

Captain Patch Goes to Sea

GOALS

Comprehension

Model asking questions about the text to help the reader reinforce the idea of reading with a purpose.

Vocabulary

Focus High-frequency Words: away, call, could, every, had, just, may, saw

Focus Content Words: bath, chest, crew, diamonds, gold, island, months, shark, sick, year

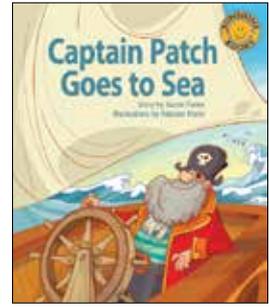
Phonics

Letters and Sounds: Identify and make rhyming words, e.g. crew/stew; drop/stop

Words to Blend and Segment – ew: crew, dew, few, new, stew

Fluency

Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.



Travel with Captain Patch and his crew over a whole year in this rhyming ballad.

Before Reading

- Together look at the cover picture. Ask: What do you see? Why would he have that name? Read the title together. Read the the names of the author and illustrator. Have you read any other stories by Susan Frame? (*Getting Around, Jo Tries Out for the Team*) What did you think of these stories?
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What are the people doing in the picture? What do you notice about the flag on the ship? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is happening on each page and in each month. Bring words like *bath, chest, crew, diamonds, gold, island, months, shark, sick, year* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: What do you see? Students find the tricky words *January, trusty crew, eighteen twenty-two* and *exactly* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. When did this story take place? (January, 1822 – about 200 years ago) Have students notice the rhyming words, e.g. *two/crew, sea/see*.
- On page 3, ask: What did Captain Patch and his crew do in February? Look for the words *February, magical, jiving jelly-fish* and *danced* in the text to confirm. Read the words together. Students notice the rhyming words, e.g. *land/sand, shoes/blues*.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and noting the rhyming words.
- On page 15, review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- What kind of person is Captain Patch? How do you know? Find words in the story that indicate this. What type of genre is this story? Do you think it is based on a true story?
- Model asking questions about the text to help the reader reinforce the idea of reading with a purpose, e.g. What did Captain Patch suggest when the crew got sick? (page 4)
- Reread the story together, emphasising the rhyming words and feeling the rhythm. Be aware of the punctuation marks. On page 8, there is a dash. What does this mean? (pause, like a comma, but something is explained after the dash) Change your voice for Captain Patch.
- Look at the back cover to discuss what the pirates did each month. Practise saying the months of the year together. Learn to recite them like Captain Patch did on page 16.
- What do you think the author's purpose was for writing the story?

Phonics

- Write the words *crew, dew, few, new, stew* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *cr-ew, crew*. Read the words together and talk about the meaning of each. Students think of more ew words to add to the list, e.g. *chew, blew*.

Word Study

- Talk about the words *away, call, could, every, had, just, may, saw*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a memory game. Discuss the meaning or use of each word in the book, e.g. *call* means to stop by on page 10.
- On page 3, read the description of the magical land *with bright orange trees and purple sand*. Explain that the author is helping us to create a picture in our minds as we read. Read on to *Crabs danced...* Why are there hyphenated words? (They are adjectives made up of more than one word to describe a noun.) What did the crabs wear? (*red-and-green shoes*) What do you notice about *jiving jellyfish*? Can you see a picture of the jellyfish in your mind?
- Have students make a list of interesting words the author has used to make her story colourful and exciting.
- On page 4, students find the word used for medicine? (*remedy*) Why did the author use *remedy* instead of medicine? (It rhymes with tea.) Make a list of all the rhyming words in the story on the board to read together.

Fluency

- Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.

Writing

- Students make a timeline for the months of the year. Under each they summarise the main event that happened. They label and illustrate and use this to re-tell the story to the group.
- Class project: Create the pirates' favourite dish, some pickled onions or other pirate food. Students write the recipe and create the dish. They write about whether they liked the taste.