

BOOK 12



Tommy and the Pirates



Tommy Tales

Guide for Teachers and Parents

Book 12: Tommy and the Pirates

This is the twelfth 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 and the Pirates* is the third 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 Teaching 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 and the Pirates*, share with the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you begin 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.

THE STORY SO FAR . . .

The current adventure began in *Tommy Tales* Book 10, *Tommy Goes to a Yard Sale*, and continued in Book 11, *Tommy Goes to the Caribbean*.

RK-5 transported Tommy and his friends to the Caribbean island of Mumbles to search for buried treasure. The children were captured by Captain Blackbeard and his band of pirates. Blackbeard let Sam go after mistakenly thinking she was a relative. Sam went to get help while the others were held captive. Like all *Tommy Tales* adventures, this one calls on the children to be creative and resourceful, and to work together to get out of a jam.



Book 11



Book 10

Slavery

This **Tommy Tales** story opens with Captain Blackbeard intending to sell the children as servants. In other words, he is prepared to sell them into slavery.

Slavery is a challenging topic to introduce to young children, but one that they should know about. Ask students if they know anything about slavery. If they do, they are likely to refer to the period in American history when slavery was legal. This is just the tip of the iceberg, but it's a place to start.

Slavery is work for no pay under the threat of violence. Tell students that when Europeans began to explore and exploit the wealth of the Americas, they kidnapped millions of Africans and brought them to the Americas to become slaves, largely to work as agricultural laborers.

Slavery has existed since prehistoric times all around the globe. In historical times, slavery typically involved prisoners of war and was considered a humane alternative to being put to death. What made American slavery different was that against their choice, free Africans were brought to America, kept in captivity, and treated brutally. Their offspring were also placed into slavery. Americans justified slavery with racism—that is, by thinking of Africans as nonhumans who were unworthy of being treated with dignity, or else as heathens who would benefit from the influence of Christianity, even as inferiors.

Conflict over the abolition of slavery, among other things, led to the U.S. Civil War and to the Emancipation Proclamation (1863), a declaration by Abraham Lincoln ending slavery.

Slavery in the United States is particularly paradoxical given that the U.S. was one of the first nations to declare that the rights of the individual were paramount and that “all men are created equal.” Children need to learn from a young age that denying freedoms on the basis of skin color, gender, religious or sexual preference, or other differences is wrong. The earlier children learn these concepts and understand that discrimination is based on fear of differences rather than on superiority, the more they will grow up living consistent with the conviction that everyone deserves freedom and respect. This attitude will also extend naturally to other life forms, the environment, and the planet as a whole.

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Pirates had captured Tommy and his friends. They were locked in a cabin on Blackbeard's ship. Blackbeard was going to sell them as servants. Their only hope was Tommy's sister Sam, who had gone for help.

The cabin had a small porthole, which let in little light. “What can we do?” cried Kim. “I don't want to be sold. Can't we get RK-5 to take us back?”



Slavery Today

Slavery continues to be practiced around the world today. Enslavement, especially of women and children, is often the preferred method for keeping costs low and profits high.

One Story A Pakistani boy named Iqbal Masih worked in a carpet factory beginning at the age of four. He worked 12 hours a day, six days a week. He was killed at the age of 12 for his activist work organizing a union to protect children's rights.

A Canadian boy named Craig Kielburger read about Iqbal's death. He learned about unfair child labor around the world. He and his friends formed an organization run by children, called Free the Children (www.freethechildren.org), which works to change government policies on child labor. Free the Children has grown to an international organization with chapters in 20 countries. Iqbal's death motivated Craig to start an organization that has had tremendous positive effect on children around the world. Who says that one person can't make a difference?

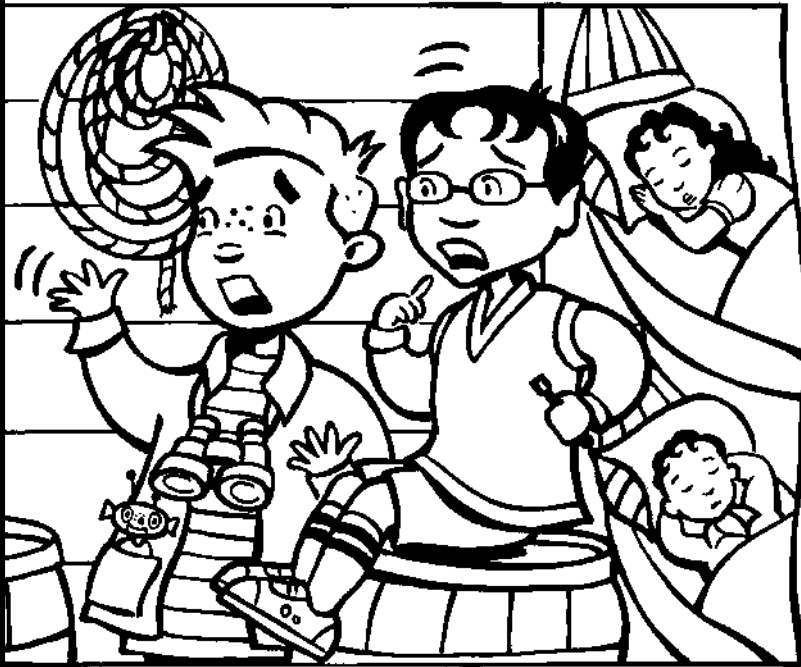
"We can't do that," said Tommy. "We'd leave Sam behind."

"... and Bongo and Taffy," added Andy.

Their new friends, Lily and Jack, were sleeping.

"We should all try to sleep," said Tommy.

"Don't worry, I'll think of an escape plan tomorrow."



Escape Artists

It's impossible to mention the word "escape" without thinking of Harry Houdini, whose name is synonymous with escapes. Houdini is the most famous magician in history.

Houdini was born in 1874 in Hungary. He was four years old when his family moved to America. Houdini became fascinated with magic after seeing a traveling magician as a young boy. He turned to magic at age 17 as a way to avoid factory work. By 1898, Houdini had developed an act that involved escaping from any pair of handcuffs produced by an audience member. The success of this act made Houdini a legend.

During a visit to a psychiatrist friend in 1896, Houdini saw his first strait jacket. He was inspired to create an act around escaping from it—hanging upside down from his ankles, suspended yards above the ground.

Houdini later expanded his escape act to include escaping from most any location or situation suggested to him. He escaped from jail cells, from handcuffed bridge jumps, from padlocked crates thrown into rivers, from locked canvas mailbags, and even from a giant paper bag, without making a single tear in it.

Extension Many students in the elementary grades are fascinated by magic and escape tricks. While many of the tricks require more manual dexterity and precision than most children have at this age, some are simple enough. Students can find magic tricks in toy stores, or on line at www.magictricks.com or www.conjurer.com.

Preparing for Reading

The last **Tommy Tales** story ended with Sam finding Mr. Slade and his son Billy. The three were preparing to come up with a plan to rescue the other children. 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.

Reading Guide

You may structure the reading time for this story in many ways. Here are just two ideas:

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 can begin questioning for comprehension and work on some of the

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Fun Sheets and activities cited in this section. Proceed to the second two pages, and so on.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly: **Tommy and the Pirates**. You could also write it on the board. Read the first two pages of the story. Then ask what some of the key elements are that students remember about the previous **Tommy Tales** stories. Which story was their favorite so far? Which character?

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.

Kinds of Boats

Mr. Slade, Billy, and Sam were rowing a small boat toward Blackbeard's ship. This **Tommy Tales** adventure provides an opportunity for students to learn about kinds of boats. They can consult **Tommy Tales Fact Files 017** and **018** to learn to identify various kinds of boats and ships. The vessels are scaled proportionally on the page so that students can get an idea of the relative size of each one.

Students can test their knowledge of these boats by using **Fun Sheet 013** to recognize and learn to spell the names of the vessels.

You can extend this discussion by soliciting stories about experiences your students have had either seeing these kinds of boats and ships, or being on them.

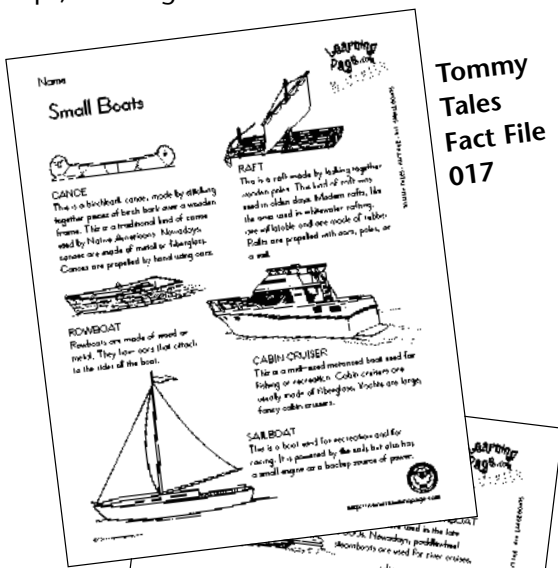
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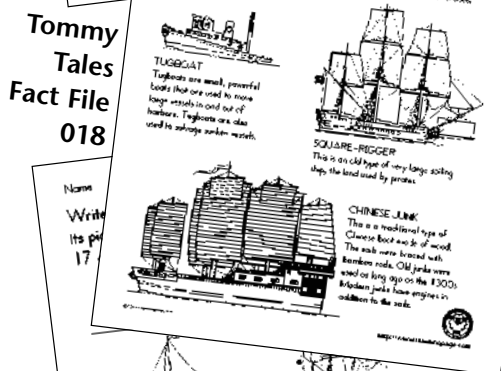
Mr. Slade was beginning his plan to save the children. He was rowing a small boat. His son, Billy, and Sam were helping him to row. They were rowing towards Blackbeard's ship.

"The pirates won't see us in the dark," said Mr. Slade. "But you must keep very quiet. These pirates have very good hearing."

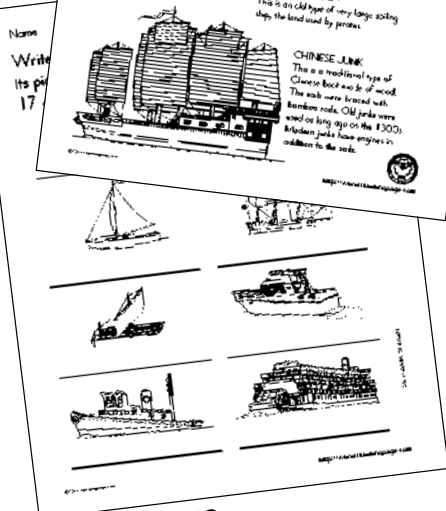
They reached the ship but didn't know where the children were being held.



Tommy
Tales
Fact File
017



Tommy
Tales
Fact File
018

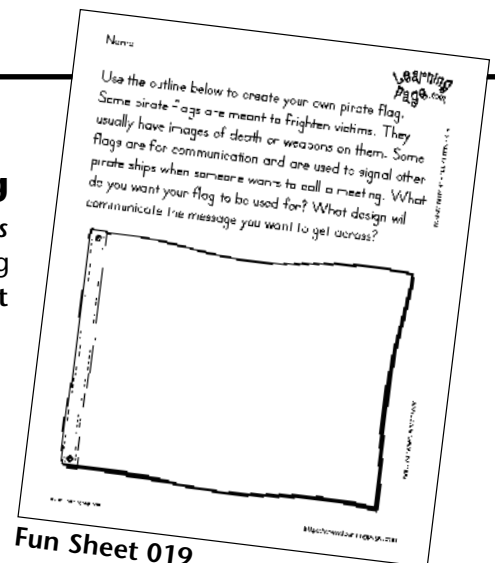


Fun Sheet 013

Art Activity— Create a Pirate Flag

Use *Tommy and the Pirates* Fun Sheet 019 for creating pirate flags. The Fun Sheet provides an outline of a flag that students can fill in with any design they can imagine. You can also provide students with larger blank flags by cutting rectangles from a roll of butcher paper or using pieces from a large pad of art paper.

Older students might want to use collage to create more complex images. The finished pirate flags can be hung around your classroom or be taken home for bedroom decorations.



Fun Sheet 019

"We can't shout out to them," whispered 5
Billy. "The pirates will hear us."

"I can use my secret owl whistle," said Sam.

"My brother will recognize it."



1. The Sense of Hearing

Mr. Slade said the pirates have a good sense of hearing. You can use this line from the story to introduce activities that explore the sense of hearing and increase students' awareness of it.

- Collect objects that you can use to create a variety of sounds, such as a whistle, a piece of paper to crumple up, a stick, a tennis ball, a bag of seeds or beans, a pot or pan, a large rubber band, and a hollow paper tube. Go behind a desk or bookcase where you cannot be seen. One at a time, make a noise and ask students to guess what object created the sound.
- Make a sound by clapping, tapping your foot, or ringing a bell a certain number of times. Ask students to count and say how many times they heard the sound.
- Standing in a circle, have each student create a simple sound pattern using a combination of clapping, finger snapping, stomping a foot, making a vocal sound, or whatever they can think of. Have the other students listen carefully and recreate the sound. Then proceed to the next student.
- Teach words to describe sounds by writing on small pieces of paper individual words that describe how something can sound, such as "loud," "soft," "harsh," "gentle," "soothing," and so on. Have each student pick one from out of a hat and make a noise (either with their voice or with an object in the room) that matches the word. Have the other students guess what the word might be.
- Bring to class recordings of various kinds of musical instruments. Help students learn to identify the instrument making that sound. For younger students, you might differentiate less, such as "wind," "string," or "percussion," whereas older students might be able to learn to identify more accurately a specific instrument.
- Make a water marimba. Fill several identical drinking glasses with water at different levels. Strike the glasses lightly with a wooden spoon or stick. Explain that the vibration of the glasses and the air is creating the sound, and that because of the different water levels, each glass contains a different amount of air and therefore creates a different sound.

2. Another Hearing Activity

- Ask students to share their most and least favorite sounds. Their response might be their favorite kind of music, in which case ask them to say what they love about that music. Their response might be a loved one talking to them, such as a parent saying "I love you," or conversely, someone they love saying something mean to them. Ask them to think about sounds other than music and voices as well; you can give them an over-the-weekend assignment to listen to the sounds in their lives and come up with at least three new sounds they never thought about before that they either like or hate, such as the wonderful everyday sounds of eggs being poured into a hot skillet and a can of coffee being opened.

Signaling

Andy used his flashlight to signal Sam through the porthole. You can use this opportunity to teach students about various kinds of signaling. The teaching notes for **Tommy Tales Book 9, *Tommy Goes to the Ocean***, include a lesson on sign language and deaf communication. Here are some other kinds of signaling you can share with students:

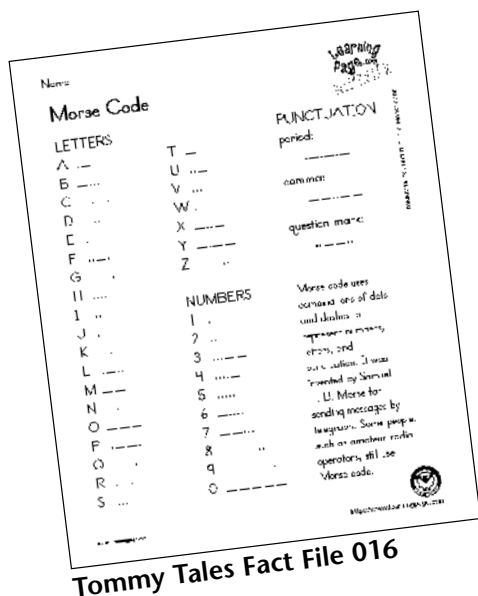
Morse Code

Samuel Morse (1791–1872) was a famous American inventor and painter. He received the patent for the first successful electric telegraph in the United States and also invented the Morse Code, used for many years to send telegraphic messages.

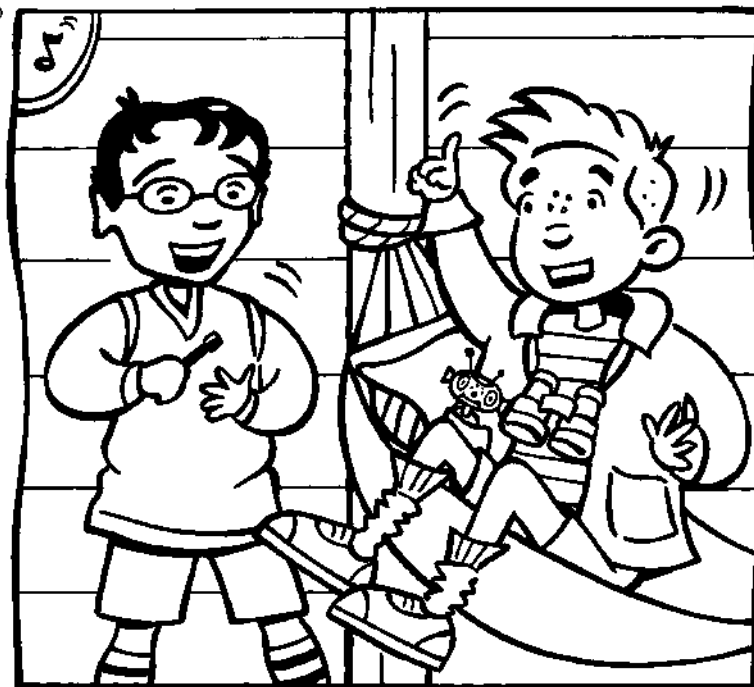
The telegraph was the first device to send messages by electricity. At one time, most telegraph messages were sent by tapping out a special code for each letter of the message with a telegraph key. The telegraph changed the dots and dashes of this code into electrical impulses and transmitted them over telegraph wires. Later, this code became universal and is now known as Morse Code.

Before electric telegraphy, most messages that traveled long distances were entrusted to messengers who memorized them or carried them in writing. These messages could be delivered no faster than the fastest horse could run.

See **Tommy Tales Fact File 016, Morse Code**, for the actual code. Students can have fun with Morse Code using **Fun Sheet 007**.



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Tommy couldn't sleep. He was trying to think of an escape plan. He heard an owl calling in the distance. He suddenly sat up.

"Hey! That's Sam's owl whistle. She must be bringing help. This is a big ship. She'll never find us," he said sadly.

"Yes, she will," said Andy. "I'll use my flashlight to signal."

Semaphore

The Semaphore flag signaling system is an alphabet signaling system based on the waving of a pair of hand-held flags in a particular pattern.

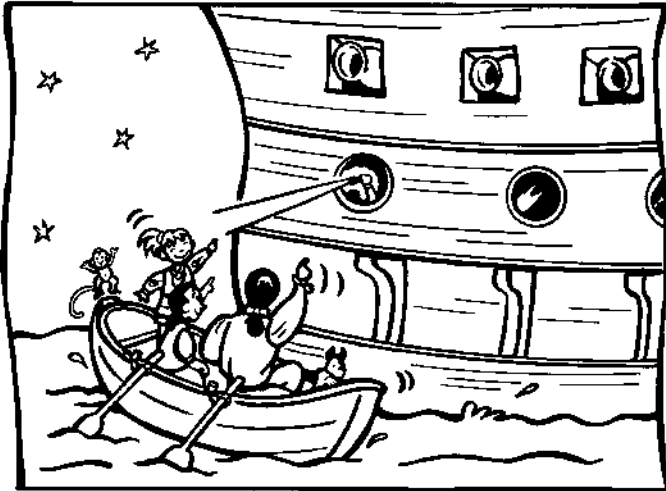
The flags are usually square, red and yellow, divided diagonally with the red portion in the upper region. The flags are held with arms extended in various positions representing each of the letters of the alphabet. The pattern resembles a clock face divided into eight positions: up, down, out, high, low, for each of the left and right hands (LH and RH). Six letters require the hand to be brought across the body so that both flags are on the same side.

Hand Signals

There are specialized hand signals for many sports, including soccer, basketball, diving, waterskiing, and driving, as well as for agricultural safety and other specialized work settings.

Lily and Jack looked on with interest. They hoped that their new friends knew what they were doing.

Andy climbed up to the porthole and shone his flashlight outside. He switched it off and on. He hoped that Sam would see it.



Sam saw the signal right away.

"There they are," she whispered excitedly.

"See the light flashing at that window."

"It's called a porthole on a ship," said Billy.

"OK!" said Sam. "Let's row to that porthole."

Parts of a Ship

Continuing the ship theme, this **Tommy Tales** story gives students the opportunity to learn parts of a ship. They can consult **Tommy Tales Fact File 015** for an illustration of a pirate ship (a square-rigger) with the main parts labeled. Students whose interest in pirates is sparked by Tommy's pirate adventure may be prompted to do more reading about pirates, in which case they are likely to encounter references to parts of ships.

The crossword puzzle for *Tommy and the Pirates* (**Fun Sheet 014**) is about parts of a ship. Reading the puzzle clues gives students the opportunity to think verbally as well as visually, which reinforces their knowledge.

Where Am I?

You can extend students' learning by playing a game called **Where Am I?** Have one student be "it" and come up with a description of where on the ship they are, such as: "I am on the part of the ship that has square holes where cannons fire through. Where am I?" Other students can raise their hands and guess, or else write down their answers so you can tell how many students have learned the information.

This game can be used for many other topics as well, including:

- **Where in the World Am I?** Have students take turns describing a place on the globe. Encourage them to organize the clues in their minds so that they offer the most subtle ones first and get more obvious with each clue.

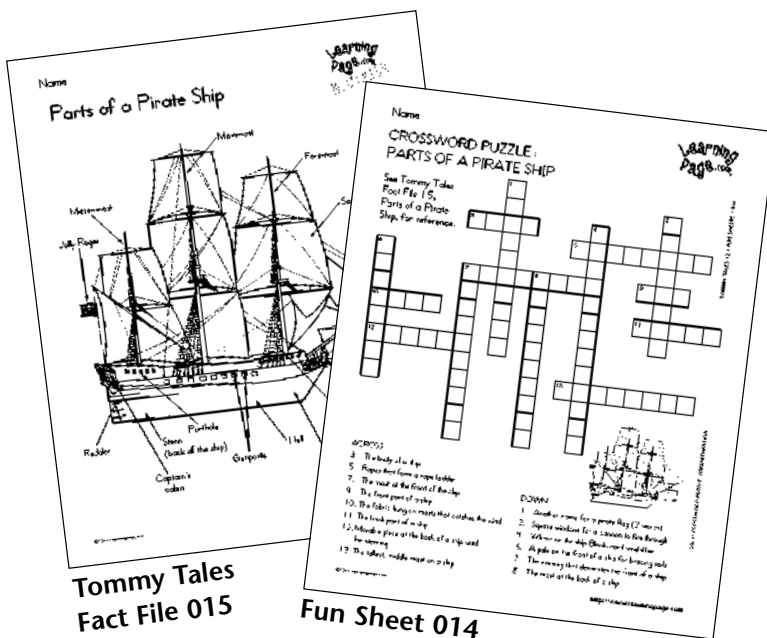
Example: *I am in a very cold place. There are no trees where I am. The ground is frozen all the time. It is completely dark for one-half of the year. (Antarctica)*

- **Where in Time Am I?** Students can use this game to explore going forward or backward in time.

Example: *I am alive at a time when there are no televisions or cars. When I want something to eat, I go pick it off a tree, dig it out of the ground, or kill an animal. I wear animal skins to keep warm. (prehistoric times)*

- **What Animal Am I?**

Example: *I am in a place that is built of wood. There is a lot of mud around me. I look up and see my mother. She has a flat nose, and she is pink. (pig)*



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. servants (p. 2)
2. hearing (p. 4)
3. whistle (p. 5)
4. recognize (p. 5)
5. excitedly (p. 7)
6. introductions (p. 8)
7. haste (p. 8)
8. pieced (p. 9)
9. progress (p. 9)
10. crooked (p. 10)
11. arrangement (p. 13)
12. recover (p. 14)



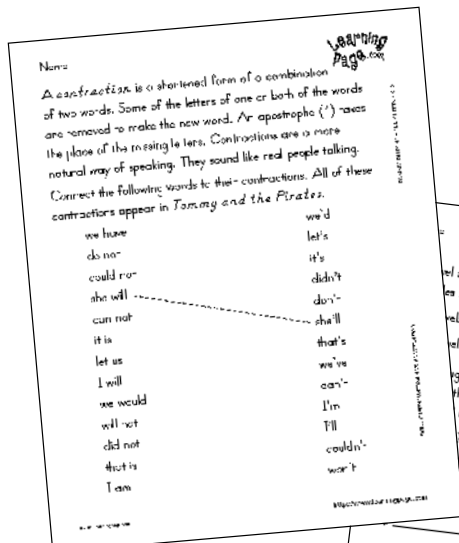
Write the words on the board, and have students copy them onto a piece of paper. Then, using dictionaries or on line, have them write a definition for each word. Remind students to reread the sentences in the story where the words appear to make sure they choose and write the correct definition.

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

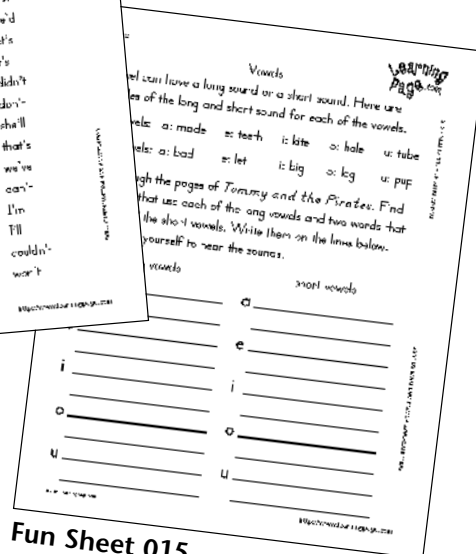
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As soon as they reached the side of the ship, the children piled out of the porthole. In five minutes, they were all in the rowboat. Lily and Jack hugged their father.

"I'm pleased to see you, young ladies and gentlemen," Mr. Slade said softly. "No time for introductions. We must make haste before the pirates discover that you've escaped."



Fun Sheet 012



Fun Sheet 015

Language Skills

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

- Fun Sheet 003 for practice with kinds of sentences
- Fun Sheet 004 for practice with verbs
- Fun Sheet 011 for practice with alphabetical order
- Fun Sheet 012 for practice with contractions
- Fun Sheet 015 for practice with vowels

When they reached their camp, Mr. Slade pieced together the two halves of the map.

"Now we should have no trouble getting our treasure back," he said.

They set out, in the dark, to find the treasure. Mr. Slade was in front with Andy. Andy used his flashlight to lead the way. Billy was in the rear with Tommy.

They made good progress and reached Three Cliffs Bay just as it got light.



Midway Comprehension Check

Pages 8–9

- How did Tommy and his friends end up as captives of the pirates?
- How did Sam get free of the pirates?
- Where were Bongo and Taffy? How do you know?
- Why didn't Tommy ask RK-5 to transport the friends back home?
- How did Mr. Slade, Sam, and Billy figure out where on the pirate ship the captive children were? What did the search party do to help this effort? What did the children on the pirate ship do?

Both Halves of the Map

Students got to see Lucy's half of the treasure map as part of Book 10, *Tommy Goes to a Yard Sale*. (If you didn't download it then, it is **Tommy Tales Fact File 010, Lucy's Treasure Map**.) Then, in the teaching notes for Book 11, *Tommy Goes to the Caribbean*, we promised that the other half of the map would be coming. Finally, it's here! It is **Tommy Tales Fact File 013, Lily's Treasure Map**. We've also included the entire map in one piece (**Tommy Tales Fact File 014, Entire Treasure Map**).

Students can piece together the two halves (or use the complete map) and trace the route that Tommy and his friends took from the point when they first landed on the island of Mumbles in Book 10, *Tommy Goes to a Yard Sale*. They can also color the map, draw a variety of ocean animals in the water (or use resized **Cut Outs** from the **Oceans Unit**), or anything else that strikes their fancy!



Famous Pirates

Henry Morgan (born in 1635, died in 1688) was a Welsh buccaneer. He was the most famous of the adventurers who plundered Spain's Caribbean colonies during the late 17th century. Unofficially supported by the English government, he undermined Spanish authority in the West Indies. He participated in many successful raids in the Caribbean, including capturing Panama City in 1670 with the help of 36 ships and nearly 2,000 buccaneers. On the return journey, he deserted his followers and made off with most of the booty. Morgan's reputation as a bloodthirsty pirate was created by an exaggerated account of his exploits that was written by one of his crew.

William Kidd, or Captain Kidd (born in 1645, died in 1701) was a British privateer and semi-legendary pirate. He became celebrated in English literature as one of the most colorful outlaws of all time. Fortune seekers have hunted his buried treasure in vain through succeeding centuries.

Sometime after Kidd's arrival in 1697 at the Comoro Islands off East Africa, he decided to turn to piracy. In October 1697, his refusal to attack a Dutch ship nearly brought his crew to mutiny, and during an angry exchange Kidd mortally wounded his gunner, William Moore. He was later sent to England for trial. Found guilty of the murder of Moore and on five charges of piracy, Kidd was hanged.

The name of Captain Kidd has become associated with the romanticized concept of the swashbuckling pirate of Western fiction. Edgar Allan Poe's "The Gold Bug" is one of several stories concerning caches of treasure he supposedly buried.

Blackbeard was the nickname of an English pirate, Edward Thatch, who died in 1718. He attacked ships in the Caribbean and along the Atlantic coast of North America from 1716 to 1718. He turned to piracy after a career as a privateer during the War of the Spanish Succession (1701–13). Operating from a base in North Carolina, Blackbeard terrorized the coastal settlements of Virginia and the Carolinas. He was killed on Nov. 22, 1718, during an engagement with a force sent from Virginia. Legend has it that his buried treasure was impressive, but it has never been found and probably never existed.

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"Now we need to know exactly where to dig," said Billy. "Read the directions on our half of the map, Lily."

"Take ten paces west from the crooked palm," read Lily. "Look for a rock shaped like a cat. Take five paces towards it. Dig for two feet, and there you'll find what you seek."

Tommy followed the directions. He took big paces. When he reached the place, everyone dug into the sand. Kim used her shovel and Andy used the beach pail. Taffy helped too. He loved digging.



Still More Pirate Activities!

- Have students create a "ship's log" that they can use as a journal to record their pirate thoughts and activities.
- Pair students off. Assign one of each pair the role of an imaginary pirate and the other the role of interviewer. Possible interview questions include where the pirate lived before becoming a pirate, why he became one, and what his life is like.
- Have students break into groups and write short plays or puppet shows starring pirates. Refer to page 14 of the Teaching Guide for Book 11, *Tommy Goes to the Caribbean*, for ideas on drama presentations.
- Have students create a wanted poster for a pirate of their invention or a real-life pirate (see biographies on this page). Students can draw a picture of their pirate and research what facts to include on a wanted poster.



After five minutes, Kim's shovel struck metal.

"There it is! We've found it," said Jack.

They all cheered loudly. The cheering quickly stopped when they heard a voice behind them.

"I must tell the captain! I must tell the captain!" the voice repeated.

Blackbeard's parrot, Toby, was sitting on a branch, watching them.

Comprehension

Several **Fun Sheets** contain questioning strategies to aid students' understanding of *Tommy and the Pirates*.

Fun Sheets 001 and **002** tests students' comprehension of the story. After assessing their answers, reread the story as needed to clarify what students don't understand.

Fun Sheet 005 asks students to tie in their knowledge of all three stories in this adventure (Books 10–12) to recall what each of the friends' yard sale purchases was eventually used for. **Fun Sheet 016** asks students to imagine they lived the life of a pirate.

Fun Sheet 016

Name _____

Imagine that you were a pirate on a pirate ship. Write three things that you would like about your life. Then write three things that you would not like about your life.

If I were a pirate, I would like:

- _____
- _____
- _____

If I were a pirate, I would not like:

- _____
- _____
- _____

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Codes of Conduct

Pirate ships had rules and regulations, just like on any other ship. Unlike other naval crews, pirates voted democratically on all aspects of their activities. The rules governing life on board were agreed on by everyone and put down in writing. Most pirate codes of conduct were destroyed if a ship was in danger of being captured, since they would serve as evidence of piracy. However, the rules of Captain Bartholomew Roberts survive. Here are a few:

- Each pirate shall have an equal vote, and all will receive an equal share of food and drink seized.
- Desertion during battle shall be punished by death or marooning.
- The captain and the quartermaster will receive a double share of all prizes.

Extension Introduce students to the concept of a code of conduct. Discuss why pirates had rules and laws. Then discuss why countries have rules and laws—why they are important and the functions they serve. Ask students to think about what happens to people who choose not to obey the rules and laws. Compare and contrast the consequences of breaking laws for pirates and for citizens of a country.

Have your class create its own code of conduct. First, solicit ideas about the reasons for and goals of having rules. Then ask what rules might work to serve those goals. Ask students for their input on appropriate punishment for rule-breakers, as well as reasons why someone would consider breaking the rules. See if you can move the class in the direction of consensus, or everyone being in agreement on the rules (see discussion in **Teaching Notes** for Book 6), as was the case on pirate ships.

Some possible ideas you might include:

Goal: Fairness

Rule: Everyone gets a turn.

Goal: Learning

Rule: Everyone does his or her homework.

Goal: Getting along

Rule: Conflicts will be settled by talking out the problem—not by hitting or fighting.

Goal: Fun

Rule: Laughing is allowed!

Learning about Birds

Toby the parrot's presence in this **Tommy Tales** story offers an opportunity to spark students' curiosity about birds.

The following traits define birds:

- They have wings.
- They have feathers and wishbones.
- They are vertebrates (they have backbones).
- They breathe air.
- They are warm-blooded.
- They hatch from eggs that have shells.
- They have bills but no teeth.

Birds come in many shapes, sizes, and colors. They live on land, in bodies of water, and in the air. Some birds are great swimmers and some cannot fly. Some are bigger than a person, while others are smaller than a mouse.

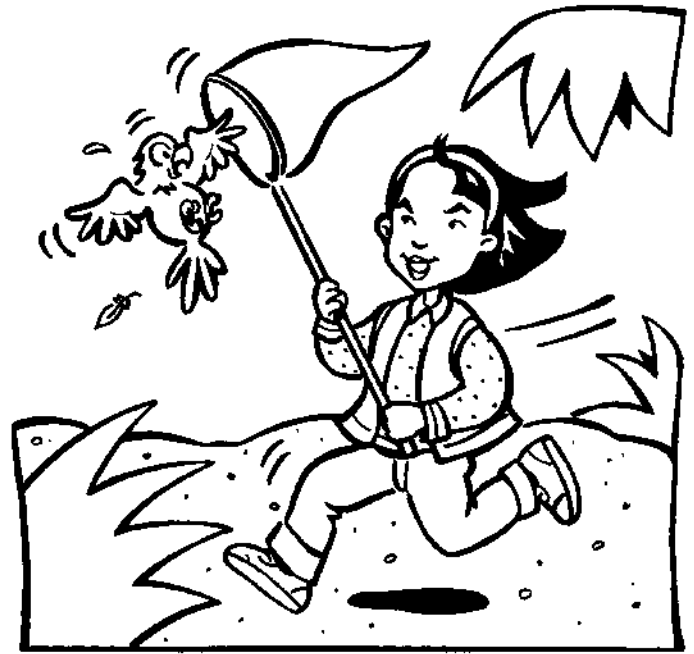
The diet of birds varies as much as their size and structure; some are meat-eaters, while others may eat worms, insects, seeds, grass and other plants, or nectar. Some birds eat a highly specialized diet, while others are more adaptable and opportunistic.

The nests and eggs of various bird species may be as distinctive as the birds themselves. Eggs frequently have distinctive coloration and patterning. Nests often have specialized designs that protect eggs and hatchlings from local predators.

Feathers keep a bird warm and dry in addition to helping it fly. Feathers also help many male birds, who are often brightly colored, attract a female.

The main groups of birds and sample representatives are:

- Long-legged waders (herons and cranes)
- Gull-like birds (gulls and terns)
- Upright-perching water birds (puffins)
- Duck-like birds (ducks, swans, and geese)
- Sandpiper-like birds (plovers and stilts)
- Upland ground birds (turkeys)
- Owls (true owls and barn owls)
- Raptors (hawks, eagles, and vultures)
- Pigeon-like birds (pigeons and doves)
- Swallow-like birds (swallows and swifts)
- Tree-clinging birds (woodpeckers)
- Hummingbirds
- Perching birds (parrots, jays, and crows)



Toby didn't notice Kim creep around behind him. As quick as a flash, Kim brought her butterfly net down on top of the spying parrot.

Toby squawked, "Rascals! Rascals!" but it was too late, he was well and truly captured.

Mr. Slade put the treasure chest on his shoulder and they all walked back to camp at Smugglers Cove.

More about Birds

Students may want to look at **Fact Files 010 (Penguin), 012 (Flamingo), and 013 (Sulphur-Crested Cockatoo)**, in the **Zoo Animals** section of the **Learning Page**.

Use **Fun Sheet 010** from *Tommy and the Pirates* to test students' basic knowledge about birds. Students with a particular interest in birds can do research and present their findings to the class.

Fun Sheet 010

Captain Blackbeard's parrot, Toby, is an important part of this Tommy Tales adventure. Toby tells Blackbeard that the children are on the island of Mumble.

Toby is a kind of bird. Answer the questions below about birds. If you do not know the answer, look at a library book or a book you have at home, or look on line.

1. How many legs does a bird have? _____
2. How do birds fly? _____
3. What is a bird's mouth called? _____
4. What is the name of a bird's home? _____
5. What do birds eat? _____
6. Write the name of a large bird. _____
7. Write the name of a small bird. _____
8. Write the name of an extinct bird. _____

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When they reached camp, they sat around the fire and had breakfast of fresh fish and coconut.

Mr. Slade told the time travelers that his wife and her brother would be sailing into the cove within an hour. They had made an arrangement to pick them up. Mr. Slade invited Tommy and his friends to go with them.

Tommy thanked Mr. Slade but said that his friend would be there later to take them home. Tommy knew it would be difficult to explain RK-5's powers.

Tropical Foods

Tommy and his friends enjoyed a meal of fresh fish and coconut with Mr. Slade and his children. Ask students whether they know what kinds of foods are typically eaten on tropical islands. You can explain that the diet in different regions of the world is based to a large extent on what foods are naturally occurring or grown locally. Western, developed countries are atypical in having the wealth to import more extensively from all over the world. Aside from the wealthy, people in most countries eat more restricted diets based on local availability.

The inhabitants of the Caribbean island of Mumbles would likely have an abundance of fresh fish as well as tropical fruits such as bananas, pineapple, mango, guava, and coconut.

How Are We Related?

Mr. Slade's wife and her brother were expected to arrive in the cove within an hour. You can use this part of the story to teach students about how people are related to each other.

Ask students to make a list of all the kinds of relatives they have. Remember to be sensitive to the fact that some students may have lost a parent or other relative to death. Also, divorce is a factor in many families, as is stepfamily blending; some students may have step-parents that they call by the person's name rather than by a relational term, as well as a step-sibling with whom they live without understanding completely how they are related. Students also might have people in their lives whom they call "aunt" or "uncle" who are not blood relations, but who are close friends treated as family.

A student's list might look like this:

My Relatives	
Mom	_____
Dad	_____
Sisters	_____

Brothers	_____

Grandmas	_____

Grandpas	_____

Cousins	_____

Ask students whether they know what makes someone a sister, a grandpa, or a cousin—in other words, how they are related.

- **Siblings**—share the same parents
- **Half-siblings**—share one parent
- **Step-siblings**—same home but no blood in common (offspring in a blended family)
- **Step-parent**—new spouse of a parent
- **Maternal and paternal grandparents**—parents of mom or dad respectively
- **Aunts and uncles**—mom or dad's siblings (the student would be a **niece** or **nephew**)
- **In-laws**—spouses of relatives or relatives of spouses
- **Cousins**—the child of an aunt or uncle

Coins

Mr. Slade gave each of the children a gold coin. Ask students if they know where and how coins are made. In the United States, they are made at the U.S. Mint, which is the world's largest manufacturer of coins. The U.S. Mint's headquarters are in Washington, D.C.; other facilities are located in Philadelphia, Denver, San Francisco, West Point (NY), and Fort Knox (KY).

Students might be interested in learning about the steps in manufacturing coins:

Blanking All coins start as a sheet of metal that is wound into a giant coil. Each coil is fed through a blanking press, which punches out round disks called blanks. The leftover metal, called webbing, is recycled, usually into another sheet of metal. The U.S. Mint buys blanks for making pennies but makes blanks for the other coins.

Annealing, Washing, and Drying The blanks must first be prepared for minting. They are heated in an annealing furnace to soften the metal. Then they are run through a washer and dryer to make them shiny.

Riddling The blanks are then tested to make sure they are uniform in size. They are separated using a riddler, a coarse screen that separates out blanks that are an odd size or shape.

Upsetting A machine called an upsetting mill raises a rim around the edge of the blank.

Striking The blanks then go through a coining press, where they are imprinted on both sides with pictures, words, and numbers.

Inspecting All coins are inspected after manufacture to make sure they have been made correctly. They are inspected with a magnifying glass and then put through a coin sizer for a final check on their size.

Counting and Bagging A counting machine drops a certain number of coins into a large canvas bag. The bags of coins are stored until a Federal Reserve Bank needs more. Individual banks around the country buy the coins from a Federal Reserve Bank.

Paper money in the United States is not made at the U.S. Mint—it's made at the Bureau of Engraving and Printing, which also makes U.S. postage stamps. The Bureau of Engraving and Printing has facilities in Washington, D.C. and in Ft. Worth (TX).

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Within an hour, the ship of Mr. Slade's brother-in-law appeared in the cove. Mr. Slade and his three children said goodbye as they got into the little rowboat. They took Toby with them. Jack said he could train him to be a good parrot.

Before he left, Mr. Slade thanked the children for helping to recover their treasure. He gave each of them a gold coin.

As they rowed off, Lily shouted, "If you are ever in North Carolina, come and visit us."



Books about Pirates

Students who want to read more about pirates and island adventures might be interested in the following:

- **Treasure Island**, by Robert Louis Stevenson

Treasure Island is an exciting tale of pirates, buried treasure, and danger. It tells the story of young Jim Hawkins and his adventures in search of the buried treasure of the notorious Captain Flint. Stevenson based much of this classic novel on fact. In many ways, it provides very accurate descriptions of pirates.

- **Kidnapped**, by Robert Louis Stevenson

In this tale, a kidnapped boy, David Balfour, is cast away from his home by his cruel uncle. He is left to suffer on a desert island, but his adventures and friendship with the fugitive Alan Breck lead to his involvement in the struggle of the Scottish Highlanders against English rule and his final success in recovering his rightful inheritance.



"Quickly," said Kim, "let's get RK-5 to take us home, before the pirates get us again."

Tommy already had RK-5 in his hand and within seconds, the little robot had transported them back to the park.

Lucy looked up at the clock tower.

"We've only been away for half an hour. Can you believe all that happened in thirty minutes?"

Write a Letter to a Tommy Tales Character

After reading *Tommy and the Pirates*, have students write a letter to one of the characters in the story. Leave the content up to them. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and a signature.

We want to hear from your students! Please e-mail the letters to editor1@learningpage.com.

August 11, 2001
Dear Mr. Slade.
I think you are a really nice dad. I'm glad you hug your children. They are lucky to have you for a father.
Sincerely,
Amanda L.

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 twelfth 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. See **Fun Sheet 020** for developing a new story idea. Suggestions for future story adventures can be sent to editor1@learningpage.com along with book reviews. Imagine the excitement of a student whose idea is incorporated into a future story!

Conclusion

Ask students for their feelings and thoughts about this story. Students will naturally be curious and enthusiastic to see what happens in the next **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.

