

### About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,804

### Book Summary

The image of an eye-patched, peg-legged pirate with a hook for a hand and a parrot on his shoulder may be familiar to many readers. However, they may not be as familiar with the ships that pirates used to chase their victims. *Pirate Ships and Flags* describes various ships used by pirates during the Golden Age of piracy. The types of ships used in different regions of the world, along with the advantages of each in the practice of looting, are explained.

### About the Lesson

#### Targeted Reading Strategy

- Summarize

#### Objectives

- Use the reading strategy of summarizing sections of a book
- Compare and contrast important information in text
- Understand singular and plural possessive nouns
- Identify compound words

#### Materials

Green text indicates resources available on the website

- Book—*Pirate Ships and Flags* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, singular and plural possessive nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: **bow** (n.), **hull** (n.), **notorious** (adj.), **plunder** (v.), **surrender** (v.), **versatile** (adj.)

Enrichment: *barbarians* (n.), *bowsprit* (n.), *corsairs* (n.), *facilities* (n.), **galleys** (n.), *junks* (n.), *ketches* (n.), *longboats* (n.), *masts* (n.), *quarters* (n.), *riggings* (n.), *sleek* (adj.), *sloops* (n.), *variety* (n.)

### Before Reading

#### Build Background

- Have students tell the different types of boats or ships they have seen or ridden on. Ask them to tell what the boats or ships looked like and what they were used for (fishing, cruising, transport, and so on).
- Draw a fact web on the board with the word *pirate* in the center circle. Have students tell what they know about pirates and the ships they sailed. Attach smaller circles that contain this information.

## Preview the Book

### Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is. Have them predict what they will learn about pirate ships and flags.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the book. Each section title provides an idea of what they will read about in the book. Have students discuss what they know about any of those topics.

### Introduce the Reading Strategy: **Summarize**

- Tell students that one way to understand and remember what they read is to summarize paragraphs or sections of a book in their mind or on paper. Explain that a summary is a brief overview of the most important information in the reading.
- After reviewing the table of contents, model how to summarize.  
*Think-aloud: To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences and think about them. If I am writing a summary, I'll put the information into my own words. Since I haven't read the book yet, it's difficult to decide what's important and what isn't. After looking at the section titles in the table of contents, I think all of the sections must contain some important information about pirate ships and flags, but I'll have to read the book to find out.*
- Have students preview the rest of the book, looking at the illustrations and maps. Point out the boxes titled "Do You Know?" and explain that these provide additional information about pirate ships.
- Show students the box titled "Try This" on page 19 and explain that this page suggests an activity they can do when they have finished reading.
- Have students turn to the glossary on pages 23 and 24. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it is found. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words
- Model how to apply word-attack strategies. For example, point out a word in bold, such as the word *plunder* on page 15. Model how students can use context clues to figure out the meaning of the word. Explain that the sentence that includes *plunder* tells us ships were carrying gold and silver. In the next sentence, the pirates are described as being "unruly" and "attacked many Spanish ships." Tell students that when all of these clues are put together, you can infer, or make a reasonable guess, that *plunder* means *to steal from*.
- Have students follow along as you read the sentence to confirm the meaning of the word. Then have students check the glossary to confirm the word's meaning.

### Set the Purpose

- Have students pause at the end of each section to summarize what they have read. Reinforce that putting the summary into their own words, rather than trying to memorize the author's words, will help them understand and remember what they read.

## During Reading

### Student Reading



**Guide the reading:** Have students read to the end of page 8. Tell them to think about the topic of each section and to underline the most important information as they read. Tell students to go back and reread the sections if they finish before everyone else.

- When they have finished reading, ask students to tell what the section titled “Greek and Roman Pirate Ships” is about (types of pirate ships used by Greek and Roman pirates). Ask students to tell what they underlined. Make a list on the board.
- Model summarizing the main idea and important details for this section using the information students provide.

**Think-aloud:** *Since I think the main idea of this section is the types of pirate ships used by Greek and Romans pirates, I underlined the words, phrases, and sentences I thought were most important. (Add any information that was not generated by students to the list on the board. Review the list and explain which details are important and which are not, crossing out the unimportant details as you go.) After sorting through the information and deciding what is important and what isn't, I put the information in my own words to make a summary. (Sample summary: Greek and Roman pirate ships were sleek ships powered by men rowing oars below the deck. The ships were easy to steer and could navigate in shallow water, which made it easy for the pirates to escape after robbing larger ships.)*

- Tell students to read the remainder of the book, looking for the most important information in each section.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy


- Reinforce how mentally summarizing the important information in each section helps keep students actively engaged as they are reading and helps them understand and remember what they have read.
- Discuss why pirates are called “barbarians” and “notorious.” Compare and contrast pirate looting to that done by Robin Hood and his Merry Men. Write student responses on the board, comparing how they were alike and how they were different (alike: stole from the rich; different: Robin Hood gave to the poor, pirates spent their money on themselves).

### Teach the Comprehension Skill: **Compare and contrast**

- **Discussion:** Review or explain that one way an author helps a reader understand a book or story is to tell how some of the things in the book are alike or how they are different. Show students two objects, such as two different books or two different pencils. Tell students how one set of objects is alike (both are books). Explain how the objects are different (one has a red cover; one has a blue cover—whatever is appropriate). Have students tell how the other set of objects is alike and how it is different.
- **Introduce and model:** Direct students to pages 6 through 8. Ask students to describe the Greek pirate ships. Make a list on the board (see [compare-and-contrast worksheet](#) for format). Tell students to read the boxes titled “Do You Know?” to find additional information about pirate ships. Ask students to describe the Roman pirate ships. Make a list on the board. Circle the information that is the same for both (ships called galleys, powered by oars, sailed near the Greek Islands in the Mediterranean Sea). Explain that the comparison shows how the pirate ships are alike. Underline

the differences and tell students that this information shows how they contrast, or are different (Roman galleys had large eyes painted on the bows). Explain that figuring out how things are alike and different helps readers understand and remember what the book is about.

- **Check for understanding:** Have students read the first sentence on page 9. Ask them to tell what is being compared (Greek, Roman, and Viking pirate ships). Ask them to tell what is alike and what is different (Greek and Roman pirates were dangerous to ships in Southern Europe. The Viking pirates terrorized ships in Northern Europe.)
- **Independent practice:** Introduce, explain, and have students complete the compare-and-contrast worksheet. If time allows, discuss their responses.

 **Extend the discussion:** Instruct students to use the inside back cover of their book to write a short paragraph telling why or why not they would like to have been a pirate. Tell students that there also were some famous women pirates. Have students share with the group.


## Build Skills

### Grammar and Mechanics: Singular and plural possessive nouns

- Tell students that in order to show who or what owns something, writers add -'s to the end of a regular noun.
- Have students find the last sentence in the first paragraph on page 16. Ask them to tell who or what the *speed* belongs to (ketch's). Point out that an -'s has been added because the speed belongs to only one thing.
- Tell students that when writers want to show that ownership belongs to more than one person or thing, they add an -'s if the word does not end in -s and only an apostrophe if it does. Write the word *men* on the board. Tell students that -'s is added to this word because it does not end in -s. Have students find the first sentence on page 12. Point out how *corsairs'* ends in an apostrophe because the plural noun ends in -s.
- **Independent practice:** Write the word *Greek* on the board. Model using the word by writing the following on the board:  
*Singular possessive noun—The Greek's ship was sleek.*  
*Plural possessive noun—The Greeks' ships were fast.*
- Introduce, explain, and have students complete the [singular-and-plural-possessive-nouns worksheet](#). When students have finished, discuss their responses.

### Word Work: Compound words

- Review or explain that a *compound word* is two words combined to form a new word.
- Ask students to identify the two words that make up each compound word. Write them on the board under the corresponding compound word (*crew* and *men*, *ship* and *builders*, *team* and *work*).
- Discuss how knowing the meanings of the words *ship* and *builders* can help students understand the meaning of *shipbuilders*. Remind students that this is a good strategy they can use to understand the meanings of unfamiliar compound words.

 **Check for understanding:** Have students look at pages 15 through 18 and find the compound words (*hideouts*, *mainmast*, *mainsail*, *crossbones*, *hourglasses*). Discuss the meaning of each word that together stands for one meaning. If necessary, have students use a dictionary to look up the individual words.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing Connection

Have students pretend they have boarded a pirate ship by mistake. Ask them to write a five-day sea log, or journal, of what life is like on the ship. Have them include what their jobs are, what kinds of food they eat, where they sleep, what they do for fun, and how they hope to get off the ship. Have students share their logs with the group.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on expository writing.

#### Art Connection

See page 19 in the book. Pirate ships flew flags called *Jolly Rogers*. This name may be connected to the French words *joli rouge*, which mean *pretty red*. It may have come from the English expression that refers to the devil as *Old Roger*. Many flags were created with symbols showing something about the captain. Tell students to design and create their own personal Jolly Roger, a pirate flag that will show what is important in their life. (If they like to play soccer, their Jolly Roger might have soccer balls in the corners.) Have students explain their creations and display their Jolly Rogers around the classroom.

#### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- determine important information in text and use it to create an oral or written summary
- compare and contrast important information in nonfiction text and record it on a graphic organizer
- recognize and form singular and plural possessive nouns
- identify compound words and their word parts in text

#### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)