

### **Leapfrog Program** **Course Title: Pirates and Treasures**

#### **Course Description**

Through fictional and non-fictional literature, students discover pirates and treasures, decipher codes, and hunt for clues using readings and maps. The historical and cultural forces that surrounded pirating in different parts of the world at different time periods are also studied.

To develop writing skills, students pen journals and stories.

#### **Essential Questions**

- What is a pirate?
- What are similarities and differences between real pirates and fictional pirates?
- What equipment and materials did pirates use and how did they use them?

#### **Outcomes**

Upon successful completion of this course, students will have:

- a. discussed the historical and cultural background of pirates
- b. used maps and decipher clues to discover treasure
- c. explained the differences between fictional and non-fictional pirate tales
- d. written (through emergent writing practices such as dictation) an original pirate story
- e. designed and developed a ship, pirate codes, and maps for buried treasure

#### **Instructional Strategies**

Students will be exposed to a variety of fictional and informational texts during our week together and will have the opportunity to discuss the content of these texts with their peers. Children will work in a whole group setting, small groups, pairs, and independently during the week. Children will write everyday individually or as part of a small group. When writing independently, a writing workshop format will be used which allows for each child to write and receive feedback at their individual instructional level. For emergent writers, dictation may be used during our writing workshop. Students will also have the opportunity to express their ideas through art activities during our week together.

#### **Resources and Materials**

##### **Books**

- a. Adkins, Jan. *What If You Met a Pirate?* 2004. ISBN 1596430079
- b. Clibbon, Meg. *My World of Wicked Pirates.* 2010. ISBN 1840895527
- c. Konstam, Angus. *The Pirate Ship 1660-1730.* 2003. ISBN 1841764973
- d. Krull, Kathleen. *Lives of the Pirates: Swashbucklers, Scoundrels (Neighbors Beware!).* 2010. ISBN 0152059083
- e. Lichtenheld, Tom. *Everything I Know About Pirates.* 2003. ISBN 0689826257
- f. Osborne, Mary Pope. *Magic Tree House Research Guide: Pirates.* 2001. ISBN 0375802991

g. Spires, Ashley. *Small Saul*. 2011. ISBN 9781554535033

**Web sites**

- a. [www.nationalgeographic.com/pirates](http://www.nationalgeographic.com/pirates) This informative site provides biographical information related to some of the most famous historical pirates.
- b. [www.talklikeapirate.com/juniorpirates.html](http://www.talklikeapirate.com/juniorpirates.html) This is a fun website that highlights Pirate vernacular.

**Materials**

- Pencils, markers, scissors, composition notebooks (provided), folders (provided)

**Student Assessment**

• **Pre-Assessment**

The first day of class will begin with exciting discussions about what students already know about pirates and what they want to know. Students will be expected to participate and then independently write and draw what they know about pirates.

• **Documentation of Learning**

Students will have the opportunity to write their own stories about pirates, dictate sentences regarding the course content, design a pirate ship and flag, write stories in cooperative groups, and compare fictional and informational texts.

• **Post-Assessment**

Students will receive a written evaluation based on their general class participation and performance, individual and group writing tasks, individual and group projects, and discussion contributions. On the last day of our session, parents are invited to the Expo to view students' work. At the end of the course students will receive a written evaluation based on general class performance, discussion, participation (whole group and small group) evaluations, and written work. Final Student evaluations are written and mailed out by September 15. Please refer to the Leapfrog Family handbook for more information.

**Schedule**

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
Tuesday, July 5	<p><b>Yo Ho! A Pirate's Life For Me!</b></p> <p>What were pirates really like?</p> <p>What was a pirate code and why was it important?</p> <p>Were there different types of pirates?</p> <p>What jobs did pirates have aboard their ships?</p>	<p>Begin exploring fictional and informational pirate texts. Chart the similarities and differences.</p> <p>Create an informative labeled pirate diagram.</p> <p>Read a selection from the Magic Tree House Research Guide.</p> <p>We will create a pirate code inspired by historic pirate codes.</p> <p>Create a chart of the different jobs aboard a pirate ship. Students will choose a job and explain their choice.</p> <p>In small groups, students will begin writing fictional pirate stories.</p>	<p>Whole class discussion contributions</p> <p>Labeled diagram</p> <p>Small group discussion to assess comprehension of text</p> <p>Contributions to the chart</p> <p>Written or dictated sentences</p> <p>Contributions to the group story</p>

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
Wednesday, July 6	<p><b>She's a beautiful ship, Captain!</b></p> <p>What types of ships did pirates sail?</p> <p>How did each ship look and perform?</p>	<p>Continue to explore fictional and informational texts.</p> <p>Read a selection from the Magic Tree House Research Guide about pirate ships and discuss.</p> <p>Students will determine the necessary components of a pirate ship.</p> <p>Students will design their own pirate ship using historically accurate elements and fictional elements.</p> <p>Students will begin writing individual pirate stories.</p> <p>Listen to a fictional story and make connections to the course content.</p>	<p>Discussion contributions</p> <p>Small group discussion to assess comprehension</p> <p>Whole class chart contributions</p> <p>Pirate ship design</p> <p>Pirate story</p> <p>Discussion contributions and connections to course content</p>
Thursday, July 7	<p><b>The Pirate's Treasure</b></p> <p>Did pirates really bury their treasure?</p> <p>What would a pirate consider valuable?</p> <p>What do you treasure?</p>	<p>Students will visualize a pirate's treasure and describe it.</p> <p>Paint and decorate treasure chests.</p> <p>Students will explore the history of the "buried treasure" myth through informational texts.</p> <p>Create a class chart detailing what we know about "pirate booty".</p> <p>Students will create a "treasured possessions" list. Explain what makes something treasured.</p> <p>Read a selection from the Magic Tree House Research Guide.</p> <p>Use treasure maps to hunt for treasure working in cooperative groups.</p> <p>Students will continue to write individual pirate stories.</p>	<p>Descriptive list</p> <p>Discussion contributions</p> <p>Whole class chart</p> <p>Treasured possessions list Written/dictated explanation</p> <p>Small group discussion to assess comprehension</p> <p>Participation in cooperative group</p> <p>Pirate story</p>

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
Friday, July 8	<p><b>Grab a Treasure Map and Set Sail!</b></p> <p>What are the elements of a treasure map?</p> <p>How do you read a map?</p> <p>How do you design a map?</p>	<p>Students will listen to an informational excerpt regarding buried treasure and discuss.</p> <p>Students will determine the necessary elements of a treasure map.</p> <p>Read a selection from the Magic Tree House Research Guide.</p> <p>Students will design individual treasure maps and explain the symbols they have chosen.</p> <p>Students will tell a story using the treasure map of a peer as inspiration.</p> <p>Expo! – Come see what we have accomplished this week!</p>	<p>Discussion contributions</p> <p>Whole class chart</p> <p>Small group discussion to assess comprehension</p> <p>Treasure maps with written or dictated explanation</p> <p>Oral story participation</p>

**CTD Statement on Third-Party Web Sites**

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.