
Pirate Princess

a teacher's guide

Created by marcie colleen

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Pirate Princess

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Pirate Princess

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How to Use This Guide

This classroom guide for *Pirate Princess* is designed for students in first through fifth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Pirate Princess* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with the Common Core State Standards in ELA and Math, in addition to relevant learning standards in ELA, math, science, social studies, art, and drama.

Table of Contents

English Language Arts (ELA)	
Reading Comprehension	4
Pillage and Plunder a Pirate Library	6
Writing Activities	
“A _____ Life for Me!”	
“Adventure is in the <i>Aye</i> of the Beholder” ~ Point of View	
Nursery Rhymes with Pirate-titude	7
Language Activities	
Blimey, it’s a Limerick!	
Vocab Detectives	8
Ahoy! (The “Talk Like a Pirate’s” game)	9
Math	10
Word Problems	
Walk the Plank! Math game	
“Down in the Galley” Lemonade: a recipe riddle	
Science	11
Why Do Ships Float?	
Sail Your Own Pirate Ship	12
Eye, Eye Captain! (How Our Eyes Work)	
“X Marks the Blind-Spot” Activity #1	
“Penny Overboard!” Activity #2	13
“Land Ahead!” Activity #3	
A Princess “Nose” Her Treasure	14
Anti-Pirate Perfume recipe	
Social Studies	15
Treasure Maps	
Scurvy Simon Says...	
“A Pirate’s Life for Bea!”	
Stranded on a Desert Island group activity	16

English Language Arts

Reading Comprehension

Before reading *Pirate Princess*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Can you guess what the story might be about? What are some clues you can find in the title and cover illustration?
- Who do you think the girl is? How do you think she feels?
- What about the dog? And the cat? How do they feel?
- Are there any clues as to where the story might take place?

The Endpapers ~

Discuss the front endpaper. What do you see?

- Where is the princess? What is she doing? Why do you think she is doing this?
- Who else is in the illustration?

Discuss the back endpaper. What do you see?

- How does this illustration compare with the front endpaper?
- Where is the princess? What is she doing? Why do you think she is doing this?
- Who else is in the illustration?
- What can you predict happens in the story, based on these two endpaper illustrations?
- What questions do you have about the story based on the endpapers?

Now read or listen to the book.

Help students summarize in their own words what the book is about.

- Who is the main character? What makes her different from other princesses?
- What does Princess Bea spend her time doing? What are some clues in the illustrations that further explain this?
- Where does Bea find a pirate ship?
- How does the pirate crew first react to Bea? How does she react to them?

- What job does Jack give Bea? What does he threaten will happen if she doesn't do her job?
- Describe the sequence of events when Bea "swabs the deck".
- Next Bea is sent to cook for the crew. What happens then?
- Why does Jack send Bea up the crow's nest? What happens once she's up there?
- Why is Bea spared the plank?
- Why is Bea suddenly accepted as a pirate?

Let's talk about the people who made *Pirate Princess*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

Look at the "cooking" spread:

- Why do you think McElmurry chose to show the ingredients of the stew in this way? How does it enhance Bardhan-Quallen's words?

Look at the "heave-hoed" spread.

- Why do you think McElmurry chose to lay the illustration out in this way instead of traditionally? What would be lost if it was laid out vertically like the other spreads?

As a class, read *Imogene's Antlers* by David Small.

- What makes Imogene different from the rest of her family?
- How do others react to Imogene's antlers? How does Imogene react?
- What are some positives to having antlers? What about negatives?
- How are Bea and Imogene similar? How are they different?
- Have you ever wanted to be or do something that others thought was weird? How did you react?
- If Bea wanted to encourage Imogene, what would she say?

Pillage and Plunder for a Pirate Library

There are plenty of fiction books about pirates, princesses and adventure, but what about other sources? Gather fiction and non-fiction books, newspaper articles, internet clippings, videos and any other form of media.

Compare and contrast these pieces of writing. Have a class discussion on their authors, intent and audience.

Writing Activities

"A _____ Life for Me!"

Princess Bea dreams of a life upon the seas aboard a pirate ship. Finally, when her dream comes true, she stops at nothing to succeed, despite minor setbacks.

Write about a character who has a dream. Put three obstacles or setbacks in their way and have them overcome to see their dream realized.

OR

Tell a story about the kind of life you would like to lead. How can you make plans to achieve this dream?

OR

Create a story called *Princess Pirate* about a pirate who escapes to a castle to be a princess and what his/her adventure is like. What obstacles might the pirate face when trying to live a life of royalty?

Optional: Create the story together as a class.

"Adventure is in the *Aye* of the Beholder" ~ Point of View

Either as a class or individually, explore *Pirate Princess* from the point of view of Bea's dog. Use the illustrations as a guide. Give the dog a personality and a name. Give the dog a history. How does the dog feel about Bea's adventure? How does the dog feel on each step of the journey?

Advanced classes will be able to fully create *Pirate Princess* from the dog's point of view. However, if the class is less-advanced, simply have them create captions and thought-bubbles throughout the book.

Additional Challenge: How about *Pirate Princess* from the pirates' cat's POV? Or the king or queen?

Nursery Rhymes with Pirate-titude

Students choose a nursery rhyme and give their nursery rhyme “pirate-titude” by adding in and replacing some of the nursery rhyme words with pirate words. Be sure to consider which part of speech the word is and use it appropriately.

The presentation of the rhyme with “pirate-titude” is the most important part! Students should read with as much pirate gusto as they can muster up! Be loud and proud to be a pirate!

For example:

A proud beauty, Little Miss Muffet embarked with her matey on her tuffet making lubbers eat her foul curds and whey. Arrr! Avast! Along came a behemoth bilge rat who smartly sat at her starboard stern and scared Miss Muffet all the way to the depths of Davey Jones’ Locker. Arrr!

Language Activities

Blimey, it’s a Limerick!

Pirate Princess is written in rhyme. Your students can try their own hand at writing rhymes through the introduction of limericks. Limericks are also a wonderful way to introduce both poetic rhythm and rhyme.

When writing a limerick, make sure that it has an AABBA rhyme pattern. Make sure it also has 3 DUMS, 3 DUMS, 2 DUMS, 2 DUMS, 3 DUMS rhythm pattern, too. To be sure, recite the poem, substituting “da” for all unaccented or unstressed syllables and “DUM” for all accented or stressed syllable. If the poem doesn’t have a similar rhythm pattern, make some adjustments.

Here are five simple steps to writing a limerick:

1. An easy way to get started is to pick a boy’s or girl’s name that has one syllable (like Bill, Tim, Dick, Sue, or Jill).

There once was a pirate named ____ (pick an easy name with one syllable). For example, let’s pick Bea.

2. Now make a list of words that rhyme with the last word in the first line—in this case, Bea. Rhyming words might include: bee, pea, leaf, key, fee, gee, he, me, knee, read, see, tea, tree, we, etc.

3. Now write the second line using one of the rhyming words. Here’s an example:

"Who widdled a pirate's new knee."

(Notice that the last words in the first two lines rhyme and that both the first and second lines contain 3 DUMS or beats.)

4. Now think of an interesting story. What could happen when Bea widdles the knee? What might happen in the third and fourth lines.

"She carved day and night,"

"But much to her fright,"

(Notice that "night" and "fright," the last words in the third and fourth lines, both rhyme. And notice there are 2 DUMS or beats in each line.)

5. Now go back to the list of "A" rhyming words to find one that can end the poem. Here's an example:

"It still quite resembled a tree."

Vocab Detectives

Pirate Princess has some new and challenging vocabulary. Words like "excavated" and "haste" may be unknown to some young readers.

Re-read *Pirate Princess* aloud and ask students to listen carefully for words they do not know.

- As soon as they come across a new vocabulary word, they should raise their hand.
- Repeat the phrase using the unknown word. What might it mean, based on context?
- Look up the word in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*) Read the definition.
- Create a way to remember what the word means. *Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.*
- Create a list of the vocabulary words and hang it on the classroom wall. Revisit it again and again.

Ahoy! (The "Talk Like a Pirate" game)

This is a game to teach the pirate vocabulary found in *Pirate Princess*.

Ahoy! is a game based on commands that the Teacher or Leader shouts out while the kids move about the room. Each command requires the kids to strike a certain pose or do a certain action. Any kid who does not do the appropriate command for each word will be held in the "Ponton" (ship's holding chamber) until the Teacher shouts Breakout! and they can rejoin the game.

It is best to introduce only a few of the commands at a time so kids can learn both what the vocabulary word means and its action without getting overwhelmed.

Command	Action
Avast	freeze until the command "Ahoy" is given to move about again
Ahoy	move about saying "Ahoy" to everyone you make eye contact with
Swab the deck	Pantomime mopping
Buccaneer	Cover one eye with hand and strike a pirate post.
Mate	Find a partner and put an arm around their shoulders
Crow's Nest	stand up tall and straight with arms above head
Stern	Form a line with 3 other people, the person in the back of line raises arm
Prow	Form a line with 3 other people, the person in the front of line raises arm
Treasure	Two people make a giant circle with their arms, a 3 rd person pretends to be reaching for treasure in circle.
Plank	Balance on one foot

You can trick the kids by saying 'Avast' but instead of saying 'Ahoy', say another command and if the kids move they are out - they go to the 'Ponton' (holding chamber) and they stay in their QUIETLY UNTIL you say 'Breakout' then they quietly sneak back into the game. *Option for further play:* Through an internet search, students can find other "pirate" words to create commands for.

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) Bea is in charge of cooking for the pirate crew. She adds 5 shakes of salt to her stew, but then adds 2 more shakes. How many shakes of salt does Bea add to the stew?
- 2) Bea spends 3 hours swabbing the deck before taking a break. She then swabs the deck for 1 more hour. How many hours does Bea swab the deck?
- 3) The treasure chest contains 4 ruby crowns, 3 gold doubloons and 6 diamond rings. How many pieces of treasure are in the chest?
- 4) Bea has a pile of 8 books about pirates. She reads 6 of them. How many books about pirates does Bea have left to read?
- 5) The pirate cat chases 7 mice and threatens to make them walk the plank. 2 mice escape. How many mice does the pirate cat still have?

Walk the Plank! Math game

Using masking tape, create the "plank" on the floor (11 boxes in a straight line, like the path on a board game).

- One student at a time stands in the center box so that there are 5 boxes to the front and 5 behind.
- The teacher reads aloud a math problem.
- If the student answers correctly, they take one step backward towards safety.
- If they get the answer incorrect, they step forward closer to the edge of the plank.

Play continues until the student either exits the boxes backward to safety or forward over the plank.

"Down in the Galley" Lemonade: a recipe riddle

"When life gives you lemons, you make lemonade." That's exactly what Bea did on the pirate ship. Without complaining, Bea made the best of the Pirate Jack's demands.

Down in the galley, Bea is expected to cook for the pirate crew.

Cooking is math. See if your students can solve this tricky recipe problem as they join Bea as Cooking Wenches!

This activity requires that students know the difference between the following amounts: 1, $\frac{1}{2}$, and $\frac{1}{4}$. A discussion of these amounts should precede the activity.

You will need: zip lock bags, lemons, water, sugar and straws, measuring cup with graduated measurements on it, knife, and a measuring teaspoon.

The students will be given the following recipe:

- In the zip lock bag, place ____ lemon with the seeds removed, _____ cup of water, and ____ teaspoon of sugar. (ask students to predict which blanks to place the following numbers: 1, $\frac{1}{4}$, and $\frac{1}{2}$).
- Zip the bag securely and gently mix the contents for about 30 seconds, making sure to really squeeze the lemon.
- Open a small section of the top of the bag and insert the straw. Taste test the lemonade.
- Does the lemonade make you say, "Pthoo!?" Need more lemon? More water? Not enough sugar? Try the recipe again, this time switching the numbers until the desired taste is achieved.

Science

Why Do Ships Float?

Give each student a ball of clay the size of a large marble.

Have students drop the clay into a tank or bowl of water. The clay will sink because it is very dense.

Fish the clay out of the water and make a bowl shape from the clay.

Once the students have made their bowls, ask them to place them back in the water. This time they will float because the matter has been redistributed to be less dense.

Further Challenge: Ask the students to make a boat shape from the clay that will float. Let the students experiment with different shapes and whether they float or sink.

Float the clay boats in a tank or bowl of water.

Have the students place a marble in their clay boat -- the boat should remain floating.

Ask them to find out how many marbles it takes to sink their boat.

Challenge the students to make a boat shape that will hold four or five marbles before sinking. Guide them into thinking about how to do this; experiment with making the boat bigger, thicker, thinner or a different shape.

Sail Your Own Pirate Ship

Knowing what they have learned about flotation, and using items found in their recycling bins, challenge students to create a pirate ship.

Together as a class or individually collect materials, design, and build the ships.

Many of the students will have fun adding crow's nests, life boats, cannons, and various other details. A quick internet search can provide information about the parts of a ship.

After assembling their ships and decorating them, students can test their "floatability". A kiddie pool makes an excellent sea for a host of pirate ships.

Did their ship sink or float? What could they do to improve the ship? Allow time for reflection and more experimenting.

Eye, Eye Captain! (How Our Eyes Work)

Many pirates have only one eye and wear an eye patch! Bea is lucky she has both of her eyes because a pirate's life with only one can be difficult.

Here are a few activities that explain how our eyes work.

"X Marks the Blind-Spot" Activity #1

Cut long strips of paper. Draw an X on the right end and a circle on the left side. Students close one eye and stare at the X. Can they still see the circle? (They should be able to, in their peripheral vision). Then slowly move the paper closer to the face and farther away from the face. Is there ever a time when the circle is no longer visible? Why might that happen?

Explanation: Our eyes are complicated things. There are millions and millions of tiny cells in the eye that take in what we're seeing, then they send a message to our brains. However, to get to the brain, that message needs a pathway—just like we need roads to drive somewhere—the eyes have pathways to get to the brain. These are called nerves. There are tiny nerves coming out from every tiny little cell. The tiny nerves all

come together to one big nerve that goes to the brain. When they all come together, it looks like a pony tail, with all the little hairs coming together and forming a big chunk of hair. The spot on the eye where the tiny nerves all come together, has no little cells to take in what we're seeing. So we have a blind-spot. If information comes into our eye and goes to that part, we can't see it!

"Penny Overboard!" Activity #2

Divide the class into pairs. One student wears an eye-patch or closes one eye (although the eye-patch is so much more pirate-like and fun!).

The partner holds their arm out straight, holding a penny in their fingers. There is a cup on the table to hold the penny.

The student holding the penny slowly moves his/her hand around and above the cup. The student with the eye-patch has to tell him/her when to drop the penny so that it will fall into the cup. It is harder than it looks.

For explanation, see Activity #3.

"Land Ahead!" Activity #3

Divide the class into pairs. One student is blindfolded with a small object in his/her hand. Their partner is wearing a patch or closing one eye (but, again, it's more pirate-like and fun to wear an eye-patch!).

Place a target several feet away on the floor. The student with the patch has to direct the student with the blindfold to drop the object onto the target.

Explanation: Why is it so hard to judge things with only one eye? We need 2 eyes to have depth perception. We are created with 2 eyes, so that our eyes can work as a team to see everything. Both eyes send information to the brain, and our brain compares the information to understand everything that is going on. With only one eye, we don't have depth perception—it is very hard for us judge how close up and far away things are.

Follow-up discussion/writing assignment: Knowing what they know about having one eye, are not pirates with only one eye were really that dangerous after all? How would they be at fighting? What about aiming cannons? Or at sailing to land?

A Princess "Nose" Her Treasure

Princess Bea becomes a welcomed part of the pirate crew when they discover her ability to smell treasure. Below are a few ways in which students can experiment with their own sense of smell.

- Plan a trip outside. The trip could include places around a school. Visit the cafeteria, the library, the main office, a garden, or the playground. Write down all the smells you find.
- Collect pairs of items that smell and place them in containers that cannot be seen through. Poke holes into the top of the containers. Mix up the containers and try to match the containers that have the same item.
- Noses and brains are supposed to help you find foods that are good to eat. But how well does this system work? Collect at least 10 different items that smell -- some should be things that are edible such as cheese, curry powder, spices, mushrooms, fruits, and some items are inedible. Test students to see if they can pick out things that can be eaten and those that can't.

Suggested scents:

lemon | orange peel | cedar wood | perfume soaked cotton | banana | pine needles | chocolate | coffee | dirt | vanilla | garlic | onion | mint | vinegar | moth balls | rose flowers | saw dust | ginger | peppermint | pencil shavings | potato chips

Anti-Pirate Perfume recipe

Pirates are known for not being the cleanest of people. In fact, pirates are probably pretty stinky. With Bea's powerful nose, it must be difficult for her to be around all of that stank.

Down in the galley, Bea might concoct a recipe for Anti-Pirate Perfume.

- Place one cup of water in a bowl.
- Add a dash of vanilla flavoring, a dash of cinnamon and a few cloves. (for an extra authentic experience, research the spices that pirates were known to collect when sailing the ocean and use those.)
- Let the mixture sit overnight.
- In the morning, strain the water through a coffee filter into a clean container.
- Smell the water: if you need more of one ingredient, add it, and let it sit. Filter it again.
- Bottle the perfume and give to a special pirate.

Social Studies

Treasure Maps

After a lesson on maps, legends, and landmarks, have students draw a map of the playground or another part of the school with landmarks like the slide, the water fountain, etc.

Then, students can take turns hiding “treasure”, marking it with an X on the map and having their fellow students find it. This is great way to build map reading skills.

Scurvy Simon Says...

Using the following nautical directions, play Simon Says.

Starboard = right

Port = left

Stern = back

Bow = front

Further challenge: Help students practice following oral instructions by hiding treasure and guiding the students to it using spoken nautical directions. Think of it as a pirate version of “hot and cold”.

“A Pirate’s Life for Bea!”

Bea is a very tough princess who longs for a life of adventure out on the open sea. Although Bea is unique, there are have been many girls throughout history with the same kind of spunk.

Assign each student, or pairs of students, a woman to research on the Internet. Examples could be Joan of Arc, Amelia Earhart, Elizabeth Cady Stanton, Dolly Madison, etc.

Information to be gather must include:

- Who the woman was
- Draw a picture of her
- Write 3 words that describe her
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

Further Activity: Students can interview the women in their lives and do a report on the adventures they have been on, risks they have taken, difficulties they have risen above.

Stranded on a Deserted Island group activity

Each member of a pirate crew has his/her own strengths that they bring to the ship. It is not until Bea realizes her treasure-sniffing talent that she is accepted as a valuable team member.

In groups of 4-5, students should brainstorm each member of the group's strengths and interests and how those strengths and interests can be drafted into a plan to:

- get off the island, or
- make life better on the island

Each student's individual abilities need to be highlighted to successfully complete the activity.

Each group should write up their plan and present it to the class.