



About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 591

Book Summary

Blackbeard the Pirate tells the true story of the famous pirate who terrorized the seas for years. Born in the late 1600s, he learned to sail at an early age. Once he began robbing ships, Blackbeard became one of the most feared pirates on the sea until he was killed in battle. Blackbeard's true story is the inspiration behind many of the colorful pirates in today's books and movies. Photographs, illustrations, and maps support the text. Book and lesson also available at Levels H and N.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Identify the author's purpose
- Identify vowel digraph ea
- Identify and understand past-tense verbs
- Recognize the suffix *-ed* and understand the formation of past-tense verbs

Materials

Green text indicates resources are available on the website.

- Book—*Blackbeard the Pirate* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of poster paper
- Visualize, author's purpose, past-tense verbs, suffix *-ed* worksheets
- Discussion cards



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *attacked* (v.), *captured* (v.), *crew* (n.), *pirate* (n.), *sail* (v.), *treasure* (n.)

Before Reading

Build Background

- Ask students if they have heard of a man called Blackbeard. Ask if they think that is a real name or a nickname and what they think he looked like. Explain that he was a famous and dangerous pirate, alive during the late 1600s. Read the definition of *pirate* from the glossary.
- Ask students to tell what they know about pirates. Explain that the author tells nonfiction details about the life events of Blackbeard, therefore making this book a biography.

Preview the Book

Introduce the Book

- Give students their copy of the book. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or create pictures in their mind, while reading. Visualizing is on the basis of what a person already knows about a topic. Explain that one way to visualize is to draw a picture. Read aloud to the end of page 4.
- Model how to visualize using nonfiction text.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, on page 4, the book begins by telling readers to picture a pirate in their minds. I imagined a man with a long dirty beard, tall black boots that are old and scuffed up, and a shiny silver sword hanging from his belt. I thought about how pirates attacked and robbed people at sea, and visualized him standing on the deck of a huge old sailing ship like I saw on the Pirates of the Caribbean movie.
- Introduce and explain the **visualize worksheet**. Have students draw on the worksheet what they visualized from page 4. Invite students to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Write the following terms on the board: *To Entertain*, *To Inform*, and *To Persuade*. Invite students to define the terms in their own words. Define each of the terms as necessary (to *inform* means to give someone information about something; to *entertain* means to amuse someone; to *persuade* means to try to make someone think the same way you do). Encourage students to give examples of times they might have said or written something to inform, entertain, or persuade others. Point out that writers often have one of these three purposes for writing, and sometimes even all of them. Writers provide readers with clues to help them figure out the author's purpose.
- Create a three-row chart on the board, in the same visual layout of the worksheet. Use the terms already written as labels—*To Entertain*, *To Inform*, and *To Persuade*—on the left-hand side of each row. Introduce and explain the **author's purpose worksheet**. Have students read the book to identify and record different examples in the book that illustrate these purposes. Have them write the page number and example in one of the three boxes when the writing supports one of the purposes.
- *Think-aloud: To understand and remember new information in a book, I can look at how an author is stating things to see what his or her purpose may be. I can decide if the author's focus is to inform, to entertain, or to persuade. I know that engaged readers do this, so I'm going to identify the author's purpose as I read the book.*

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs, maps, and illustrations. Reinforce the vocabulary words they will encounter in the text.
- Write the following vocabulary words on the board: *pirate*, *sail*, and *treasure*. Remind students that they can look for context clues in the text and illustrations or photographs to help them define an unfamiliar word.

Lesson Plan *(continued)*

Blackbeard the Pirate

- Give groups of students a large sheet of poster paper with each of the vocabulary words in a bubble drawn on the page. Have them write and draw what they know about each word, reminding them to collaborate and share ideas.
- When all groups are finished collaborating, invite them into a class discussion. Create the same design on the board as their posters, and ask volunteers to share their group definition aloud. Create a class definition for each word, using students' prior knowledge.
- Review or explain that the glossary contains a list of vocabulary words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning. Have them locate the glossary at the back of the book. Invite a volunteer to read the definition for *pirate* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 4 as you read the sentence in which the word *pirate* is found to confirm the meaning of the word.
- Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about Blackbeard. Remind them to stop after every few pages to visualize the most important information, and draw on their worksheet what they visualized.

During Reading

Student Reading



Guide the reading: Have students read to the end of page 8. Ask them to put an asterisk or a star next to the information that they visualized. Encourage students who finish before everyone else to go back and reread.

- Model visualizing.
Think-aloud: *When I read page 5, I pictured a young man excitedly learning to sail a ship, standing at the wheel of a large sailing ship with his instructor yelling out directions through the wind and rain.* Have students share the pictures of what they visualized while reading. Have them explain their drawings aloud.
- Discuss the text and ask students what information they recorded on their author's purpose worksheet. Add examples to the chart on the board as students share (to *entertain*, page 4: Picture a pirate in your mind; to *inform*, page 4: Three hundred years ago, real pirates sailed the seas; one pirate, known as Blackbeard, scared everyone; page 5: real name was Edward Teach, born in England about 1680; and so on).
- Explain to students that they do not need to write each example on their worksheet exactly as the book states. Review the skill of paraphrasing when giving answers.
- **Check for understanding:** Have students read to the end of page 11. Have them visualize the information on those pages. Discuss what they visualized. Ask students to use their worksheet to add to their drawings as they visualize the information in the book. Point out that they can also use their drawings to help remember the important facts.



Have students read the remainder of the book. Remind them to visualize as they read and have them continue to put an asterisk or a star next to information that they visualized.



Have students make a 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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important events in the story.
- **Think-aloud:** *As I continued reading, I pictured four fast ships with giant sails in the middle of the Atlantic Ocean. I pictured 350 men crammed on board these four big ships, all with long beards and dirty clothing. This helped me remember how many ships Blackbeard had and how many men were in his crew.*
- **Independent practice:** Have students complete the visualize worksheet. If time allows, have students share their pictures when finished.

Reflect on the Comprehension Skill

- Ask students to explain or show how identifying the author's purpose helped them understand and remember different parts of the book. Review the three different purposes from the chart on the board (*to inform, to entertain, and to persuade*). Ask volunteers to share what they recorded on their author's purpose worksheet. Add examples to the board as students share them aloud.
- Ask students if they were mostly informed, entertained, or persuaded by the book *Blackbeard the Pirate*. Explain that while the purpose of this book is mostly to inform, the author also entertains readers with interesting and fun facts about Blackbeard's life.
- Ask them to read examples of places in the text where they were *entertained* (page 8: stuck burning fuses in his beard so it looked as if it were on fire; page 11: Blackbeard sailed away, taking the loot with him—had he wrecked his ship on purpose? and so on).
- Ask students to read examples of places in the text where they were *informed* (page 13: The governor of Virginia sent a fighting ship—the *Ranger*—to find and capture Blackbeard; page 14: The two ships fought, firing their cannons; Blackbeard climbed onto the *Ranger*; and so on). Explain that in this book, although the author may entertain readers with the facts of Blackbeard's life, the main purpose of this book is to inform—as is typical in biographical nonfiction books.
- **Check for understanding:** Ask students to think of a book they've read recently that taught them something (science book, biography, etc.). Ask them to think of something they've read that was funny, scary, silly, or mysterious (comics, fiction books). Ask students for an example of something they've read that attempted to get them to believe or do something (an advertisement or poster). Write students' responses on the board under the appropriate category.
- **Enduring understanding:** In this story, you learned about a man who became very successful and well-known by stealing from others. Now that you know this information, what do you think of pirating as a profession? Is it a noble one?

Build Skills

Phonics: Vowel digraph ea

- Ask students what the title of the book is. Write the word *Blackbeard* on the board and point to the letters *ea*. Tell students that the letters *e* and *a* together stand for the long /e/ vowel sound they hear in the middle of the word *beard*.
- Explain that the *ea* letter combination is one of the letter combinations that stands for the long /e/ sound. Tell students that this combination of letters is called a long /e/ digraph.
- Write the word *please* on the board. Point to the letter combination that stands for the long /e/ digraph sound, and ask students to blend the letters *e* and *a* together to make the same vowel sound as in *beard*. Point out that the long /e/ digraph sound is in the middle of the word. Next, run your finger under the letters as you blend the three sounds in *please*: /pl/ea/s/. Point out that even though there are six letters, there are three sounds blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.

Lesson Plan *(continued)*

Blackbeard the Pirate

- Write the words *lead* and *lad* on the board, and say them aloud. Ask students which word contains the same vowel sound as in *beard*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.



Check for understanding: Have students turn to page 14. Have them find and circle the word that has a long /e/ digraph *ea* (*sea*).

Grammar and Mechanics: **Past-tense verbs**

- Have students turn to page 7. Write the following sentence on the board: *The Queen Anne's Revenge and Edward soon became very famous.* Ask them to identify the verb in the sentence (*became*). Explain that this is a past-tense verb, and it describes something that happened in the past. Write the term *past tense* on the board.
- Write the term *present tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense form of *became* (*become*). Write these examples under the appropriate headings on the board.
- Return to page 7 and read the following sentence aloud: *One day, Edward and his pirate crew took over a large, fast, French ship that they had captured.* Ask students to identify the verbs in the sentence (*took, captured*). Point out how the verb *captured* changes to a past-tense verb by adding the suffix *-d* to the root word *capture*. Discuss how this is an example of a *regular past-tense verb*. Explain that *took* is an *irregular past-tense verb* because its past-tense form is made without adding *-d* or *-ed*. Ask students to name the present-tense form of *took* (*take*). Write these examples on the board under the *present tense* and *past tense* headings.
- Ask students to turn to page 6. Have a volunteer name the irregular past-tense verbs (*was, put*). Have another volunteer name the present tense of these verbs (*is, put*). Write the new examples on the board under the *present tense* and *past tense* headings. Point out that some verbs are the same in the present and past tenses, such as the word *put*. Have a new volunteer name the regular past-tense verb (*attacked*) and the present-tense of *attacked* (*attack*).



Check for understanding: Have students turn to page 5 and circle the irregular past-tense verb (*was*) and the regular past-tense verbs (*learned, joined, decided*). Have them write the present tense of these verbs in the right-hand column of the book (*is, learn, join, decide*). Discuss the answers aloud and write the examples on the board under the *present-tense* and *past-tense* categories.

- **Independent practice:** Have students complete the [past-tense-verbs worksheet](#). Read and discuss the correct answers once all students have finished working independently.

Word Work: **Suffix -ed**

- Direct students to the first sentence on page 12. Ask them to identify the first verb in the sentence (*seemed*). Ask students what the root, or base, word is (*seem*) and tell them that the *-ed* is called *the suffix*. Explain that a suffix always comes at the end of a root word. Point out that this is a past-tense verb, and it describes something that happened in the past. Write the term *past tense* on the board. (If continuing from the Grammar and Mechanics section above, refer to the term *past tense* already on the board.)
- Explain that when adding the suffix *-ed* to make a regular past-tense verb, sometimes it is necessary to double the consonant before adding the *-ed*. If the word's last two letters are a vowel followed by a consonant, the final consonant is doubled before adding the suffix. For example, the present-tense verb *stop* has a vowel followed by a consonant at the end. So when changing the verb to the past tense, the final consonant (*p*) is doubled before adding the *-ed* to make *stopped*. Write the verb *stop* and its past-tense form, *stopped*, in the appropriate categories in the chart on the board.
- Explain that when adding the suffix *-ed* to a verb ending in *y*, such as *worry*, the *y* is first changed to *i* before adding the *-ed* to create the word *worried*. Write the word *worry* and its past tense form, *worried*, in the categories on the board.

- Explain that when adding the suffix *-ed* to a verb ending in *e*, such as *decide*, the *e* remains, and a *d* is added. Write the word *decide* and its past-tense form, *decided*, in the categories on the board.



Check for understanding: Ask students to turn to page 8 and underline the regular past-tense verbs that have the suffix *-ed* (*looked*) and *-d* (*scared*). In the right-hand margin, have them write the present tense of the verbs (*look*, *scare*). Point out that there is another word on the page that ends in *-ed*, however it is not a verb but an adjective describing the beard (*braided*). Write the verb examples on the board under the *present tense* and *past tense* headings.

- **Independent practice:** Have students complete the [suffix worksheet](#). Read and discuss the correct answers once all students have finished working independently.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have them visualize with someone at home when they read the book.

Extend the Reading

Expository Writing Connection

Provide print and Internet resources for students to find out more about pirates in the 1600s and 1700s. Citing information from their research and the book, have them write a report about the act of pirating. Require that the report have an introduction, a body, and a conclusion. Encourage them to add illustrations and maps to their report. Require each student to edit and proofread their report before submitting a final copy.

Visit WritingA-Z.com for a lesson and leveled materials on expository writing.

Social Studies Connection

Create a forum for discussion about why and how pirating became so popular during the late 1600s. Ask students to share what they think about this lifestyle, and how they think pirating changed the world at that time. Ask volunteers to share what they think inspired these men to take on the life of a pirate and if they think the lifestyle would have been rewarding. Discuss how and why pirates may have changed a nation's history.

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:**

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- thoughtfully analyze the author's purpose during discussion and on a worksheet
- fluently read the long /e/ vowel digraph *ea* during discussion and independently
- correctly identify and understand the formation of past-tense verbs during discussion and on a worksheet
- accurately identify the suffix *-ed* and understand the formation of past-tense verbs during discussion and on a worksheet

Comprehension Checks

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