

BOOK 11



Tommy Goes to the Caribbean



Tommy Tales

Guide for Teachers and Parents

Book 11: Tommy Goes to the Caribbean

This is the eleventh in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing FREE of charge. A new book in this series will be "published" every month. *Tommy Goes to the Caribbean* is the second of a three-part story.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See pages 2 and 3 of the Teacher's Guide for Book 1, *The School Lunch Room*, for directions on how to make the book. If you download and copy the pages in advance, students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean and what the next adventure might be.

Before starting to read *Tommy Goes to the Caribbean*, share with the class that this book is another in a series and that this story is part of a much longer one.

THE STORY SO FAR . . .

Tommy, his sister Sam, their friends, Taffy the dog, and Bongo the monkey started this current adventure in the last *Tommy Tales* book, *Tommy Goes to a Yard Sale*.

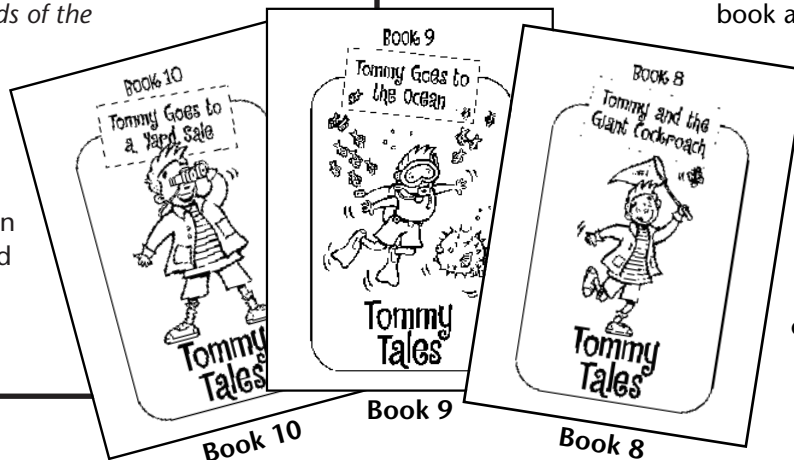
Lucy bought a book, *The Islands of the Caribbean*, for her grandfather at Mrs. Thatch's yard sale.

Out of the book fell one-half of a treasure map. RK-5 transported the friends to the island on the map. The children were studying the map and did not hear a voice behind them say, "I must tell the captain." The adventure continues!

Planning with Ewe Books

As you are beginning your planning for the year, depend on the **Learning Page** and this delightful serial story to add variety and fun to your reading routines. One new

book a month, and all accompanying teachers' materials and **Fun Sheets**, supplement your other classroom activities and curricula.



Preparing for Reading

The last **Tommy Tales** story ended with the children transported to the island on the treasure map, and a cryptic mention of a voice behind them repeating, "I must tell the captain." Before the first reading of the new story, ask students to share their speculations about what might happen next in this adventure. You might also ask what it's been like for them to wait to find out.

After the first reading, consider asking questions such as these: "Is the children's adventure a realistic one? Which events could be real and which ones could be made up?"

Reading Guide

You may structure the reading time for this story in many ways.

1. You could read it aloud, all the way through, with the entire class on the rug during your regular story time. Then, review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.
2. After reading aloud the first two pages, you could stop and begin questioning for comprehension and work on some of the **Fun Sheets** and activities cited in this section. Proceed to the second two pages, and so on.
3. After reading the story all the way through, go around the class or group and have each student read a page, noting any difficult words to work on later.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly: *Tommy Goes to the Caribbean*. You could also write it on the board. Read the first two pages of the story, then discuss the following questions.

1. What are some key elements that students remember about the previous **Tommy Tales** stories? Which story was their favorite so far? Which character?
2. Ask students what they can predict about the story from what you have read on these first two pages. Write their ideas on the board.

2



Tommy and his friends were on a beach on the island of Mumbles, in the Caribbean Sea. Their little robot friend, RK-5, had transported them there.

They were startled by a large, green parrot that suddenly flew out of the bushes behind them.

"That's strange," said Tommy. "I thought I heard that parrot say 'I must tell the captain.' I'm going to see where it's going. I'll follow the parrot with my binoculars."

Talking Animals

Tommy heard a parrot talking. Ask students whether they have ever heard a bird talk and whether anyone in the class has ever taught a bird to talk. Here are some facts about talking birds:

- The best small talking bird is the parakeet, or budgie. Parakeets can learn hundreds of words and phrases. Males are more likely to talk than females.
- Most parrot-type birds will talk, though some may only learn a few words. Mynah birds are outstanding talkers, but they are messy to keep as pets.
- Birds are more likely to learn to talk when they are young. Solitary birds are more likely to talk since a pair of birds may be content to speak their own bird language to each other.
- If you have a talking species and you want your bird to learn to talk, you need to be diligent about repeating yourself and talking to the bird every chance you get.

Tommy ran to the top of a sand dune to see where the parrot had gone. When he reached the top, he looked through his binoculars. He shouted, "Oh, no! RK-5 has done it again!"

"What's happened?" asked Andy.

"RK-5 has brought us to the Caribbean Sea, but he has also taken us back in time. There's an old pirate ship down there. It's flying a skull and crossbones flag."



2. Coming Back from a Time-Travel Experience

After students have gone on an imaginary time-travel adventure, be sure to bring them back to present time. While their eyes are still closed, you can help bring them back by suggesting that they take time to listen to the sounds in the room, feel the chair or floor under their bodies, take a few deep breaths, and then gently open their eyes.

Ask students to draw a picture or write a paragraph about whatever came to them when their eyes were closed. Then ask them to share their experience with the class and anything they learned that they are comfortable sharing.

You can invent other time-travel adventures. For example, if you are studying a particular time period with your class, you can ask students to choose a historical figure and imagine going back in time to talk with that person. Other ideas include traveling to the time of dinosaurs or to the Moon.

1. Time Travel

RK-5 took Tommy and his friends back in time. The concept of time travel fascinates most people, children and adults alike. Going forward or back in time sparks our imaginations. Most people feel inexplicably drawn to a period in history or to a futuristic setting where the values and challenges are different from the present. We dream about seeing life from a different perspective or going to a time when we can find clues to things we wonder about.

Ask students what movies or TV shows they have seen where time travel is a story element. Ask what fascinates them about it and whether they'd like to go on a time-travel adventure.

Extension Visualization is a type of time travel that you can introduce to your students. Choose one or more of these time-travel adventures. Encourage students to keep their eyes closed and to not talk until everyone has completed their experience, and be sure to provide ample time for sharing afterward. (See "Coming Back from a Time-Travel Experience" below for bringing students out of the visualization and ways to explore it afterward.)

Prelude: Ask students to close their eyes and take a few deep, slow breaths. Ask them to relax their minds, and explain that they'll be going on a little mental vacation to a place where they can learn something. Then lead them in one of the following:

- Ask students to slowly allow a picture or feeling to come to them of a time period, either past or future, that they would like to visit. Give them a bit of time for the image or feeling to come clear before you proceed any further. Let them explore mentally the place that they have gone to. After a few moments, suggest that students ask in their minds, "Why did I come to this place? What can I learn here?" Then give them a few more moments to let an answer emerge.
- Have students imagine fast-forwarding their lives to adulthood. Ask them to imagine what their adult self might have to say to their child self.
- Ask students what about the future intrigues them most. Then ask them to fast-forward into the future and see what they find out about their wonderings. Give them time with their eyes closed to explore the world they have imagined.

Geography

The Teaching Guide for Book 10, *Tommy Goes to a Yard Sale*, introduces several aspects of geography, including kinds of maps, careers in cartography, an exercise to learn or review bodies of water and ocean facts, and an introduction to some basic map terminology. An activity for students—mapping a backyard or a room in one's house—is also included.

Several **Fun Sheets** for *Tommy Goes to the Caribbean* build on students' geography skills. **Fun Sheets 017** and **018** help students learn about hemispheres, and **Fun Sheets 015** and **019** give students practice learning about continents and their countries.

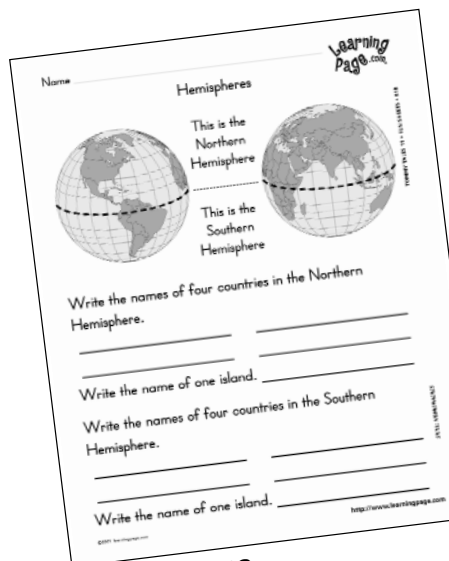
Extension Using a globe or a map of the world, help students to find the equator, the North Pole, and the South Pole. Teach them the following facts:

- **Equator**—an imaginary circle around the earth located midway between the North and South Poles. It forms the base line from which latitude is reckoned (designated as lat. 0°). The equator intersects South America, central Africa, and Indonesia.
- **North Pole**—the Earth's northernmost point. It is located at the northern end of the Earth's *axis*, an imaginary line through the center of the Earth around which the Earth revolves. The North Pole experiences six months of complete sunlight and six months of total darkness each year. It lies in the Arctic Ocean and is usually covered with drifting pack ice.
- **South Pole**—the Earth's southernmost point. It is located at the southern end of the Earth's axis, in Antarctica. Like the North Pole, it has six months of complete daylight and six months of total darkness each year. While the North Pole has water beneath its layer of ice, the South Pole has land beneath an ice layer that measures over 1.5 miles thick.

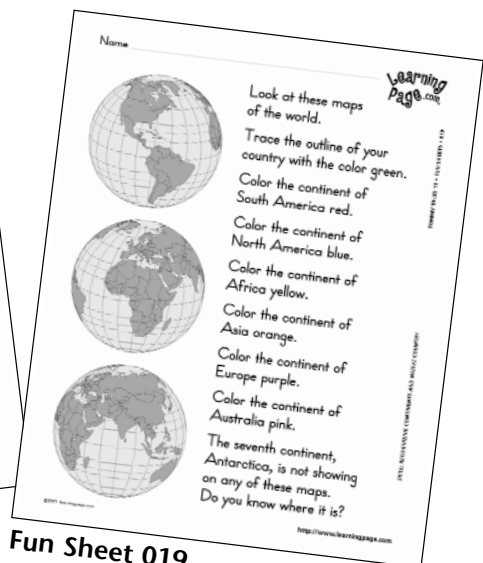


"Let's go and find the treasure, before the pirates find us," said Kim.

They studied the map. They decided to first go over the sand dunes behind Oxwich Bay. Then they'd head for Alligator Beach. Next, they'd go past Palm Tree Forest. Finally, they'd go around Raven Hill to the place where the cross was marked on the map.



Fun Sheet 018



Fun Sheet 019

The group set off the sand dunes.

From the top of the sand dunes, they could see Alligator Beach in the distance. It did not take them long to get to the bottom of the dunes. They slid and tumbled down the soft sand.



2. More on Vegetation Zones

Extension Using a physical geography map of the world, help students to identify the major vegetation zones and to notice how they are differentiated by color. Ask students to locate several places on the map that fall into each vegetation category, such as locating all the world's major deserts, forests, and so on.

You can extend this teaching unit by having the class break into groups, and assigning a vegetation zone to each group. Students in each group can individually or collectively research the plants, animals, and climate of their zone, as well as a place on the planet that falls into their zone (such as the Sahara Desert).

Extension Have students pick a sea, river, or other body of water, and learn about its location, climate, animals, and the countries that border it.

1. Vegetation Zones

Ask students whether they have traveled to or lived in areas that have very different vegetation (plant life) from the place where they live. Ask them to describe what they know about how vegetation varies from place to place. Solicit ideas about why vegetation varies, and explain that the combination of sunlight, rainfall, elevation, temperature, soil type, and other factors all influence the kinds of plants that can grow in a particular area. Then introduce students to Earth's major vegetation zones:

- **Forests**—wooded regions, including:
 - Tropical*—occur near the equator; lack winter and have only two seasons (rainy and dry).
 - Temperate*—well-defined seasons with a distinct winter; precipitation is distributed evenly throughout the year. Trees include both deciduous (those that lose their leaves in the winter) and evergreens.
 - Boreal* (also called taiga)—seasons divided into short, moist, and moderately warm summers and long, cold, and dry winters. Precipitation is primarily in the form of snow. Plants consist mostly of cold-tolerant evergreen conifers.
- **Grasslands**—areas where the dominant vegetation is grasses. There are two types:
 - Tropical* (savannas)—grassland with scattered individual trees; found in warm or hot climates where rainfall alternates with a drought season.
 - Temperate*—grasses are the dominant vegetation with trees and large shrubs being absent. Temperatures vary more from summer to winter, and the amount of rainfall is less; hot summers, cold winters, and moderate rainfall.
- **Deserts**—Occur where rainfall is less than 50 cm/year. Plants survive by using very little water or storing it themselves. Extremes in temperature from day to night.
- **Tundra** (treeless plain)—extremely low temperatures, little precipitation, poor nutrients, and short growing seasons. Tundra is separated into two types: arctic tundra and alpine tundra.
- **Aquatic**—including freshwater (ponds and lakes, streams and rivers, and wetlands) and marine (oceans, coral reefs, and estuaries).

Comprehension

There are several **Fun Sheets** with questioning strategies to aid students' understanding of *Tommy Goes to the Caribbean*.

Fun Sheets 001, 002, and 008 will get students started on testing their comprehension of the story. After assessing their answers, reread the story as needed to clarify what students don't understand.

Fun Sheets 005, 016, and 020 give students the opportunity to combine story facts with imagination. **Fun Sheet 016** asks students to imagine that they are on this pirate adventure with Tommy and his friends. Students have the opportunity to consider how they feel about being on the island of Mumbles, being taken back in time, being held captive by pirates, and more. **Fun Sheet 020** gives students the opportunity to write an ending to this story (since this is a cliffhanger with a continuing story to come) and to draw a picture to accompany their made-up ending.

Fun Sheet 001

Name _____

Read each question and circle the correct answer.


1. What kind of bird was Toby?
 toucan parrot puffin crow
2. What was the design on the pirate flag?
 lion moon whale skull and crossbones
3. What did Captain Blackbeard want to do with the children?
 sell them make them clean the ship
 take care of them make them walk the plank
4. Why did Captain Blackbeard let Sam go?
 he felt sorry for her he thought she was a relative
 he didn't like her she tricked him
5. What happened to the other children?
 they got locked up on the ship they took a nap
 they went to the dining room they went swimming
6. What happened to Bonga and T. ...
 they were lost on the island

Fun Sheet 020

Name _____

Creative Writing

At the end of this Tommy Toles story, the children are held captive by pirates. Pretend you are the author of this book. Imagine what happens next to the children and to the Slade family treasure. On a separate piece of paper, write your story idea. Be sure to check your spelling and punctuation. Then make a drawing to illustrate some part of your story idea.



6

They were happily walking along the edge of Palm Tree Forest. Suddenly, the green parrot flew from the trees. It was screeching, "Rascals! Rascals!"

Then they heard a deep voice behind them. "What are you urchins doing on my island?"



More on Comprehension

Fun Sheet 006 challenges students to practice their sequencing skills by putting sentences, and then illustrations, from the story in chronological order. These tasks test their comprehension of the story, as well as helping to develop their concept of time.


Fun Sheet 007 uses aspects of this story to test simple math comprehension.

Name _____

Put the following actions in the correct order from 1-6, beginning with the earliest.

- ____ Captain Blackbeard saw Sam's medallion.
- ____ A short, fat pirate locked up the children.
- ____ The children tumbled down the sand dunes.
- ____ Tommy saw the flag on the pirate ship.
- ____ Sam learned who had the other half of the map.
- ____ The captain threatened to feed Lily to the sharks.

Number the following pictures in the correct order from 1-4, beginning with the earliest. Put the numbers in the boxes.



Fun Sheet 006



They turned and saw the most frightening sight they had ever seen. In front of them was a huge man with a long, black beard. He wore a long, dark blue coat and a big hat. The parrot flew onto his shoulder.

"Toby, my parrot here, told me that some fancy little ladies and gentlemen had sneaked onto my island," he said.

Two more pirates walked out from the forest. "What shall we do with them, Captain Blackbeard?" asked one of the pirates.

Words to Watch

These words from the story may be new or unfamiliar to students, or might present a spelling challenge. Use them for a spelling test to be given sometime after you have introduced the story.

1. startled (p. 2)
2. crossbones (p. 3)
3. tumbled (p. 5)
4. screeching (p. 6)
5. urchins (p. 6)
6. ragamuffins (p. 8)
7. speechless (p. 8)
8. whispered (p. 9)
9. stammered (p. 10)
10. distance (p. 13)
11. captured (p. 14)



Write the words on the board, and have students copy them onto a piece of paper. Then, using dictionaries or on line, have them write a definition for each word. Remind students to reread the sentences in the story where the words appear to make sure they choose and write the correct definition.

At a later time, have students read the definitions they chose for each word. Then have them write a sentence using each word.

Language Skills

Many of the Fun Sheets associated with *Tommy Goes to the Caribbean* are designed to strengthen students' language skills.

- **Fun Sheet 003** for practice with antonyms
- **Fun Sheet 004** for practice with synonyms
- **Fun Sheet 005** for practice finding words
- **Fun Sheet 011** for practice with verbs
- **Fun Sheet 012** for practice with punctuation

Learning Page 005

Name _____

Read the story. Then use your imagination to answer these questions.

1. How did the parrot learn to talk? _____
2. How did the children learn to read a map? _____
3. Who do you think is the bravest of the children, and who is the most frightened? _____
4. How do you think Captain Blackbeard got to be so mean? _____

Fun Sheet 005

Learning Page 012

Name _____

Rewrite the sentences below. Begin each with a capital letter, end with a period or question mark, and capitalize all proper nouns.

1. they could see alligator beach in the distance _____
2. what shall we do with them, captain blackbeard _____
3. sam and tommy sat next to the boy and girl _____
4. she saw bongo and taffy running towards her _____
5. perkins left sam at morgan's landing _____

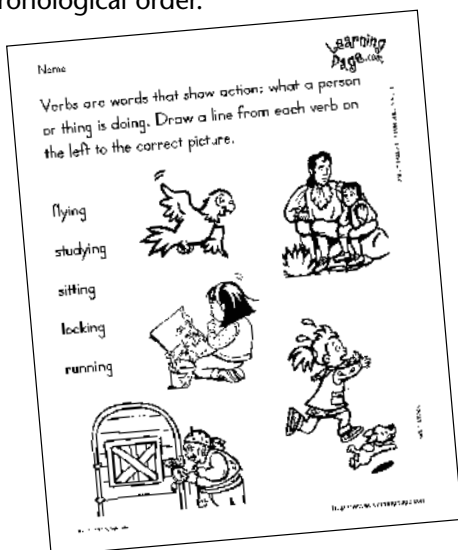
Fun Sheet 012

Using the Illustrations

Students can exercise a different aspect of their intelligence by looking at the story illustrations separate from the text and focusing on visual input. Enlarge several of the illustrations without the text, and ask students to do one of the following:

- Choose their favorite illustration and write a short paragraph describing what is happening in the picture.
- Have them look at the illustration on page 13, imagining that they don't know the story or the characters. Have them make up three possibilities for what might be happening in the illustration. (Example: *The girl is listening to the man and boy talking, and she learns that they are lost.*)
- Ask students to choose several of the illustrations and make a list of words to describe how the characters are feeling, based on facial expressions and gestures.
- Write captions for several of the illustrations, based on actual events in the story. Explain that a caption is a short explanatory comment accompanying an illustration.
- Show students the illustration on pages 14 and 15. Ask them to imagine what might happen next in the story. Ask them to draw a picture of what they imagine will happen.

Several of the **Fun Sheets** for this **Tommy Tales** story use the illustrations. **Fun Sheet 011** challenges students to identify verbs that describe the actions in various illustrations. **Fun Sheet 006** asks students to put illustrations, as well as sentences from the story, in chronological order.



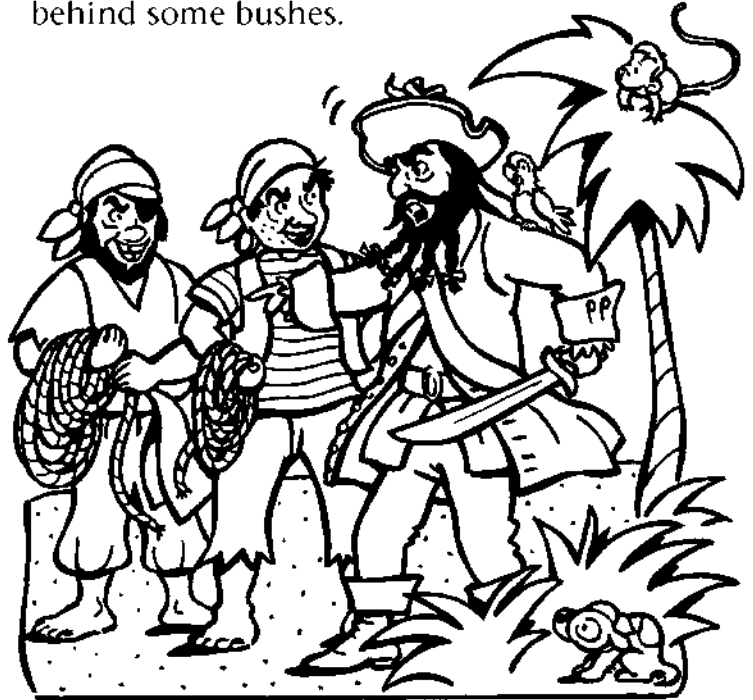
Fun Sheet 011

8

"Tie them up and put them with the other two ragamuffins. They look strong and healthy. I should get a good price for them in Port o' Prince."

"Aye! Aye! Captain," said the pirate.

The five little friends were so scared, they were speechless. Bongo was watching from the top of a palm tree and Taffy was hiding behind some bushes.



Midway Comprehension Check

Pages 8-9

- How did this adventure start? How did the friends get to the island of Mumbles?
- Why did the parrot say "I must tell the captain"?
- Where did the children get the map of the island?
- Who called the children "urchins," and why?
- What did the pirates plan to do with the children?
- Why did the captain let Sam go?
- Why did Sam go to Smugglers Cove? What did she find there?

The pirates tied the hands of the children and made them follow Blackbeard through Palm Tree Forest. When they arrived back at the shore, they saw two other children in the small rowboat. Their hands were also tied.

The five scared friends were pushed into the boat. Sam and Tommy sat next to the boy and girl. The girl, who was the older of the two, whispered to Sam. "I'm Lily Slade. This is my brother, Jack. My father and older brother are camped at Smugglers Cove."

"Shut up!" yelled Blackbeard, "or I'll feed you to the sharks."



Ah, the Life of a Pirate!

Pirates have a special allure in the imaginations of many children, especially boys. Pirates are exciting figures with adventurous lives. Ask students what they imagine the life of a pirate was like. The information below can help to round out the picture of a pirate's life.

- **Ships**—Pirates sailed on ships that they seized from their victims. They needed fast ships so they could both attack and flee speedily. They also needed sturdy ships that could withstand bad weather and be reliable for long voyages.
- **Navigation**—Navigation was challenging for pirates and non-pirates alike. The hazards of the open seas included tides, currents, hidden rocks, and dangerous weather, in addition to the dangers of pursuing or being pursued by an adversary.
- **Flags**—A pirate flag identified a ship as the vessel of a dangerous adversary. Black flags signified death, and red flags signified battle. The most commonly recognized pirate flag, bearing a skull and crossbones (often called the Jolly Roger), was one of several designs displaying images of death, often in combination with weaponry. Communication flags were used to signal other pirate ships to call a meeting.
- **On-board Work**—Maintaining and navigating a pirate ship was difficult work. Crew members had to be strong and able to endure both the physical challenges and the dangers, both from the weather and those associated with their criminal ways. Maintenance tasks on board included carpentry, sail mending, swabbing the decks (to keep them from becoming dangerously slippery), caulking (keeping the ship watertight), making and repairing food storage barrels, and operating the bilge pumps to remove any water that collected in the bottom of the ship. A look-out was always on duty to spot enemies and possible victims on the horizon.
- **Life on Board**—A pirate's life was similar in many ways to that of a sailor. Living quarters were overcrowded, cramped, and lacking in privacy. Fresh food and water were often lacking on long voyages. Still, there was often great camaraderie on board and a more relaxed life than would be found on a working vessel.

Pirates—What's the Fascination?

Boys often go through a "pirate phase" where they wear pirate costumes, collect pirate paraphernalia, and use pirate terminology. Just what is it that draws boys to pirates?

One possible answer is that playing pirates allows boys to express their nasty side. (Girls often find other ways of doing this.) As they grow up, children are bombarded with messages to be good and well-behaved. They hear this message at home, at school, and from every adult they know. It's inevitable that their nasty side is going to come out somewhere.

Given the opportunity to express those aspects in play while young, children are less likely to need outlets in real life or as adults. Exploring nastiness in play helps children learn the boundaries of appropriateness. It's important to teach children the difference between play and reality, and to not let the nastiness get out of hand. But it's good to let them explore it, and it helps them grow into more balanced adults.

Neat-o Pirate Stuff

Aspiring pirates will be happy to see **Tommy Tales Fact File 011, Pirate Stuff**, a collection of pirate-related paraphernalia. They can test their knowledge using **Fun Sheet 013**. Students can use the drawings to create larger ones of their own. The items can also be used as jumping-off points for students to learn more about pirate paraphernalia in a library or on line.

Pirate Clothes

Some of your students are likely to dress as pirates for Halloween. To help them with ideas, here are some facts about how pirates dressed:

- Pirate captains generally liked to dress differently from their crew. They often wore fancy clothes made of expensive fabrics such as silk, lace, and velvet. Sometimes their nice clothes were stolen from their victims.
- Captains often also wore gold and silver to accentuate their status. Gold buttons often were elaborately carved. Silver buckles were used both on shoes and to fasten the legs of breeches. Lace cuffs and collars added to the fancy look.
- Pirate captains usually wore their hair long and tied back with a ribbon.
- Crew members needed durable clothes that were comfortable for the hard work on the ship and also for fighting.
- Crew members generally had only one outfit each. The only item of clothing they washed regularly was their cotton shirt. The rest of their clothes were most likely torn, stained, and foul-smelling. When the clothes became too unpleasant, they would be replaced, often by stealing from a victim.
- Pirates usually tied a scarf around their heads to help keep out dirt. They often rolled up their scarves and tied them around their foreheads during battle to keep sweat from running down their faces.
- Although pirates generally had leather shoes, many preferred to work and fight barefoot because it gave them a better grip when the deck was slippery.
- Women were normally not allowed on pirate ships. Those who managed to become pirates had to disguise themselves in men's clothes.

10

The rowboat reached Blackbeard's ship and they were soon on its deck. It was then that Blackbeard saw Sam's medallion shining in the sun.

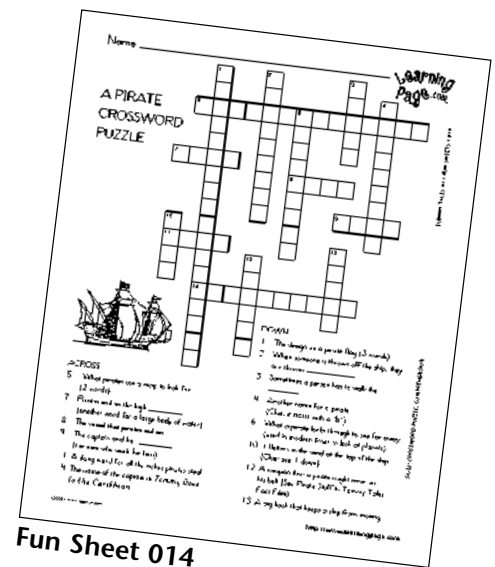
"Where did you get this?" roared the pirate captain.

"F...f...from Mmmm," stammered Sam. She was trying to say "from Mrs. Thatch," but Blackbeard thought she said "from Mom."



A Pirate Crossword Puzzle!

The crossword puzzle (**Fun Sheet 014**) that goes along with *Tommy Goes to the Caribbean* is all words associated with pirates. When you're a pirate lover, you just can't get enough on the topic!



"Ahhrr! So we are family, little lady! My name is Edward Thatch. All Thatch children are given these medallions when they reach their first birthday," said Blackbeard.

"I can't sell my own kin. Take her back to the beach, Perkins, and let her go."

Nobody noticed Lucy slip the map into Sam's hand as she passed by. Perkins then rowed ashore with Sam.

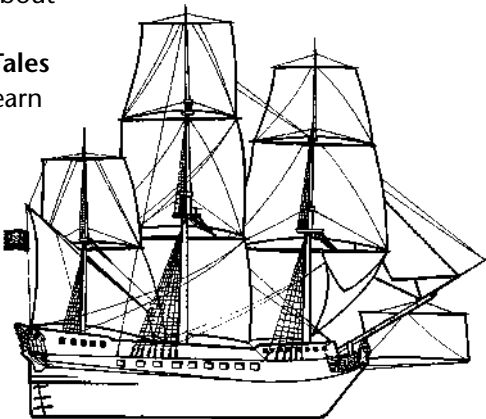
A short, fat pirate made the other children follow him down some stairs. He then pushed them into a small, dark cabin and locked the door.



More pirate stuff to come . . .

The teaching materials for Book 12, which follows *Tommy Goes to the Caribbean*, continue the pirate theme. Students have the opportunity to learn about Captain Blackbeard (including a *Tommy Tales Fact File*). They also learn about pirate ships.

A section is included on boats and ships in general, including the parts of a ship and various types of vessels, from canoes and rafts to ocean liners.



Put Yourself in Their Shoes

Two **Fun Sheets** for this story ask students to imagine that they are on this *Tommy Tales* adventure. **Fun Sheets 009** and **016** ask students how they would feel if they were taken back in time by RK-5, locked up by pirates, and other aspects of this story. Students have an opportunity to learn and practice words that describe feelings, and also to use their imaginations to enter the world of Tommy and his friends.

Extension You can review all of the *Tommy Tales* stories with students by asking them to recall the various adventures Tommy and his friends have been on. Ask them how they would like being taken back to the time of dinosaurs, to the world of insects, or on an underwater scuba-diving adventure. Ask them how they would feel in some of the emotional moments of the stories, when the friends encountered dangers or celebrated joyful moments together. Encourage students to learn words to describe how they are feeling that are more specific than "good," "bad," or "awesome."

Some people believe all emotions can be categorized into the following four categories. Under each main emotion are some words you may want to introduce or review with students.

Glad	Sad	Mad	Scared
happy	blue	angry	frightened
joyful	glum	irritated	terrified
gleeful	forlorn	annoyed	anxious
elated	mournful	peevish	nervous

Fun Sheet 009

Name _____

Feelings

Read each statement. Then write how you would feel if this happened to you. Choose one or more of the feelings listed at the bottom of this page. You can also write other feeling words that you know.

1. Pirates captured you and tied you up. _____
2. You are Captain Blackbeard, and you just discovered Sam's medallion. _____
3. Captain Blackbeard let you go after he decided he could not sell you. _____
4. Lucy just slipped the map into your hand. _____
5. A pirate made you follow him down some stairs. He pushed you into a small, dark cabin and locked the door. _____

sad happy scared angry nervous relieved

North, South, East, West

The map skills associated with *Tommy Goes to the Caribbean* and the preceding story (*Tommy Goes to a Yard Sale*) use the concept of the four directions. Students should have a basic sense of the directions from learning about the Earth's poles and the hemispheres.

Extension A fun way to increase awareness of map directions is to play a game called How Far Have You Traveled? Have students study a map of the world, their country, or their state (whichever is appropriate to the group or to each student). Then pose these questions:

How far north have you been?

How far south?

How far east?

How far west?

In answering these questions, students will increase their awareness of the location of places they are familiar with relative to each other. Ask students to write down their answers to the questions. When the entire class is ready, pose the same questions to the class, and give each student the opportunity to share where he or she has been and any special stories about their travels. A variation of this game is to have students answer where they *want* to go in their lifetimes; sharing responses in a class setting can encourage everyone to have dreams as well as to articulate why they are drawn to various places in the world. (This game is equally fun for adults and can evoke fascinating travel stories.)

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Perkins left Sam at Morgan's Landing and rowed back to the ship. Sam knew she had to find Smugglers Cove. Mr. Slade, Lily's dad, was camped there. She looked at the map, but Smugglers Cove was not marked. "It must be on the missing half," she thought. "So I have to walk east."

Just then, she heard a noise behind her. Fearing the worst, she turned around. She saw Bongo and Taffy running towards her.



Making a Compass

You can teach students how to make a compass—with the help of an adult—and how to discover for themselves which way is north. In addition to the satisfaction of making something, they will also increase their understanding of how to orient themselves relative to the directions, which is a more advanced concept than finding north on a map (where it is always "up").

In order to make a compass, you will need these supplies:

- a magnet
- a needle
- a clear plastic cup
- a cork or a piece of foam

Now follow these steps:

- Magnetize the needle by holding the needle at the "eye" end and rubbing the magnet along it toward the point of the needle. Do this about 30 times. Test to make sure the needle is magnetized by using it to pick up a pin.
- Cut a small disk-shaped piece of cork and push the needle through it so that the length of the needle and the plane of the cork are aligned.
- Fill the plastic cup 3/4 full of water. Place the cork with the needle in the water so that it floats.
- Place the cup on a table and wait for the water to become still and for the cork/needle to stop moving. The end of the needle with the sharp point will be pointing north.

Hint: The needle will need to be remagnetized from time to time in order to keep working properly.

She felt less lonely now that Bongo and Taffy were with her. They set off walking east. After they had been walking for an hour, Sam saw some smoke rising in the distance.

"That could be coming from Mr. Slade's camp," said Sam. "But it could also be a pirate camp. I had better be very careful."

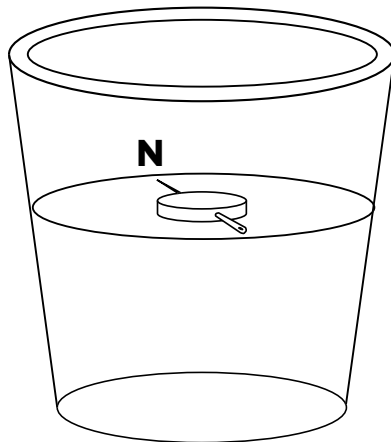
Within thirty minutes, she arrived at the camp. She peered through some bushes. She was happy to see a man and a boy. The boy was about twelve years old.

"This must be Smugglers Cove," she thought.



Making a Compass

(directions on page 12)



Cross-Cultural Connection—Honoring the Four Directions

Among Native American peoples and various other native cultures around the world, everything is seen as part of the circle of life, including the paths of the sun and moon, the changing of the seasons, and the cycle of birth, growth, and death. The practice of honoring the four directions is an aspect of paying respect to the balance in nature and our connection with the natural world. Honoring the four directions is also a way of entering a quiet inner world where healing can take place. Each direction represents an aspect of life and is associated with particular animals, colors, and more. The associations for each direction vary somewhat depending on the tribe; here is one way of delineating the four directions:

- **East**—As the sun rises in the East, this is the direction where everything is fresh and new, and the place from which we begin to seek knowledge. Honoring the East is connected to appreciating the potential for new learning experiences and the miracle of creation.

- **South**—The South is associated with growth. It is the direction where everything in life is replenished and in full bloom. We are invited to enjoy life's fruits and remember to not take them for granted.

- **West**—The West is associated with reflection, insight, and going within to gain insight. The West is also sometimes associated with the promise of the future.

- **North**—The North is associated with purity, and also with ideas that are lying dormant, waiting for spring. It is the direction from which healing may come, where the secret is found to many healing cures.

You can introduce students to the practice of honoring the four directions as a way to give thanks to nature for the richness and beauty of this planet we live on. Teaching students about how other cultures honor life and give thanks broadens their world view. It may also encourage them to develop or expand their sense of responsibility for their part in taking care of our planet.

Role Playing

Sam told her story to Mr. Slade and Billy. Use this scene to teach students about role-playing. Write out ahead of time a one-sheet script for students to follow. Then break the class into groups of three, and have each group decide who will play Sam, Mr. Slade, and Billy.

You can also add stage directions to the script (in parentheses). Stage directions provide guidance about movement on stage as well as emotions, facial expressions, and gestures. Stage directions can assist students in knowing how to act out the scene, and can also encourage students to learn how to act using their whole bodies rather than just reading lines.

Here is an example of the beginning of a script:

SAM: (runs in from left side of room, out of breath) Help! Lily and Jack and all my friends have been captured by Blackbeard the Pirate!

MR. SLADE: (walks up to Sam) Who are you, little girl? How do you know about Lily and Jack?

BILLY: (gives Sam a funny look) And why are you wearing those strange clothes?

SAM: (visibly upset, talking fast) My friend Lucy found a treasure map in an old book. My friends and I came here to find the treasure. Never mind about my clothes right now—we'd better hurry and rescue everyone. While we're talking, the pirates might be throwing everyone overboard to the sharks!

Extension If your students enjoy this role-playing exercise and want more, you can choose a different scene from this, or another, **Tommy Tales** story and have students create their own dialogue. After describing the scene, give them the choice of either writing a dialogue or improvising with a bit of forethought. After a group presents its scene to the class, you might give feedback on how they can make the presentation more realistic by adding emotion, gestures, and movement. Then ask them to act the scene again. Be sure to recommend any props available in your classroom that might add to the realism.

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Sam ran into the camp yelling, "Help! Lily and Jack and all my friends have been captured by Blackbeard the Pirate!"



Mr. Slade and his son Billy were surprised to see this strangely dressed little girl run into their camp. They were very worried about Lily and Jack, so they listened to Sam's story.

More Fun with North, South, East, and West

Depending on the age of your students, you might teach them to orient *themselves* relative to the directions. This is a much more advanced concept than looking on a map and finding north (which is usually "up").

You can introduce this concept most easily if there is a visible landmark in your town, such as a mountain, a tall building, or a water tower. With a reference point, you can help them figure out all four directions. If there is no obvious reference point, pick one to use, such as the pink brick building across the street. Then practice with students, both outside and on a map, figuring out corners at an intersection. Teach them how to tell if the corner is NE, NW, SE, or SW. Look for clues on street signs, such as directional indicators on street names.

Learning the directions helps students become more aware of their surroundings, and might prevent them from getting lost.



Mr. Slade explained to Sam that he had found the other half of the map. Lily and Jack had gone out early that morning with the map to look for the treasure. The treasure belonged to the Slade family. Blackbeard had stolen it from them the year before.

"The first thing we must do," said Mr. Slade, "is to rescue all the children. Then, as we have your half of the map, we can recover the treasure. I have a plan. We'll need to wait until it gets dark, so try to get some sleep."

TO BE CONTINUED IN BOOK 12

Write a Letter to a Tommy Tales Character

After reading *Tommy Goes to the Caribbean*, have students write a letter to one of the characters in the story. Give them the option of writing a letter to one of the pirates. Leave the content up to them; it will be interesting to see what students have to say to a pirate! Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and a signature.

July 20, 2001
Dear Captain
Blackbeard,

You are the meanest
pirate that ever lived.
When I grow up, I want
to be just like you.

Sincerely,
Bobby R.

Relationships

This story, like the other stories in the **Tommy Tales** series, continues to reveal to us aspects of the children's relationships with each other. Each adventure teaches the importance of friends and family, teamwork, and staying together on adventures. These stories also encourage readers to think about right and wrong and to make wise choices in their lives. As a way of wrapping up this story, ask students to share something they have learned from this **Tommy Tales** adventure that they can use in their everyday life.

Feedback

Remind students that this is the eleventh book in a series, and that there will be a new one each month. Ask "How do you like it so far?"

Ask them to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

More Feedback

Students who have followed the **Tommy Tales** stories may have ideas about adventures they would like Tommy and his friends to go on. Suggestions for future story adventures can be sent to editor1@learningpage.com along with book reviews. Imagine the excitement of a student whose ideas are incorporated into a future story!

Conclusion

Ask students for their feelings and thoughts about this story. Because *Tommy Goes to the Caribbean* is to be continued, students will naturally be curious and enthusiastic to see what happens next in this **Tommy Tales** adventure. As RK-5 continues to transport Tommy and his friends to new places, readers' knowledge and understanding of the world around them continues to grow.

