



About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,898

Book Summary

Pirates and Privateers is an informational book that describes the lives of pirates and privateers of the Caribbean. Readers will learn about the duties of the pirates' daily lives, how they dressed, and what they did for fun. Readers will also learn about several famous pirates, including Blackbeard. Detailed illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge while reading to understand text
- Identify cause and effect in text
- Identify and punctuate proper nouns
- Recognize and use antonyms

Materials

Green text indicates resources available on the website

- Book—*Pirates and Privateers* (copy for each student)
- Chalkboard or dry erase board
- KWL chart, cause and effect, proper 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

Content words:

Story critical: *black market* (n.), *glamorized* (v.), *grappling hook* (n.), *launch* (v.), *privateers* (n.), *rowdy* (adj.)

Enrichment: *caulking* (v.), *cooper* (n.), *cutlass* (n.), *helmsman* (n.), *maidservant* (n.), *notorious* (adj.)

Before Reading

Build Background

- Write the words *pirate* and *privateer* on the board. Have students tell what they know about pirates and privateers. If necessary, explain that pirates were called privateers in England.
- Give students the KWL chart worksheet. Have them write what they know about pirates and privateers in the first column.

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 and what it might be about.

- 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.

Introduce the Reading Strategy: Connect to prior knowledge

- Explain to students that having some prior knowledge about a topic and making a connection with what they know while reading helps them understand and remember the information in the book.
- After reviewing the table of contents, model using it as a way to connect to prior knowledge. **Think-aloud:** *In some books and movies, pirates are portrayed as glamorous good guys; in other books and movies, such as Peter Pan, the pirates are considered bad guys. When I think about what I already know about pirates and read the section titles, I wonder if I will learn how pirates really lived. I'll have to read the book to find out.*
- Ask students if they have any questions about pirates after previewing the table of contents.
- Have students preview the rest of the book, looking at the illustrations, captions, and the map. Show students the box titled "Do You Know?" on page 20 and explain that this section provides information about a particular pirate. Explain that the instructions on page 23 tell students how to find information on the Internet about pirates.
- Have students turn to the glossary on page 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 appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words, as necessary.
- Have students write questions they thought of while previewing the book in the middle column of their KWL chart.
- 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 the word. They can look for base words within words, prefixes, and suffixes. They can use context clues within a sentence or in surrounding sentences to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. For example, point out the words *black market* on page 22. Model how students can use context clues to figure out the meaning of the word. Read the rest of the sentence and ask students which words might be clues (*steal valuables, sell*). Ask students which words in the paragraph provide clues about the meaning of the word *rowdy* (*sang, danced, drank*). Have students tell what they think *rowdy* means, based on the context clues. Have students follow along as you read the sentences to confirm the meaning of the word. Then have students check a dictionary to confirm the word's meanings.

Set the Purpose

- Have students think about what they know about pirates as they read the book. Tell them to look for details that will answer the questions about pirates on their KWL chart.

During Reading

Student Reading



Guide the reading: Have students read to the end of page 7. Tell them to underline the words or phrases in the book that answer the questions on their KWL chart. If they finish before everyone else, they can go back and reread.

- When they have finished reading, ask students to tell what they learned about pirates. Ask them what information they underlined to help them answer the questions on their KWL chart.

- Use the information generated above to model connecting to prior knowledge.
Think-aloud: From reading, I can tell that some of my original ideas about pirates were incorrect. For example, I had no idea that pirates were hired by royalty to steal and murder. I'm starting to think that pirates were anything but glamorous.
- Have students read the remainder of the book, looking for answers to their questions. Remind them that they can stop reading and add questions to their KWL chart as they go.
- ✍ 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 the discussion that follows.

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

- Discuss how making connections with information in the text that they know something about keeps them actively involved in the reading process, and helps them remember what they read.

Teach the Comprehension Skill: Cause and effect

- **Discussion:** Explain that many ideas and events are connected to each other. One thing causes, or makes, something else happen. For example, say: *Suppose my dog ate my homework. I might say, "I am going to do my homework again because my dog ate it."* Write the sentence on the board and underline the word *because*. Tell students the word *because* often indicates that they are going to find out the *cause*, or reason why, something happened. The *effect*, or what happened, usually comes before it. Explain that when the word *because* isn't used in the text, they can put it in for themselves by changing the sentence around and then checking to see if it makes sense.
- **Introduce and model:** Direct students to page 6. Write the second sentence on the board (*The Spaniards were very interested in the spices, gold, and silver found in the Americas*). Ask students what happened because of the Spaniards' interest in spices, gold, and silver. (*...they forced the natives people to work in mines and to gather spices. They also stole gold and silver from the native people.*)
- **Check for understanding:** Have students read the rest of page 6. Have them tell whether the text provides causes or effects (causes) of piracy. Ask students to read the first paragraph on page 7. Ask students to tell the effect of England's greed. (They hired unemployed sailors to attack the Spanish ships.)
- **Independent practice:** Have students complete the [cause-and-effect worksheet](#), referring to the book as necessary. Discuss students' answers.

Build Skills

Grammar and Mechanics: Proper nouns—people and places

- Review that proper nouns, including the names of people and places, always begin with capital letters.
- Have students turn to page 5. Ask them to find the name of the body of water in which pirates raided ships for 200 years. Point out that the word *Sea* is capitalized because it is part of the name (*Caribbean Sea*); when it is used alone it is not. (*We sailed the high seas.*)
- Have students read the first sentence on page 6. Explain that the words *Central* and *South America* are capitalized because they tell the name of a place. *Central* and *south* are not capitalized when they refer to a generic geographic location. (*The ship is docked on the south side of the pier. The sailor lives in a central part of town.*)
- **Check for understanding:** Have students complete the [proper nouns worksheet](#).



Independent practice: Have students circle the capitalized names of people and places on each page of the book. Have them write the number of words (proper nouns) they found at the top of each page. When finished, have students compare the words they circled.

Word Work: **Antonyms**

- Review or explain that *antonyms* are words that mean the opposite of another word. Say, for example: *The opposite of open is close. The opposite of unique is common.*
- Tell students to turn to page 4. Read the second paragraph aloud. Give students a dictionary and thesaurus. Ask students what the antonym is for *love* in the second sentence (*hate*).
- **Check for understanding:** Write the words *vicious*, *glamorized*, *scoundrels*, *pleasant*, *discomfort*, and *death* on the board. Have groups of students look up each word in the dictionary or thesaurus and give an antonym for each word. Write the antonyms on the board.
- Have students substitute the antonyms on the board for the original words on page 4. The antonyms should make sense in their original context (although the meaning will change). Have students read the new sentences aloud, substituting the antonyms.

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

Make print and Internet resources available for further research about pirates. Have students pretend they have been captured by a pirate ship and assume the life of a pirate. Ask them to write a five-day sea log, or journal, about 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 [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Social Studies and Art Connection

Make print and Internet resources available for further research about pirates of long ago and today. Assign groups a specific body of water, such as the Caribbean sea, the Indian Ocean, or the Mediterranean Sea. Provide art paper for students to draw maps of the bodies of water and islands. Have them indicate pirate ports or strongholds with a skull and crossbones symbol or a symbol of their choosing. Remind students to make a map key and compass rose. Have students explain their creations and display their maps 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:

- connect to their prior knowledge about pirates while reading to make meaning from text
- identify cause-and-effect relationships in nonfiction text; identify relationships on a graphic organizer
- recognize and punctuate proper nouns in text and in a worksheet
- correctly find and use antonyms in text; complete the antonyms worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**