrations
- ▶ join in with the reading and reading with expression
- ▶ use word parts to better understand unfamiliar words
- ▶ discuss the text-to-self connections they find

Oral Language Opportunities

- ▶ retelling the story orally
- ▶ think-pair-sharing their personal connections
- ▶ participating in class discussion



BEFORE READING

Sequencing: retelling/ inferring

Activating and Building Prior Knowledge

Show students the cover of the book and ask them to retell events from the story. Ask, *How does the story end? Is it a happy ending for Lee? How do we know?*

Inferring

Setting a Purpose

Say, *This time as we're reading the book, I want you to think about the different feelings Lee has during the story.*



DURING READING

Word solving and building

Show the class how to solve words by comparing them to other words they already know. For example, students may find *trudged* (page 13) difficult to read. Using onset and rime, list other words that are spelled with “udge” (*budge, fudge, grudge, judge, nudge*). Remind the class that “d” and “g” followed by “e” sounds soft, like “j.”

Print concepts/ tracking print

Ask students to join in the reading with you. Use a pointer to point to each word as you say it. Divide the class into two groups and have them alternate in reading the story. Pause as you come to the dialogue to remind students that we are reading with expression. Pause as you come to dashes and emphasize that a dash means a long pause.



AFTER READING

Evaluating/infering

Show some of the pictures and ask, *How does Lee feel? How do you know that?*

What are some of the emotions he experiences? (longing, hope, excitement, disappointment, frustration, sense of failure, and, finally, delight.) Discuss the change at the end of the story. On a chart, write the words that describe emotions.

Making connections: text to self

Ask students to think about a time when they tried out for something. Ask, *What did you want to do? How did you feel as you waited for your turn to try out? Did you succeed or were you disappointed? How does it feel when you want to do something and find out that you are not chosen? Can you understand how Lee was feeling by thinking about your own experiences?* Use the think-pair-share strategy to first discuss this in partners, then as a whole class.

Word solving and building/ language predictability

Discuss the purpose of the special pirate vocabulary. Pirate words make the story colourful and bring it to life. The different words single the pirates out as different from ordinary people. They have their own language that only other pirates understand. Have students write their own pirate dictionary, using the one in the book as a model. Make sure they place the words in the correct alphabetical order.

Third Reading

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ making connections: text to text

Working with Words

- ▶ attending to punctuation

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize information
- ▶ make text-to-text connections
- ▶ deal with and understand punctuation
- ▶ read with understanding and fluency

Oral Language Opportunities

- ▶ reading dialogue with expression and fluency
- ▶ think-pair-sharing their personal connections
- ▶ participating in class discussion



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Ask students to tell a partner about a time when they felt disappointed because they couldn't do something they wanted to do. What happened? How did they feel?

Word solving and building

Talk with the class about the feelings they can express in their reading. Refer to the word list of "feeling words" that was generated in the second reading. Remind them that they are to read with feeling. This is a light-hearted story that can be read playfully and expression can be exaggerated. Have some fun with the pirate voices.

Synthesizing

Setting a Purpose

Say, *As we read the book again, think of what the main idea of the story is.*



DURING READING

Text features/print concepts

Read the text with students, this time stopping at the dashes to remind students that the dash is like a comma—it means we pause for a moment. Work on reading fluently and with expression, using the punctuation to guide you.

Word solving and building

If there are any words the class is still unsure about, stop and work out the words together using the strategies you have taught (using the context of the sentence, breaking the word into parts, reading by analogy).



AFTER READING

Making connections:
text to text

Now that the class is familiar with the story of Pirate Lee, discuss the type of story this is. (a narrative adventure story) Ask, *Are other pirate stories like this? What is the difference between real pirates and story-book pirates?*

Teaching Tip:

Students could listen to the Pirate Lee song as a follow-up to reading.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Students can take more responsibility for the reading as the text becomes more familiar, taking turns to read the dialogue, and getting into roles as pirates, or as Lee or Salty. They could also use one or two props to enhance the reading, such as bandanas or eye-patches.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Choose from among the following ideas to suit the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Print concepts

Point out the exclamation marks on page 13. Remind the class that an exclamation mark shows that the character is excited or angry. Ask, *Why do you think the pirates' comments about the biscuits are shown with an exclamation mark?*

Text features/infering

Have a conversation about reading the pictures. There is a lot of information in the illustrations. Ask, *How do they help us understand what is going on in the story?* Ask students to tell the story of each page in their own words by looking at the detail in the pictures. They can work in partners, with one partner pretending to be Lee and describing his experience by talking about the pictures and the other person listening. After one or two pages, partners can exchange roles.

Focus on Comprehension

Making connections:
text to world

Ask, *Why does music make us cry sometimes? What sort of music might make people sad? What are shanties and lullabies?*

Making connections:
text to self

Say, *Everyone has strengths and we are all better at doing some things than we are at others. What is Lee good at doing?* Hold a discussion about the things we are good at doing. Include such concepts as being a good friend, being thoughtful, tidying the classroom, and being appreciative, as well as talents such as singing and sporting achievements.

Word solving and building

Working with Words

Look at the text carefully and find examples of words where the plural is made by adding “-ies” (*shanties, lullabies*). Add to this list by thinking of other words you know that make the plural by adding “-ies.”

Language predictability

Have students use context to predict meaning by taking a sticky note and covering a word on a page. Ask students to guess the word without visual cues. Ask, *What word would make sense here?*



RESOURCE LINKS

You may choose to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Ask students to write their own story about a day on a pirate ship. Use the Pirate Dictionary to supply pirate expressions.

Independent Reading

Make the six small versions of *Pirate Lee* and the online audio available for students. Invite students to use these materials to read the book independently.

Using the six books, a small group may reread the story together, taking turns. Individual readers may take the parts of Lee and the Pirate Captain.

Teaching Tip: The audio for this book includes a fluent reading and a cloze reading of the text (with a focus on adverbs). In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing adverbs. There is also a track online with just the music from the sea shanty, so that students can write their own lyrics.

In the book box, place a collection of other books with pirate themes for independent reading. Students can make a note in their reading logs about each book they read.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Where’s My Contraction?” and “Plurals: Introducing ‘es’” under Word Solving and Building, and “Adverbs: What Quality Do I Give to Others?” under Language Predictability.

See also the specific Building Words lessons (“Pirates” and “Treasure”) under Word Solving and Building in the *Working with Words Guide*.

ESL Note: The world of pirates may be unfamiliar to some students. Build in extra discussion time for these students. Show them pictures of pirates and discuss pirate activities.



Home Links

Ask parents and children to look for books with pirate themes when they visit the local library. Children can borrow easy-to-read first novels with a pirate theme and enjoy them for home-reading.

Read Aloud

Read aloud other books that have pirates or running away to sea as themes, for example:

Everything I Know About Pirates by Tom Lichtenheld
(Aladdin, 2003)

A humorous book illustrated in comic-book format sure to engage students.

On the Go with Pirate Pete and Pirate Joe by A.E. Cannon and Elwood H. Smith
(Puffin Easy to Read, 2002)

A very accessible text for independent reading with a fun pirate story.

Pirate School by Cathy Dubowski
(Grosset and Dunlap, 2002)

An easy-to-read adventure from the All Aboard Reading Series.

Pirates Past Noon by Mary Pope Osborne and Sal Murdocca
(Random House, 1994)

This is a popular series of chapter books that fits with the pirate theme.

The Pirate Meets the Queen by Matt Faulkner
(Penguin Books, 2006)

Red-haired and fiery, Granny O'Malley, captain of her own crew, comes face to face with "Red Liz," Queen of England, who has imprisoned Granny's son. This is a picture book that makes a good read aloud.

Music CD

J. Rogers School for Pirates

An audio CD with 15 sea shanties and pirate songs, 2004.
Shay Black, Kate Brubeck, and John Gallagher.