SET SAIL FOR SCHOOL
A Teacher's Guide
Suggested grade level K-3

Synopsis-

Follow Jack on a typical school day as he gets ready, heads out, and learns with friends, all with a swashbuckling twist. Jack is a pirate.

Themes-

A day in the life
School
Pirates
Friendship
Humor through unexpected page turns and anti-rhymes

ELA Common Core Standard-

Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Before Reading

Standards: CCSS.SL.K.1; CCSS.SL.1.1; CCSS.SL.2.1
Objective: Build background and tap knowledge.
Procedure: Discuss pirates with students and what they know about pirates. Discuss the title and the cover illustration. What clues do these give about what will be happening in the story?

During Reading

Standards: CCSS.RF.K.2
Objectives: Students will recognize and produce rhyming words
Procedure: With each page turn, students will produce possible rhyming words to complete the verse.

Standards: CCSS.RL.K.7; CCSS.RL.1.7; CCSS.RL.2.7; CCSS.ELA-Literacy.L.1.4.a; CCSS.ELA-Literacy.L.1.4.a
Objectives: Students will use information gained from the illustrations and sentence level context to demonstrate understanding of its characters, setting, or plot.
Materials: Handout or chart/smartboard with diagram below
Procedure: Students will produce the rhyme to complete the verse then predict what will happen with the page turn (the anti-rhyme pirate surprise) using context clues in the verse and in the illustrations.

After Reading

Standards: CCSS.RL.K.2; CCSS.RL.K.3, CCSS.RL.1.2; CCSS.RL.1.3, CCSS.RL.2.2; CCSS.RL.2.3
Objectives: Students will summarize the story using key ideas and details.
Materials: Chart paper or smart board, marker, or the handouts below
Procedure:
Step 1: Explain that the story takes place over the course of a day. If Jack was writing a letter, what would he include about his day? Where would he start?
Step 2: Start with the heading "Morning" and "Beginning" and record appropriate responses as students provide them.
Step 3: Repeat for "Lunchtime-Middle" and "End"
Step 4: K- Use the shared information from the chart so each child can draw key events that happened at the beginning, middle and end of the day. (see handout)

Grades 1 and 2- Use the shared information from the chart so each child can write their own summary/letter for Jack. (see handout)

Standards: CCSS.ELA-LITERACY L.2.4.a
Objective: Use glossaries to determine or clarify the meaning of words and phrases.
Material: The two-page glossary at the end of *Set Sail for School*
Procedure: Using the glossary at the back of the book, find the meanings of pirate items in the story.

Standards: CCSS.ELA-LITERACY L.K.5.d; CCSS.ELA-LITERACY L.1.5.d; CCSS.ELA-LITERACY L.2.5.b
Objective: Distinguish shades of meaning among closely related verbs
Materials: A 2-column chart (see below), verbs on cards or word list.
Procedures: K- As a group choose one verb card at a time. Place it in the appropriate column.
Grades 1 and 2- Given the list of verbs, student will generate more vivid, pirate related verbs with a similar meaning.
Optionally, brainstorm lists of other verbs that have similar but more descriptive meaning (i.e. eat, gulp, chew, swallow, gorge, feast)

Standards: CCSS.RL.K.9, CCSS.RL.1.9
Objective: Compare and contrast the experiences of a character to your own or to other characters' experiences
Materials: Chart or smart board, diagram below
Procedure: As a group, brainstorm ways that students and Jack are the same (i.e. brush teeth, eat breakfast, have a pet) and how they are different (i.e. wear different clothes, boots vs shoes, boat vs bus) to complete the chart. Jack could also be compared to his pirate friend Sam based on illustrations and chores etc.

Across the curriculum activities

Math

Standards: CCSS.Math.Content.K.G.A.1; CCSS.Math.Content.K.G.A.2; CCSS.Math.Content.2.G.A.1
Objective: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. Name shapes regardless of their orientations or overall size.
Materials: Pirate ship without sails coloring page, cut-out paper shapes for sails and flags (including squares, triangles, rectangles) and glue, or crayons
Procedure: Identify the parts of the pirate ship including the front, back, top, bottom, masts, sails, flags. After naming all the parts and the shapes for sails/flags, students can either decorate the ship as they wish. Or following instructions, they glue or draw based on instructions such as:

Add a triangle flag to the tall mast.
Add a square sail to the short mast.
Put a rectangle sail below the triangle.
Continue giving instructions including concepts, shapes, colors as appropriate for the age group.

Grade 2- Include and identify triangle, quadrilateral, pentagon, hexagon shaped flags or use them to decorate the pirate sails.

Standards: CCSS.Math.Content.K.MD.B.3; CCSS.Math.Content.1.MD.C.4, CCSS.Math.Content.2.MD.D.10
Objective: Students will classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]
Materials: sink/float chart, 10 items to test for "sink or float"
Procedure: Identify the items to be tested. Vote as a class on each item and color in the chart demonstrating how many might sink/float. Then test the items in a bin of water. Complete the chart again with the actual results. Referencing the chart answer questions such as:

K- How many floated? How many sank?
Grade 1- What happened more, float or sink? How many more floated or sank? How many less floated/sank?
Grade 2- Draw a bar graph to represent the data.

Music

Sea shanties:
Listen to some sea shanties. Discuss their history, how they were often work songs for sailors and they have a strong beat to set the work tempo. Add some pirate actions that students can mime to the beat such as climbing the masts, rowing the oars, steering the wheel etc

HAND-OUTS/MATERIALS **Name**_____

Handout
(Rhyme and anti-rhyme context clues)

Word to rhyme	Expected rhyme	Anti-rhyme using clues
head		
dance		
choose		
most		
classes		
tote		
pat		
fabulous		
end		
clear		
breeze		
loose		
chores		
float		

Handout (Summary)- *Set Sail for School* Name_____

Choose a fun pirate captain friend for Jack. What would you name the captain? Jack is writing a letter, what will he tell the captain about his day today?

Dear Captain_____,

Today I_____

_____

_____

_____

_____

_____

_____

_____

_____

Love,

Jack

Handout (Summary)- *Set Sail for School*

Beginning- Morning	Middle-Lunch	End

Handout (shades of meaning) *Set Sail for School*

What I would do	**What a pirate would do**
walk	
eat	
flip	
argue	
leave	
ride	
look	
pull	
clean	

Possible answers:

What I would do	**What a pirate would do**
walk	swagger/strut
eat	gorge/gulp
flip	capsize
argue	mutiny
leave	abandon/maroon
ride	sail
look	spy
pull	heave
clean	scrub/swab

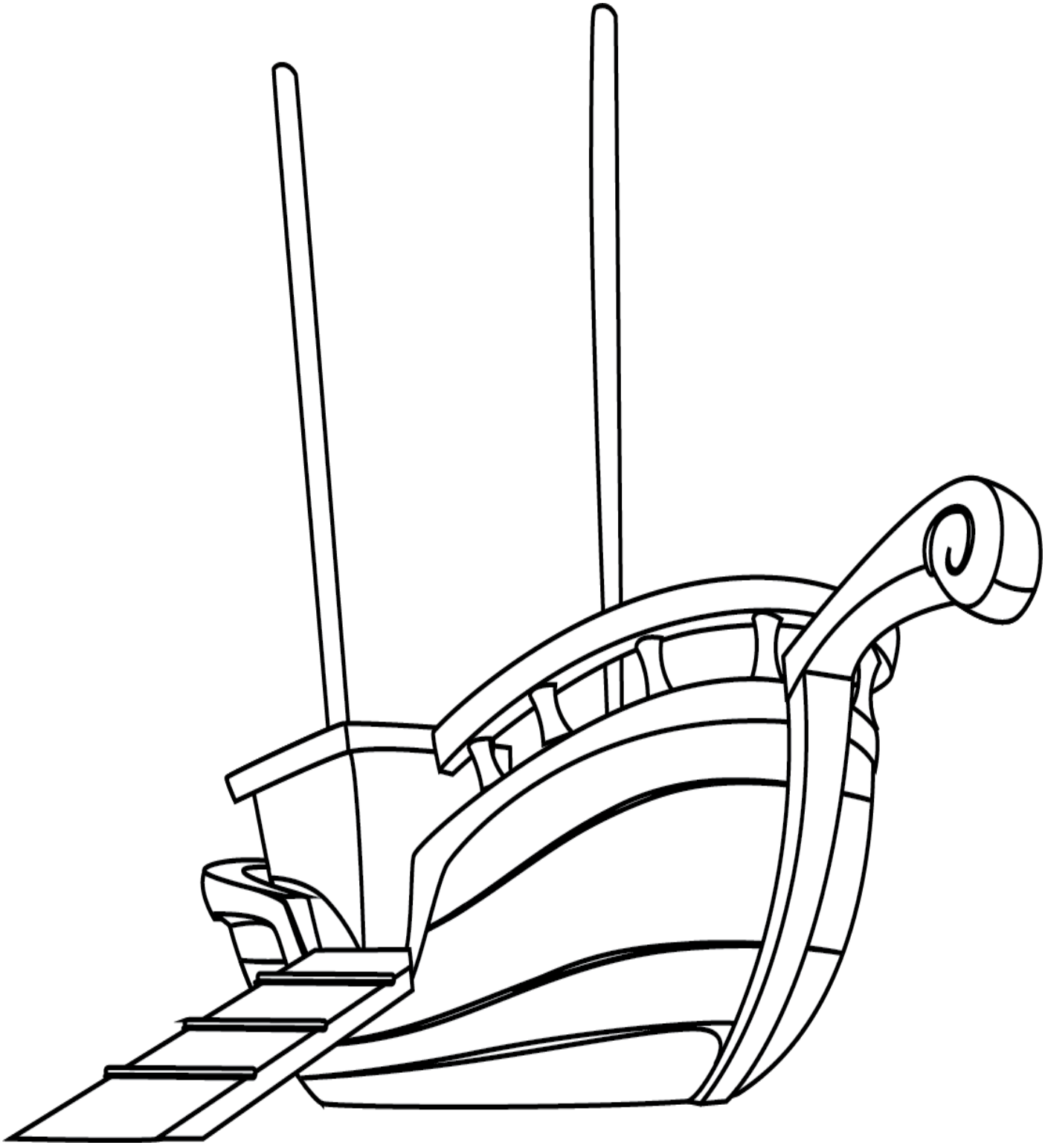
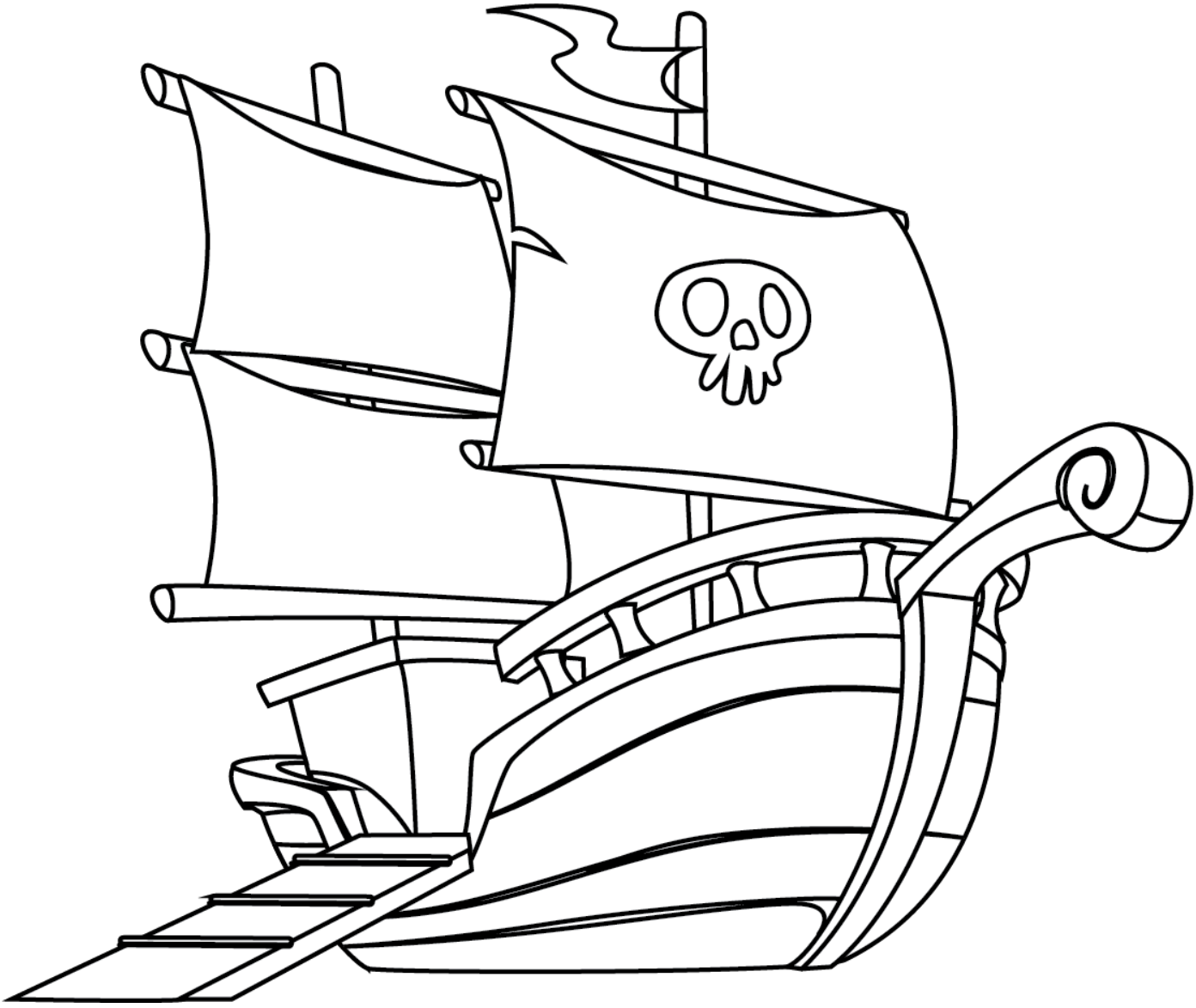
Compare/contrast *Set Sail for School*

Same	Different

Math (Classification)

Sink						
Float						

Math (Shapes) Name_____



Coloring Page Name_____