

Here's What You'll Get in the How I Became a Pirate Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

How I Became a Pirate
By: Melinda Long
Grade Level: 2 / Guided Reading Level: L

Retelling and Summarizing

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
How I Became a Pirate is the story of how Jeremy Jacob became a pirate. One day while playing on the beach, a group of pirates came ashore and invited Jeremy Jacob to join their crew. Once on board, Jeremy learned everything there is to know about being a pirate. The pirates showed Jeremy their treasures and the crew taught him how to behave like a real pirate. Jeremy decided that he would like to be a pirate forever. That is until he discovered all of the things that pirates don't do. They don't read books, they don't give good night kisses and they don't know how to solve their own problems. The pirates have a very big problem. They don't know where to bury their treasure. Jeremy must help the pirates find the perfect place to bury their treasure.

Link to What You Know
• What do you know about pirates?
• Would you like to be a pirate? Why or why not?
• If you had a treasure, where would you bury it? Why?

Important Words to Know and Understand
Landlubber - A person who knows very little or nothing about the sea or ships

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important facts, facts, and vocabulary from the text.
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Retelling and Summarizing Lesson Plan

How I Became a Pirate
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Retelling and Summarizing

3
Retell and Summarize While Reading
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and where characters caused events to happen

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 4 - What has happened so far? Why was Jeremy the only one that noticed the pirate ship?
Page 8 - What did the pirates notice when they came to shore? What was Jeremy doing? Why did the pirates want Jeremy to go with them?
Page 16 - What have you learned so far about the pirates?
Page 20 - What have the pirates taught Jeremy so far? What are some things Jeremy liked about being a pirate?
Page 24 - Why did Jeremy decide he did not want to be a pirate?
Page 30 - What problem do the pirates have? How did Jeremy help the pirates solve their problem?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *How I Became a Pirate*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the characters, events, and the settings in *How I Became a Pirate*. How does paying attention to the story help you to be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *How I Became a Pirate*. (Remember to include examples from the book)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Predictions

Visualizing

Determining Importance

Understanding Text Structure

Practice Pages and Answer Keys

Answer Key for Retelling and Summarizing with How I Became a Pirate

Your Turn to Practice Retelling and Summarizing with How I Became a Pirate

Page 4
What has happened so far? Why was Jeremy the only one that noticed the pirate ship?

Page 8
What did the pirates notice when they came to shore? Why did the pirates want Jeremy to go with them?

Page 16
What have you learned so far about the pirates?

Page 20
What have the pirates taught Jeremy so far? What are some things Jeremy liked about being a pirate?

Page 24
Why did Jeremy decide he did not want to be a pirate?

Page 30
What problem do the pirates have? How did Jeremy help the pirates solve their problem?

Answer Key for Making Predictions with How I Became a Pirate

Your Turn to Practice Making Predictions with How I Became a Pirate

Page 1
Based on the look of the pictures, what do you think might happen in the pictures match the picture?

Page 4
How does the picture describe the picture?
Describe the picture.
Answers will vary.

Page 16
How does the picture help you understand what is happening in the story?
Describe the picture.
Answers will vary.

Answer Key for Visualizing with How I Became a Pirate

Your Turn to Practice Visualizing with How I Became a Pirate

Page 4
How does the picture describe the picture?
Describe the picture.
Answers will vary.

Page 16
How does the picture help you understand what is happening in the story?
Describe the picture.
Answers will vary.

Answer Key for Determining Importance with How I Became a Pirate

Your Turn to Practice Determining Importance with How I Became a Pirate

Page 5
What have you learned so far? How did the pirates and up at the beach where Jeremy is playing?

Page 7
Why do the pirates want to go and why do they need Jeremy's help?

Page 20
Why did Jeremy want to be a pirate forever? What events in the story made him feel this way?

Page 24
Why do you think Jeremy changed his mind about being a pirate forever? What did he notice about spending time with the pirates?

Page 28
What do you think Jeremy learned from spending time with the pirates?

Answer Key for Understanding Text Structure with How I Became a Pirate

Your Turn to Practice Understanding Text Structure with How I Became a Pirate

Page 6
On this page, the author is describing a sequence of events that led up to Jeremy meeting the pirates. What happened right before Jeremy met the pirates that caused him to be the first person to notice them?

Page 8
How the author is using bold print to write the word "a good one to be!" Why do you think she wrote these words that way?

Page 24
Here the author is using a cause and effect. What happened that made Jeremy decide that he no longer wanted to be a pirate?

Page 28
Here the author is using a problem and solution text structure. What problem do the pirates have? How does Jeremy help them solve it?

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check: Predictions at the End
Write your prediction here.	Write your prediction here.	Repeat what you predicted.
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Draw a picture of your mental image in the space below:

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page _____	
	Page _____	
	Page _____	
	Page _____	

Text Structure You Might See While Reading:

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Predictions


Visualizing

Determining Importance

Understanding Text Structure

Vocabulary Connections Resources




Important Words to Know and Understand in How I Became a Pirate Word List




Vocabulary Connections	<p>How I Became a Pirate By: Melinda Long Grade Level: 2 / Guided Reading Level: L</p>
Important Words to Know and Understand in "How I Became a Pirate"	
<p>Crew A group of people who work together on a ship</p>	
<p>Hatch An opening in the deck of a ship</p>	
<p>Landlubber A person who knows very little or nothing about the sea or ships</p>	
<p>Maye Used as way for one man to address another man</p>	
<p>Moor A deep, wide ditch that is usually filled with water and that goes around the walls of a building (such as a castle) to protect it from being attacked</p>	
<p>Pirate Someone who attacks and steals from another ship at sea</p>	
<p>Slaathering To cover something with a thick layer of liquid or cream</p>	

Vocabulary Connections

By: Melinda Long
Grade Level: 2 / Guided Reading Level: L

How I Became a Pirate

Crew	Hatch	Landlubber
		

Matey	Moat	Pirate
		

Picture Vocabulary Sorting Cards ©BookFrog.com

Word and Picture Sorting Cards

How I Became a Pirate
 By: Melinda Long

Vocabulary Connections
 Grade Level: 2 / Guided Reading Level: L

Step 1: Map Directions

1. Cut on the solid line. 2. Fold on the solid line. 3. Glue flaps or tape the top of each card to cover.

Crew	Hatch	Landlubber
A group of people who work together on a ship.	An opening in the deck of a ship.	A person who knows very little or nothing about the sea or ships.
Matey	Moat	Pirate
Used as way for one man to address another man.	A deep, wide ditch that is usually filled with water and that goes around the walls of a building to protect it from being attacked.	Someone who attacks and steals from another ship at sea.

Definition Vocabulary Sorting Cards | ©bookpages.com

How I Became a Pirate

By: Melinda Long

Grade Level: 2 / Outlined Reading Level: L

Vocabulary Connections

Crew is a/an noun verb adverb adjective	Hatch is a/an noun verb adverb adjective	Landlubber is a/an noun verb adverb adjective
Definition of Crew: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	Definition of Hatch: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	Definition of Landlubber: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>
Crew looks like this: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	Hatch looks like this: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	Landlubber looks like this: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>
Crew reminds me of: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	Hatch reminds me of: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	Landlubber reminds me of: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>
I saw this word in <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	I saw this word in <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	I saw this word in <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>

Interactive Vocabulary Notebook Cards

Crew is a/an noun verb adverb adjective	Hatch is a/an noun verb adverb adjective	Landlubber is a/an noun verb adverb adjective
Definition of Crew: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	Definition of Hatch: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>	Definition of Landlubber: <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div>
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Interactive Vocabulary Notebook Cards | BookPages.com

Word Games

with Words from How I Became a Pirate

Directions: Read each clue below. Choose the correct vocabulary word and write the word in the puzzle. Remember to write one letter per square.

Across

- Also known as a canal _____
- An opening in the deck of a ship _____
- A word often used by pirates to address friends _____
- Another word for team _____
- A person who has never seen a sea _____

Down

- To cover something _____
- A word often used by pirates to address friends _____
- Another word for team _____
- A person who has never seen a sea _____

Word Bank

CREW
HATCH
LANDLUBBER
MATEY
MOAT
PIRATE
SLATHERING

Directions: Read the vocabulary words in the word bank. Then, write the one syllable words on the lines.

1. _____

2. _____

3. _____

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Name: _____

Word Games

How I Became a Pirate

Choose the correct vocabulary word and write one letter in the puzzle.

Word Bank

CREW
HATCH
LANDLUBBER
MATEY
MOAT
PIRATE
SLATHERING

©BookPage.com

Name: _____

Answer Key: ©BookPage.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections


How I Became a Pirate

By Melinda Long

Grade Level: 2 / Guided Reading Level: L

How I Became a Pirate

By Melinda Long




A new word that I learned in this book is:

.....

.....

Name: _____



By Step Directions

1. Read the story.
2. Find the word in the story.
3. Write the word in the box.
4. Add your vocabulary card to your notebook at the end of a notebook.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 800bookpages.com

[illegible][illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work
How I Became a Pirate
By: Melinda Long
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Long E Vowel Teams (ee, ea)

Background:
Long e vowel teams are combinations of two vowels that create the sound of long e.

Examples:

bean	clean
beet	cream
cheap	dream
cheat	free
cheer	freedom

Materials and Preparation:

- A Copy of *How I Became a Pirate*
- Chart Paper
- Long E Vowel Teams Printout
- Tic-Tac-Toe Three in a Row Game Board
- Long E Vowel Teams Word Bank
- Optional - Word Detective Worksheet
- Optional - 2 Colors of Ink

Word Work
How I Became a Pirate
By: Melinda Long
Grade Level: 2 / Guided Reading Level: L

Step 1:
Introduce the Focus of Word Work
Sample Anchor Chart
Long E Vowel Teams
ee
green
beach
need
read
ea
beet
cream
cheap
dream
cheer
freedom

Introduce Long E Vowel Teams

- Explain that many words have a long e vowel sound and that the long e sound can be made using vowel teams.
- Write the word "feet" on the chart paper and show students that the word has a double e combination.
- Explain that these e's work together to make the long e sound.
- Ask children to think of other words that have a double e combination. Use clues or prompts to help them discover words (je: need, feed, seed, teen, jeep, beet, greet, street, wheel, sweet, and glee).
- Explain that the letter combination -ea also makes the long e sound in many words.
- Write the word "meat" on the chart paper. Repeat the word and encourage students to identify other words with the long e vowel team (je: treat, plead, please, disease, cream, gleam, pea, and sea).

Step 2:
Connect Word Work to Reading
Extend Engagement!

- Divide the number of students in your class in half.
- Give the first half of your students an index card with the letters "ee" printed on it.
- Give the second half of your class an index card with the letters "ea" printed on it.
- Read a word for the list of Long E Vowel Teams found in the text. Ask the students to hold up their card if their vowel team is in the word.

Long E Vowel Teams in the Text

- Tell the students that the book they will be reading today has many words with long vowel e teams: -ee, -ea, and -ea.
- Show them page 1 of *How I Became a Pirate*. Ask students to listen carefully and look at the words while you read. If they hear a word with a beginning blend, they should repeat the sound "essess."
- After reading page 1, ask the students to identify the long e vowel team words they heard. Add them to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that have the long e vowel teams -ee or -ea. Remind them to be polite and not to interrupt you while you read.
- Read *How I Became a Pirate*.

Examples of Long E Vowel Teams Found in the Text:

green	hear
beach	real
agreed	speak
needing	meat
sleep	please
need	teach
beach	read
easy	repeated


Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend
Engagement

List of words in the book that
match the instructional focus

Word Work
How I Became a Pirate
By: Melinda Long
Grade Level: 2 / Guided Reading Level: L

Step 3:
Guided Word Work Practice


Interactive Exploration

- Distribute one *Tic-Tac-Toe Three in a Row Game Board* to each student.
- Explain that students will Tic-Tac-Toe Three in a Row in pairs.
- Assign students to pairs. Ask each student to choose a long vowel team; one student should be the "ee" vowel team and the other student should be the "ea" vowel team.
- Ask each student to write his or her name on the paper. Have them write the vowel team letters next to their names.
- Demonstrate play.
- Player 1 writes a word containing their vowel team in their desired box.
- Player 2 writes a word containing their vowel team in their desired box.
- Play continues until one of the players has written three words containing their vowel team.

Step 4:
Independent Word Work Practice

Practice Page

- Give each student a copy of *Long E Vowel Teams Word Work*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5:
Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6:
Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for long e vowel teams in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent
Practice Page

Tic-Tac-Toe Three in a Row Game Board
Interactive Activity

Directions:
Pick a partner. Decide who will write "ee" words and who will write "ea" words. The player will write three of their vowel team words in a row wins. You may win by writing your words going down, across or on a diagonal.

Name: _____ Guided Word Work Practice | ©BookPages.com

Extension Activity

Word Detective: Long E Vowel Teams
Extension Activity

Directions:
Be a word detective!
Be on the lookout for long e vowel teams while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPages.com

Long Vowel E Teams
Word Work Practice Page

Directions:
Use the long e vowel team words in the Word Bank to fill in the blanks. The first one has been done for you.

Word Bank
sleep needs beach hear beard real speak please
teach read easy repeat green teeth meat agreed

- The color of frogs, money, and grass green.
- The opposite of hard is _____.
- Hair on a man's chin is a _____.
- What you do in a bed, _____.
- The opposite of take is _____.
- Food and water are basic _____.
- Raise your hand when you want to _____.
- What you do with a book, _____.
- Say this word when you want something _____.
- What you use to chew your food, _____.
- You use your ears to _____.
- The opposite of the word learn, _____.
- To do something again and again, _____.
- A place to relax with your toes in the sand, _____.

Name: _____ Independent Word Work Practice | ©BookPages.com

Assessments

Running Record			
Title: How I Became a Pirate		Guided Reading Text Level: L	Word Count: 100
Name: _____ Date: _____			
Accuracy Rate: (# of words correct/100 words) _____			
Error Rate: (# of incorrect words/100 words) _____			
Self-Correction Rate: (# of words self-corrected/100 words) _____			
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____	
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy	
		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Misreading S = Structure/Syntax V = Visual		COUNT INFORMATION USED	
Page		E	SC
		E	SC
2	Pirates have green teeth – when they have any teeth at all. I know about pirates, because one day, when I was at the beach building a sand castle and minding my own business, a pirate ship sailed into view. I know what it was, because its flag had a skull and crossbones on it and because I could hear the pirates singing. “Hey, ho, blow the man down.” They were a little off-key.		
4	I tried to tell Dad, but he was busy setting up the beach umbrella. I tried to tell Mom, but she was busy slathering my baby *... Analysis and Comments:		
Tested By: _____		©BookPagez.com	

Running Record Assessment

How I Became a Pirate CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>How I Became a Pirate</i> to answer each of the following questions.		
1. Which of these is something Jeremy Jacob does NOT like about being a pirate?		
<input type="radio"/> A Pirates don't have to wear pajamas unless they want to wear them.		
<input type="radio"/> B They don't have to brush their teeth.		
<input type="radio"/> C Pirates don't have a bedtime.		
<input type="radio"/> D Pirates don't sit close to you when you are scared and tell you it will be okay.		
2. What important lesson does Jeremy learn from his adventure with the pirates?		
<input type="radio"/> A He realizes being a pirate away from his parents is the best!		
<input type="radio"/> B He realizes he still wants to be a kid while he can.		
<input type="radio"/> C He realizes that pirates don't really		
<input type="radio"/> D Pirates are no fun at all.		
3. Jeremy realizes he doesn't want to be a pirate.		
<input type="radio"/> A He convinces the pirates to bury the treasure.		
<input type="radio"/> B He jumps into the ocean and swims away.		
<input type="radio"/> C Jeremy cries until they take him back home.		
<input type="radio"/> D He takes over the pirate ship and becomes the captain.		
4. Why do the pirates always repeat what he says?		
<input type="radio"/> A They don't know what else to say.		
<input type="radio"/> B It is a game they like to play.		
<input type="radio"/> C It shows that Braid Beard is their leader.		
<input type="radio"/> D It makes Jeremy Jacob laugh.		
5. What happens on the pirate ship in the middle of the story that teaches Jeremy to be grateful for his life at home? (RL.2.5)		
<input type="radio"/> A He does not have to use good manners at dinner.		
<input type="radio"/> B The pirates are not very good at soccer.		
<input checked="" type="radio"/> C He learns being a pirate has some bad points also, like not getting tucked into bed.		
<input type="radio"/> D He gets to eat meat without any vegetables.		
6. What kind of voices would the pirates most likely have compared to Jeremy Jacob? (RL.2.6)		
<input checked="" type="radio"/> A The pirates voices would be deep, rough, and with an accent.		
<input type="radio"/> B Pirates have very quiet pleasant voices, while Jeremy would be very loud.		
<input type="radio"/> C They would have high-pitched voices, like a baby's voice.		
<input type="radio"/> D Pirates usually speak very clearly and at a normal tone.		
7. What do the words and illustrations show us about the setting of the story? (RL.2.7)		
<input type="radio"/> A The story takes place at Jeremy's school during their Ocean unit.		
<input type="radio"/> B This story took place hundreds of years ago when pirates roamed the seas.		
<input type="radio"/> C This story takes place at a theme park where you can go on a real pirate ship.		
<input checked="" type="radio"/> D Jeremy and his family live near the ocean and are spending the day at the beach.		
8. How are the pirates in the story different than Jeremy Jacob? (RL.2.9)		
<input type="radio"/> A The pirates love vegetables and brushing their teeth.		
<input checked="" type="radio"/> B The pirates don't want bedtime stories or a goodnight kiss.		
<input type="radio"/> C They both love treasure.		
<input type="radio"/> D The pirates do not know how to take care of the ship in a storm.		
9. Based on the ending, what is the only kind of pirate Jeremy will be? (RL.2.10)		
<input type="radio"/> A He will only be a pirate when they come back to get their treasure.		
<input type="radio"/> B He will find other pirates that like to read.		
<input checked="" type="radio"/> C He will be a soccer player on a team called the Pirates.		
<input type="radio"/> D He will never be any kind of pirate, ever.		
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com		



Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book, *How I Became a Pirate*, the pirates do things a bit differently than other people do. Read each sentence below. If the sentence tells about something that pirates do, mark it with an "X".

_____ Pirates say, "Please and Thank You."
_____ Pirates say, "Landlubber!" and "Scurvy Dog."
_____ Pirates pound the table and yell for meat.
_____ Pirates finish their spinach and chew their carrots.
_____ Pirates sleep in pajamas.
_____ Pirates sing sea chanteys.
_____ Pirates give good night kisses.
_____ Pirates sleep with one eye open.
_____ Pirates brush their teeth in the morning.
_____ Pirates love to break the rules.
_____ Pirates bury treasure.
_____ Pirates tuck you in at night.
_____ Pirates batten down their hatches.

Extension Activity | @BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>How I Became a Pirate Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How I Became a Pirate" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events and challenges. RL.2.5 - Describe the overall structure of a story, including identifying how the beginning introduces the story and the ending concludes the action. RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>How I Became a Pirate CCSS Alignment @BookPages.com</p>	<p>How I Became a Pirate Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How I Became a Pirate" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events and challenges. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>How I Became a Pirate CCSS Alignment @BookPages.com</p>	<p>How I Became a Pirate Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How I Became a Pirate" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Literature RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events and challenges. RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.4 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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RL.2.3 - Describe how characters in a story respond to major events and challenges. RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.4 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p>How I Became a Pirate CCSS Alignment @BookPages.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>How I Became a Pirate Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How I Became a Pirate" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.4a - Use the sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify read the connections between words and their use (eg. describe foods that are spicy or salty). L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg. because).</p> <p>How I Became a Pirate CCSS Alignment @BookPages.com</p>	<p>How I Became a Pirate Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How I Became a Pirate" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>How I Became a Pirate CCSS Alignment @BookPages.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for How I Became a Pirate Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir
with How I Became a Pirate (Cómo me convertí en pirata)

Página 4:
¿Qué ha pasado hasta ahora? ¿Por qué fue Jeremy el único que notó el barco pirata?

Página 8:
¿Qué notaron los piratas cuando llegaron a la orilla? ¿Qué estaba haciendo Jeremy? ¿Por qué los piratas querían que Jeremy fuera con ellos?

Página 16:
¿Qué has aprendido hasta ahora sobre los piratas? ¿Qué le enseñaron los piratas a Jeremy?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Volver a contar y resumir
with How I Became a Pirate (Cómo me convertí en pirata)

Página 20:
¿Cuáles son algunas de las cosas que a Jeremy le gustaba de ser un pirata?
Las respuestas varían. Podrían incluir: Le gustaba cómo comían y que no tenían que usar modales. Le gustaba que se quedara despierto hasta después de acostarse y que no tenía que cepillarse los dientes ni ponerse pijamas.

Página 24:
¿Por qué Jeremy decidió que no quería ser un pirata?
Las respuestas varían. Podrían incluir: No le gustaba que nadie lo arrinconara. Le leyerá una historia o le diera un beso de buenas noches. También hubo una mala tormenta.

Página 30:
¿Qué problema tienen los piratas? ¿Cómo ayudó Jeremy a los piratas a resolver su problema?
Las respuestas varían. Podrían incluir: Los piratas no tenían un lugar seguro para enterrar su tesoro. Jeremy les mostró a los piratas un lugar seguro para enterrar su tesoro en su patio trasero. Él también les dibujó un mapa.

Nombre: _____

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Hacer predicciones
with How I Became a Pirate (Cómo me convertí en pirata)

Página 1:
Vista previa predicciones
Las resp

Tu turno para practicar: Hacer predicciones
with How I Became a Pirate (Cómo me convertí en pirata)

Página 1:
Vista previa del texto. Mira las te predicciones coinciden con las

Página 12:
¿Qué predi Jacob una en la histó

Página 24:
¿Que crees en el mar?

Página 24:
¿Que crees que pasará después en el mar? ¿Por qué piensas es

Nombre: _____

Visualizar
with How I Became a Pirate (Cómo me convertí en pirata)

Página 4:
¿Cómo te a Describe la

Página 12:
¿Qué predicciones puedes hac Jacob una vez que suba a barch en la historia? ¿Por qué?

Página 16:
Mira la imagen. Describe la imagen.

Página 16:
¿Cómo te ayuda la imagen a comprender lo que está sucedi Describe la imagen.

Página 14:
Mira la imagen en esta página. ¿Cómo te ayuda la imagen sería cenar con un pirata?

Página 23:
Observe la forma en que el autor describe la tormenta. Intenta visualizarla tormenta y cómo fue en el barco. ¿Qué palabras te ayudan a visualizar? Se las palabras.

Nombre: _____

Determinar la importancia
with How I Became a Pirate (Cómo me convertí en pirata)

Página 5:
¿Qué has c donde Jere

Página 9:
¿Qué inten

Página 9:
¿Qué intentan hacer los piratas y por qué necesitan la ayuda de Jere

Página 20:
¿Por qué se hicieron ser

Página 20:
¿Por qué Jeremy quería ser un pirata para siempre? ¿Qué eventos en hicieron sentir de esta manera?

Nombre: _____

Tu turno para practicar: Determinar la Importancia
with How I Became a Pirate (Cómo me convertí en pirata)

Página 5:
¿Qué has aprendido hasta ahora? ¿Cómo terminaron los piratas en la donde Jeremy juega?

Página 9:
¿Qué intentan hacer los piratas y por qué necesitan la ayuda de Jere

Página 20:
¿Por qué se hicieron ser

Página 20:
¿Por qué Jeremy quería ser un pirata para siempre? ¿Qué eventos en hicieron sentir de esta manera?

Nombre: _____

Entender la estructura del texto
with How I Became a Pirate (Cómo me convertí en pirata)

Página 4:
En esta p Jeremy a piratas qu

Página 8:
Aquí el a empezari

Página 8:
Aquí el autor usa letras en negrita para escribir las palabras "una buena para empezar" ¿Por qué crees que escribió estas palabras de esa manera?

Página 24:
Aquí el autor usa causa y efecto. ¿Qué pasó que hizo que Jeremy decidiera que ya no quería ser un pirata?

Nombre: _____

Making
Predictions

Visualizing

Determining
Importance

Understanding
Text Structure

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

How I Became a Pirate (Cómo me convertí en pirata): Hacer predicciones

¿Qué predice que Jeremy hará después de que termine la historia? ¿Qué te hace pensar que esto sucederá?

☐ Puedo decir cómo los personajes de una historia responden a las partes de una historia.

CCSS: RL.2.3

How I Became a Pirate (Cómo me convertí en pirata): Hacer predicciones

¿Qué predice que Jeremy hará después de que termine la historia? ¿Qué te hace pensar que esto sucederá?

☐ Puedo decir cómo los personajes de una historia responden a las partes de una historia.

CCSS: RL.2.3

How I Became a Pirate (Cómo me convertí en pirata): Hacer predicciones

¿Qué predice que Jeremy hará después de que termine la historia? ¿Qué te hace pensar que esto sucederá?

☐ Puedo decir cómo los personajes de una historia responden a las partes de una historia.

CCSS: RL.2.3

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Common Core Free
Option

How I Became a Pirate (Cómo me convertí en pirata): Hacer predicciones

¿Qué predice que Jeremy hará después de que termine la historia? ¿Qué te hace pensar que esto sucederá?

How I Became a Pirate (Cómo me convertí en pirata): Hacer predicciones

¿Qué predice que Jeremy hará después de que termine la historia? ¿Qué te hace pensar que esto sucederá?

How I Became a Pirate (Cómo me convertí en pirata): Hacer predicciones

¿Qué predice que Jeremy hará después de que termine la historia? ¿Qué te hace pensar que esto sucederá?

How I Became a Pirate (Cómo me convertí en pirata): Hacer predicciones

¿Qué predice que Jeremy hará después de que termine la historia? ¿Qué te hace pensar que esto sucederá?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____
¿De qué se trata el libro?
¿Es ficción o no ficción?
Has un dibujo y escribe una oración completa en cada caja:
Primero: _____ Después: _____ Entonces: _____
Después de esto: _____ Entonces: _____ Al final: _____
¿Cuál es la cosa más importante sobre lo que sucede en el libro?
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o englupa la hoja en tu cuaderno del lector.

Retelling and
Summarizing

Hacer predicciones
Título: _____
Predicciones al principio: _____
Predicciones mientras lees: _____
Verifica las predicciones: _____
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o englupa tu cuaderno del lector.

Making
Predictions

Visualizar
Título: _____
¿Qué página usaste para practicar a visualizar?
Haz un dibujo de tu imagen mental en el espacio abajo:
Escribe algunas de las palabras que la autora empleó que te ayudaron a hacer esta imagen en tu mente.
Comparte tu dibujo con alguien. Anímate de haber dibujado todas las palabras que te ayudaron a visualizar.
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o englupa tu cuaderno del lector.

Visualizing

Determinar la importancia
Título: _____
Piensa en el libro. Escribe toda la información importante en el burbujito de pensamiento.
Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para buscar las partes más importantes de tu libro.
#1 _____
#2 _____
#3 _____
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o englupa tu cuaderno del lector.

Determining
Importance

Entender la estructura del texto
Título: _____
Estructura del texto: _____
Dónde fue usado la estructura del texto: _____
Cómo la estructura del texto me ayudó: _____
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o englupa tu cuaderno del lector.

Understanding
Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro, **Cómo me convertí en un pirata**, los piratas hacen las cosas de una manera un poco diferente que otras personas. Lea cada oración abajo. Si la oración dice algo que hacen los piratas, márcalo con un "X".



- _____ Los piratas dicen: "Por favor y gracias".
- _____ Los piratas dicen: "Landlubber" y "Scurvy Dog".
- _____ Los piratas golpean la mesa y gritan por carne.
- _____ Los piratas terminan sus espinacas y mastican sus zanahorias.
- _____ Los piratas duermen en pijama.
- _____ Los piratas cantan chanteys de mar.
- _____ Los piratas dan besos de buenas noches.
- _____ Los piratas duermen con un ojo abierto.
- _____ Los piratas se cepillan los dientes por la mañana.
- _____ A los piratas les encanta romper las reglas.
- _____ Los piratas entierran el tesoro.
- _____ Los piratas te meten en la noche.
- _____ Los piratas bajan por las escotillas.

