

### Focus Question:

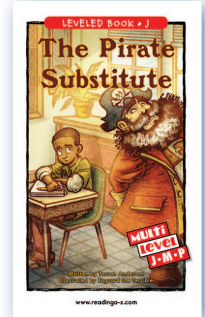
What lesson does Jack learn from Pirate Chalk Beard?

### Book Summary

Text Type: Fiction/Fantasy

Many students look forward to school days when they have a substitute teacher, but what would it be like if their substitute teacher was a pirate? *The Pirate Substitute* is a delightful book about the life lesson a pirate substitute teaches a shy student in his class. Detailed illustrations and use of high-frequency words support emergent readers. This book can also be used to teach students how to retell the events of a story as well as to analyze characters in order to better understand the text.

The book and lesson are also available for levels M and P.



### Lesson Essentials

#### Instructional Focus

- ☐ Retell the events of a story to understand text
- ☐ Analyze characters from a text
- ☐ Understand the purpose of the glossary in a text
- ☐ Discriminate initial consonant digraph /th/ sound
- ☐ Identify initial consonant *th* digraph
- ☐ Understand and use irregular verbs
- ☐ Identify and use antonyms

#### Materials

- ☐ Book: *The Pirate Substitute* (copy for each student)
- ☐ Analyze character, consonant *th* digraph, irregular verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

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

- **High-frequency words:** *his, said, there*
- **Words to Know**  
**Story critical:** *brim* (n.), *heave* (v.), *lug* (v.), *substitute* (n.), *thumped* (v.), *treasure* (n.)
- **Academic vocabulary:** *drawing* (n.), *finally* (adv.), *remember* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board a picture of a pirate. Have students share with a partner anything they know about pirates. Invite volunteers to share these ideas with the class.
- Ask students what type of job would be best for a pirate, on the basis of their prior knowledge. Invite volunteers to share these jobs with the class, and record them on the board. Have students choose one job they think would be best for a pirate, and ask students to draw a picture showing a pirate doing that job. Then, have students write why they think that job would be perfect for a pirate. Hang these pictures up around the room.

##### Introduce the Book

- Give students their copy of *The Pirate Substitute*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy: Retell

Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story. Explain that when someone retells something, he or she explains the details of what happened in the correct order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Analyze character

- Review or explain that all stories are made up of *story elements*, including *characters*, *setting*, and *plot*. Remind students that characters are the people or animals represented in the story. Point out that readers can learn about characters by paying attention to the characters' words, thoughts, and actions.
- Have students look at the cover of the book and make a prediction about the characters. Invite volunteers to share their predictions.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about the lesson Jack learned from Pirate Chalk Beard. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- What kind of student is Jack?* (level 2) multiple pages
- Who is the substitute teacher for the class?* (level 1) page 5
- Why did Pirate Chalk Beard like Jack's drawing?* (level 2) pages 8 and 9
- What was in Pirate Chalk Beard's treasure chest?* (level 1) page 12
- Why did Pirate Chalk Beard take a special interest in Jack?* (level 3) multiple pages

- How did Jack change by the end of the story?* (level 2) multiple pages

#### Text Features: Glossary

Explain that a *glossary* is a text feature that helps readers define words that are in a book. Have students turn to page 3 and locate the boldface word *substitute*. Have students work with a partner to create a definition for this word. Invite volunteers to share their definition with the class. Then, have students turn to the glossary to compare their definition with the definition listed in the glossary. Repeat with multiple boldface words. Ask students to share with a partner why the glossary is a helpful tool when reading unknown words in a story.

#### Skill Review

- Model retelling the events of the story using the illustrations as a guide. Remind students that a retelling includes details and descriptions about the events of a story in the correct order. Ask students to retell the beginning of this story to a partner.
- Discuss with students that one of the main characters in this story is Jack. Write Jack's name on the board and circle it. Then, draw a web extending out from Jack's name. Ask students to think about Jack's words, thoughts, and actions so far in the story.
- Model analyzing character.  
*Think-aloud: I know that one of the main characters in this story is Jack. Jack is a quiet person. I know this because he doesn't talk much in the beginning of the story. I also know Jack likes to draw pictures because he drew a picture of Pirate Chalk Beard fighting a group of skeletons that was very good! I think Jack is shy, on the basis of what I've read about his words, thoughts, and actions so far in the story.*
- In one of the circles extending out from Jack's name on the board, write a detail from the think-aloud about Jack's character.
- Model how to complete the *analyze character worksheet*, using evidence from the text to analyze Jack and Pirate Chalk Beard.

### 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.

#### Skill Review

#### Graphic Organizer: Analyze character

Review the analyze character worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how analyzing the characters from the story helped them to better understand the story.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but should include that Jack learns it's okay to be shy and quiet and the only thing that matters is the size of his heart.)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Consonant digraph /th/ sound

- Say the word *thump* aloud to students, emphasizing the initial /th/ sound. Have students say the word aloud and then say the /th/ sound.
- Read pages 3 and 4 aloud with students. Have students stand up each time they hear a word that begins with the /th/ sound.
- Have students work with a partner to come up with a list of words that begin with the /th/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree that the word begins with the /th/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap when they hear a word that begins with the /th/ sound: *stop, thought, thick, brought, this*.

##### Phonics: Consonant th digraph

- Write the word *thump* on the board and say it aloud with students.
- Have students say the /th/ sound aloud. Then, run your finger under the letters in the word *thump* as students say the whole word aloud. Ask students to identify which letters represent the /th/ sound in the word *thump*.
- Have students practice writing the *th* letter combination on a separate piece of paper while saying the /th/ sound.
- **Check for understanding:** Write the following words that begin with the /th/ sound on the board, leaving off the initial digraph: *that, thumb, those, they*. Say each word, one at a time, and have volunteers come to the board and add the initial *th* digraph to each word. Have students practice blending the sounds together to say each word.

- **Independent practice:** Introduce, explain, and have students complete the [consonant-th-digraph worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Irregular verbs

- Review or explain to students that a *verb* is a word that shows action. Review with students that adding *-ed* to the end of most verbs changes the verb to show that the action happened in the past. Give several examples of regular past-tense verbs and write them on the board.
- Have students turn to page 6 and read the first sentence on the page. Ask students to identify the verb in the sentence (*taught*). Explain that this is an irregular past-tense verb. Ask students to name the present-tense form of *taught* (*teach*). Ask students whether adding *-ed* to the word *teach* would make the correct past-tense verb (*no*).
- Put students into small groups. Give each group the following six present-tense verbs: *buy, do, drink, run, sing, eat*. Have students work together to come up with the irregular past-tense form of each of these verbs. Invite volunteers to share their answers with the class.
- **Check for understanding:** Write the following five present-tense verbs on the board: *fall, feel, find, lose, keep*. Have students write the irregular past-tense form of each verb on a separate piece of paper. Have students share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [irregular verbs worksheet](#). If time allows, discuss their answers.

#### Word Work: Antonyms

- Review or explain that a word that means the opposite of another word is called an *antonym*.
- Write the following sentence on the board: *Jack was very shy*. Guide students in brainstorming to produce an antonym for the word *shy* (*outgoing*).
- Put students into small groups, and give each group the following three words: *sharp, early, and bright*. Have students work together to come up with antonyms for each word. Invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *cool, silly, and stressed* on the board. Have students come up with an antonym for each word and share their ideas with a partner. Invite partners to share their answers with the class.

#### Connections

- See the back of the book for cross-curricular extension ideas.