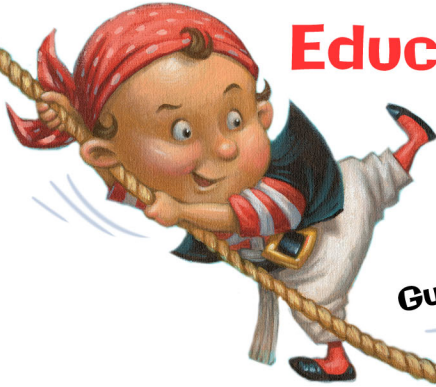# Pirate's Lullaby: Mutiny at Bedtime Educator's Guide

Book by Marcie Wessels
Illustrated by Tim Bowers
Guide Prepared by Randi Sonenshine

About the Book:
Yo, ho, ho! It's bedtime! But this little swashbuckler will do anything to avoid going to sleep. Read along as he stalls for time—searching for peg-legged Captain Teddy, stowing his toys in the ship's treasure chest, and even playing a game of walk-the-plank! Snuggle up with your own little pirate for a fun and delightful high-seas adventure as you wind down your exciting day together.

About the Author:
MARCIE WESSELS received a BA in English and Spanish from John Carroll University, an MA in Spanish from Bowling Green State University, and a PhD in Latin American literature from Tulane University. She has taught Spanish language and literature at the University of San Diego. She lives with her husband and their two children in San Diego.

About the Illustrator:
TIM BOWERS studied at the Columbus College of Art & Design and started his career in an advertising art studio before being recruited by Hallmark to design greeting cards. Since then, he has illustrated over thirty-five children's books, including the *New York Times* bestsellers *Dream Big, Little Pig!*, written by Kristi Yamaguchi, and *Dinosaur Pet*, written by Neil Sedaka and Marc Sedaka. His book illustrations have received many state and national awards. He and his wife live in Granville, Ohio.

**About the Creator of this Guide:**
RANDI SONENSHINE holds a BA in English Education and a M.Ed. in Reading Education. With over twenty years in education, she has taught middle and high school English and college reading. She is currently a children's author, middle school instructional literacy coach, and curriculum consultant. Randi lives with her husband and two sons in Northwest Georgia.

About this Guide:
This guide is intended for use with grades K-2. Literacy and math lessons are aligned to the Common Core State Standards. Science activities are aligned to the Next Generation Science Standards. Social studies activities are aligned to the National Council for the Social Studies C-3 Framework.
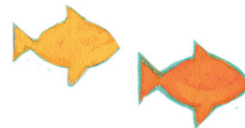
Reading Literature

Interactive Read-Aloud

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-LITERACY.RF.1.1 (Foundational Reading Skills)
Demonstrate understanding of the organization and basic features of print.

Before Reading:

Previewing a text and making predictions are two strategies that promote comprehension. This "Picture Walk" guides students in both of these.

- Direct students' attention to the cover illustration and title. Point out and discuss the difference between the author and illustrator. Explain the word *mutiny*, clarifying its meaning and giving examples.
- Ask students to make predictions about the story including the use of "pirate" language. Have them give examples of pirate words they know. Ask them to make connections to their own bedtime mutinies.
- Slowly flip through the book, page by page, without reading the text. Ask students questions about the illustrations on each page. Questions should require them to make an inference. Ex. *What do you think is happening here? What does the boy's expression on this page suggest? Why do you think he is looking over the side of the boat with this expression?* Encourage creative responses and be sure to model the process for struggling students by thinking aloud.

During Reading:
- Tell students that they will be "testing" their Picture Walk predictions as you read the book aloud. Explain that this is one way good readers monitor comprehension or check for understanding.
- Read aloud the book, modeling fluency and prosody, and stopping to ask clarifying questions.
- Encourage students to figure out the meanings of "pirate talk" by using context clues and illustrations. Suggestions: "swab the deck" and "batten down the hatches"
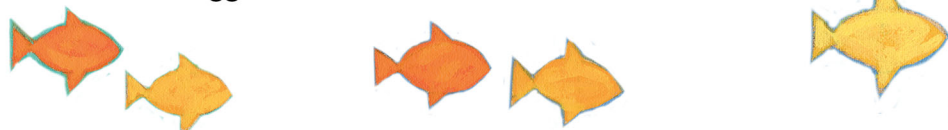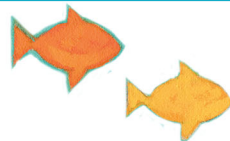
After Reading

- Allow students to share whether their predictions were correct, and if not, how they differed from the actual story.
- To have students retell the main events from the story, teach them the *Retelling Hand*: the 5 fingers represent Characters, Setting, Events, Problem, and Solution, and the palm is the "heart" of the story (central message or lesson the author is sharing).
- Ask "How was Ned a **mutineer**?" Have students make connections to their own bedtime **mutinies.** What are some of the silliest, strangest, most effective, least effective tactics they have used to try to delay bedtime?

Compare/Contrast

CCSS.ELA-LITERACY.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.

Read aloud another bedtime book, such as *How do Dinosaurs Say Goodnight* by Jane Yolen, *The Prince Won't Go To Bed,* by Dayle Ann Dodds, *Bedtime for Frances,* by Russell Hoban, or *Just Go to Bed* by Mercer Mayer. Use the following questions to support students in a comparison of the different texts:

- Who was the character in the comparison text? How was this character like Ned? How was this character different from Ned?
- What was the setting of the comparison book? How does that change the events in the story? In what ways did the character of the comparison book stall bedtime? Were these tactics more or less effective than Ned's stall tactics?
- How do the adults in the book react to the tactics? How does this compare to the captain in *Pirate's Lullaby?*

Foundational Reading

Long or Short Walk to the Plank?

CCSS.ELA-LITERACY.RF.1.2.A
Distinguish long from short vowel sounds in spoken single-syllable words.

Make sets of cards with single-syllable words from the book, including those with long and short vowel sounds. Have students sort the cards into short or long.

Sample words: bay past stow lock chest bit shake me wait get
                       rest mate play ten told time not tell spin tuck

**Compounds in the Crow's Nest**

CCSS.ELA-LITERACY.L.2.4.D
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

spyglass   stowaway   overboard   mainmast bedtime

Explain and give examples of compound words. Using the words above, put one half of each on two different index cards. Have students match the halves to form the correct compound words. Have them use their knowledge of each word half to determine a meaning for each compound word.

Challenge: Have students brainstorm compound words in groups. The group with the most legitimate words gets to wear eye patches, bandanas, or captains' hats the next day to school.
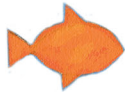
A Pirate's Picture Dictionary (Research Writing, Vocabulary Acquisition, Art)

CCSS.ELA-LITERACY.W.2.8
Recall information from experiences or gather information from provided sources to answer a question.
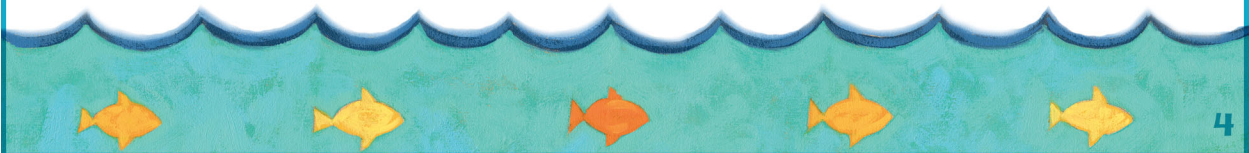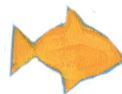CCSS.ELA-LITERACY.L.2.4.E
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
CCSS.ELA-LITERACY.L.2.4.A
Use sentence-level context as a clue to the meaning of a word or phrase.

Make a list of all the pirate and nautical terms in the book. Tell students that they will be creating a Pirate's Picture Dictionary for ten words of their choice. Show them a model of a picture dictionary entry. Model how to use a print or online dictionary, as well as the context of the word in the book to determine a meaning for each of their ten words. Have them create a booklet using construction paper. Remind them to include a picture to enhance the reader's understanding of the term.

Speaking and Listening

Spin a Yarn
CCSS.ELA-LITERACY.SL.2.4
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Explain that "Spin a Yarn" is an idiom, or an expression that means to tell a story. Pirates and sailors were known for their superstitions and tall tales of treasure, mermaids, sea monsters, and fierce battles. Share a few of the more well-known pirate legends, such as the legend of Davy Jones and the *Flying Dutchman* or stories about Blackbeard.

After discussing the elements of a story, encourage students to make up their own pirate stories.

Optional: To stir up imagination and give students ideas, fill a "treasure chest" with props, such as plastic gold coins, jewels, pictures of mermaids, islands, and other items related to pirates and the sea. Allow students to choose a few of these props to help "tell" their stories.

Math Connections
Measure Twice, Me Hearties!

CCSS.MATH.CONTENT.2.MD.A.1
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

CCSS.MATH.CONTENT.2.MD.A.4
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Provide small groups or pairs of students with two different lengths of rope and a ruler or tape measure. Have each group record the length of each in inches, and then use subtraction to compare the difference in length and addition to combine the two lengths.
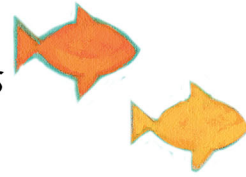
Challenge: Do the same activity using centimeters. Have students discuss the relationship between the different units of measurement.
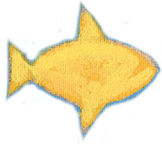
Science Connections

Navigate the Seven Seas
Next Generation Science Standards (NGSS) Disciplinary Core Idea: Forces and Interactions

Investigate the science behind a compass (magnets). There are several YouTube videos explaining the concept for children. Bring in a compass to demonstrate. Let students use the compass to write directions from one point to another point in the classroom or school, using steps as a measure. Example: Five steps north; three steps south, and so on.

Investigate the science behind a spyglass/telescope (lenses/light waves). Research the two types of telescopes and their inventors: the *refractor* by Galileo, and the *reflector* by Sir Isaac Newton.
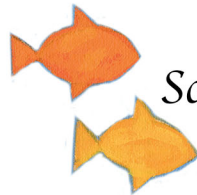
Social Studies Connections

NCSS: D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

Find Teddy- X Marks the Spot

Hide a teddy bear somewhere in the classroom or school campus. Create a map using footsteps as a measure from one point to the place where Teddy is hidden. Give a map to each group of students. Students must follow cardinal directions on the map. The first group to find Teddy wins a prize or gets to wear pirate gear to school the next day.

Sail the Seven Seas- Explain that the term "Seven Seas" goes back to ancient times and was probably used to refer to bodies of water along trade routes. Throughout the years, different cultures have identified different bodies of water as belonging to the Seven Seas. Explain that during the age of pirates, they were most likely referring to the following: Arctic, Atlantic, Indian, Pacific, Mediterranean, Caribbean, and the Gulf of Mexico. Have students find these on a map.
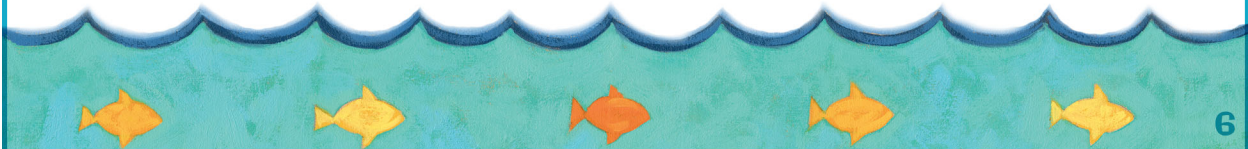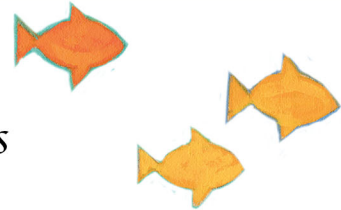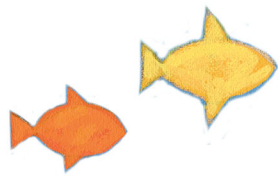
Enrichment Activities

Ship Shape!
Provide a diagram of a ship. Have students label the parts of the ship: fore, aft, mainsail, deck, hatch by locating clues in the book as to their placement.

Edible Pirate Ships
For a fun, healthy pirate snack, cut an apple into wedges. Slice squares of cheese for sails. Slide a toothpick vertically through the cheese and fix it to the middle of the apple wedge.
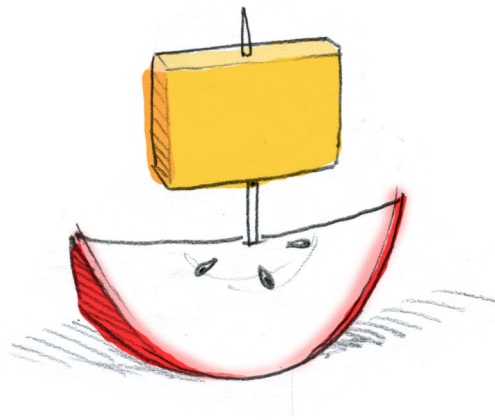
Captain Says!
Play a game like Simon Says, except use "The Captain Says" to give directions. Use pirate language to make it fun, and incorporate phrases from the book: Swab the deck, shake a leg, batten down the hatches, down the hatch, walk the plank, etc.