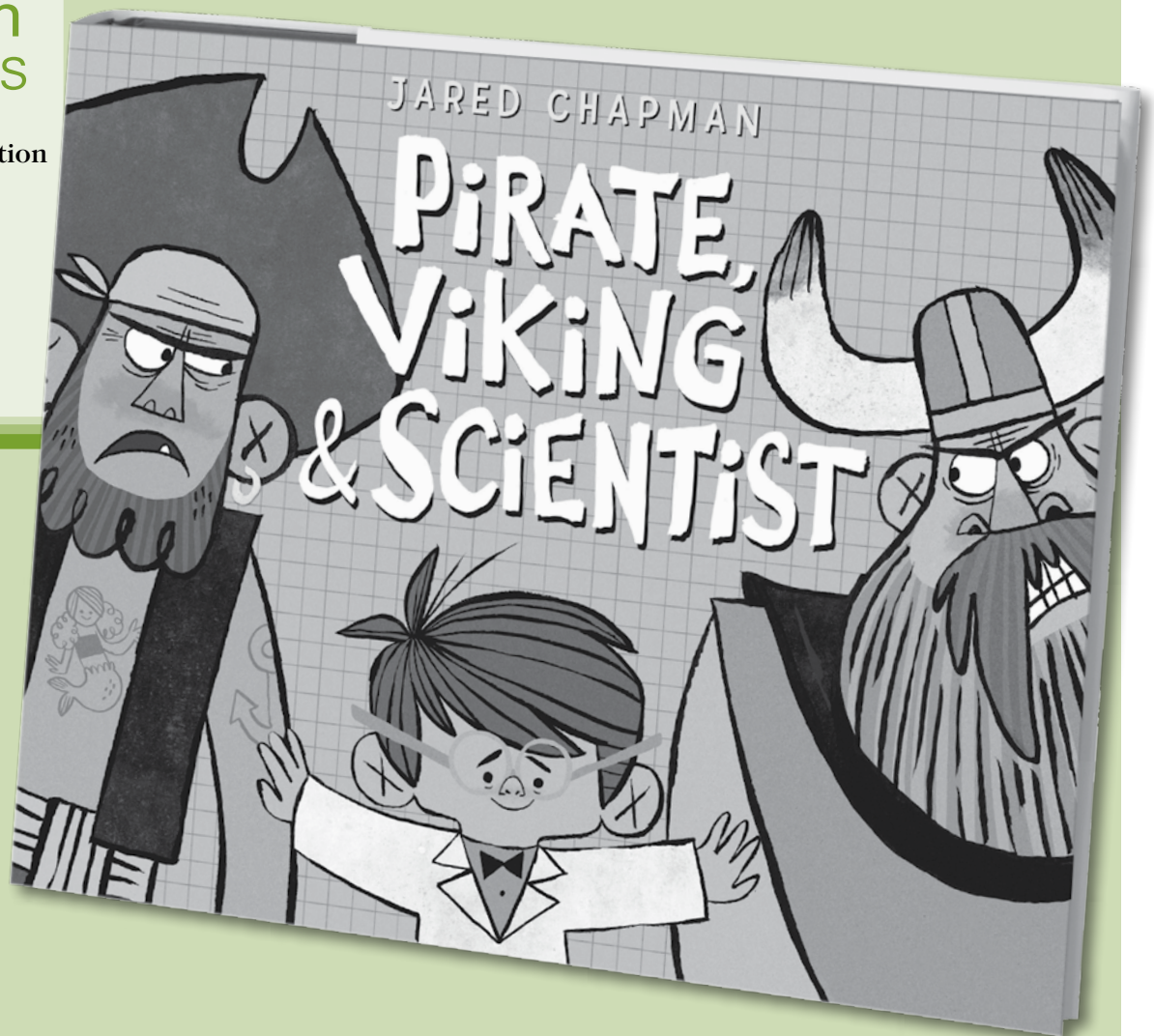


PIRATE, VIKING & SCIENTIST

Curriculum connections

- ❖ Character Education
- ❖ Friendship
- ❖ Humor

Ages 3 – 6



by JARED CHAPMAN

ENGLISH LANGUAGE ARTS

Building Background

Before/After

Ask students to talk to a partner about ways one friend might help other friends get to know each other. As a class, create a list of suggestions for helping people to become friends. After reading *Pirate, Viking & Scientist* ask students to refer back to their list. Did Scientist use any of their suggestions?

Comprehension Connection

The Perfect Gift

Pirate and Viking bring Scientist anchors for his birthday gift. Ask students to think about what they know about Scientist. What might be a better gift? Ask students to draw a picture of a gift they think Scientist would like and use details from the text to explain why they picked that present for him.

Character Box

Talk with students about how some characters can remind them of other characters. Ask students to think about how they would describe Scientist, Viking, and Pirate. As a class, compose a description of each one. Write the description on one side of an index card and the character name on the other. Think about other stories the class has read and do the same for memorable characters from other books. Then, compare and contrast the characters. Keep the cards in a box and as new books are read, add new characters.

Party Games

Party games are supposed to be fun, but Viking and Pirate do not play by the rules. Ask students to think about a party game they might have played and consider how they would explain how to play it. Then, ask them to use words and pictures to tell how to play the game. Using a graphic organizer or storyboard for this can be helpful. Students may want to take turns sharing with a partner, asking one another to tell whether or not they could follow the directions given, and then making changes as needed. As an extension, the class could play some of the games in small groups.

Group Retell

After reading *Pirate, Viking & Scientist*, give students the opportunity to retell the story by acting it out in small groups. Begin by talking about the story as a class and filling out a story map together for students to use as a guide. Working in groups of three, assign each student in the group a character to portray. Remind students that they should only use their faces to act out the story. There should be no pillaging or plundering! Adding a pirate hat, Viking helmet, and lab coat as props can help students get into their characters. As they retell the story, have them show the emotions of the character, using only their facial expressions. They can refer back to the book or story map if they need help. As each group acts out the story, the rest of the class can watch and offer suggestions and feedback.

Viking/Pirate Compare and Contrast Game

Viking and Pirate appear very different at first, but they eventually discover they are similar too. Help students see this for themselves. Divide the class into two teams: Pirates and Vikings. Make name tags for each member that say either *Pirate* or *Viking*. Use string or chalk to make a large Venn diagram. Label one circle *Pirate* and one circle *Viking*. Create a list of attributes that describe Pirate or Viking and write these on cards. Call one student from each team to the front of the class. As an attribute is read aloud, the two students (with the help of the class) must decide which circle to stand in, walk to the correct circle, and hold the attribute card. The student it does not apply to will go to the back of the line for his or her team. If it is an attribute that applies to both, then both students will share the card, standing in the overlapping section of the circle. After all cards are read, ask the class to make observations about similarities and differences. This activity can be differentiated by asking students to develop the list of attributes on their own or by having the teacher create the list in advance.

Fiction or Nonfiction

Scientists are real, but is this story fiction or nonfiction? Help students learn the difference between books that tell stories and books that give information by creating a checklist they can use with this book and others in the future. Begin by asking students to sit in a circle, placing a pile of books (both fiction and nonfiction) in the center. Pick up a book and make

some observations about it, deciding as a class if it should go into the “books that tell stories” pile or “books that give information” pile. Think aloud about the features found in each book to help guide the discussion and create a T-chart to record the features of each type of book. Take this class-created list and make it into a checklist that students can use to determine if a book is fiction or non-fiction. After reading *Pirate, Viking & Scientist*, students can use the checklist to help them decide if it is a made-up story or informational.

Writing

Never Give Up—Narrative

Scientist is determined to find a way for his friends to get along. Talk with students about how he kept trying out new ideas (experiments) until he found a solution. Ask students to think about a time in their life when they refused to give up. Maybe it was when they were learning to ride a bike, tie their shoes, or teach their dog to sit. Have students write about the events in the order in which they occurred and provide some details about what happened.

Would you Rather... Opinion Writing

It might be fun to be friends with a pirate. It might be exciting to spend time with a Viking. It could be thrilling to be friends with a scientist. Ask students to consider which character they would choose to be friends with and ask them to explain why they would choose that character. They should support their thinking by writing at least one or two clear reasons.

Building Vocabulary

Word Scientists

The rich vocabulary on every page of *Pirate, Viking & Scientist* is a great opportunity for students to stretch their word knowledge and learn to be word scientists. Explain to students that just like Scientist, every time they come to a new word it is a problem they have to solve. They can guess what the word means from the way it is used and the pictures on the page. This guess is like their hypothesis of the definition. Begin with the word *seething*. Read the sentence, “Viking was seething” and then ask students to look carefully at the illustration of Viking. What are their observations? What might the word *seething* mean? Talk about the word together and write a definition for it in kid-friendly terms. Before reading the book,

choose other vocabulary to introduce. Write all of the words on a class chart. Discuss how some of the words express the same idea. Words like seething, fuming, and irritated can be grouped together. Work as a class to categorize the words, and then make a commitment to use one or two in conversation every day.

SOCIAL STUDIES

Document Based Questioning

Vikings are seen in cartoons and fictional stories, but students may be interested to learn about real Viking ships. Ask them to practice their observation skills by studying a picture of a real Viking ship. The Viking Museum in Denmark has recovered ships on display. Students can see historically accurate ships on the museum’s website: www.vikingskibsmuseet.dk. Begin by modeling “I wonder” statements, such as “I wonder why the ships were shaped this way” and then encourage students to make their own “I wonder” statements. Generate a list of questions students have generated through their wondering, and then work as a class to learn the answers through reading informational text.

SCIENCE

Applying the Scientific Method

Scientist uses the scientific method to figure out a plan to help his friends get along. He followed each of the steps: identifying the problem, forming a hypothesis, conducting an experiment, observing his results, and testing his ideas over and over until he found a solution that worked. Give students the opportunity to practice the scientific method. Begin by choosing a problem as a class. Students can brainstorm ideas together and then vote on an idea to try to solve. Then, follow the steps of the process, just like Scientist does to help his friends find common ground. Form a hypothesis, conduct an experiment, observe the results, and then talk about whether or not the problem was solved. Have students keep a journal detailing each step and their observations. Talk as a class about the process they followed. Did following this process help them solve the problem? What would they change next time? What other problems could they try to solve?

Most Amazing Scientist

While it is likely students are more familiar with pirates (and possibly Vikings) than the contributions of scientists, this learning activity may convince them that scientists are amazing too. Create a list of famous scientists. This can either be class generated or teacher created based on available resources. Then, over several days read biographies about the famous scientists, taking notes about the contributions of each. Ask students to think about each scientist and vote to decide which one is most amazing. Students may want to extend their learning by asking family members and other classes to vote too. Connect to math by making a graph of the results!

Book Review

Ask students to think about what they liked best about *Pirate, Viking & Scientist*. Then, give them a chance to create a book poster, video book trailer, or podcast to advertise their favorite part. They should be sure to include the title, author, and what they liked best. Did everyone have the same favorite part?

CHARACTER EDUCATION

Close Reading the School Rules

Pirate and Viking might have discovered they have something in common, but some of their activities are a bit... questionable. Discuss with students which activities Pirate and Viking participate in that would not be acceptable at school. Provide students with a copy of the classroom or school rules and ask them to look for details in that text to support their thinking. Which rules would Pirate and Viking be breaking? Encourage students to identify the rules and specifically tell (referring to the book) the activity that would not be acceptable. As an extension, have students write letters to Pirate and Viking with a few suggestions for activities they might do instead.

Me Too Game

Scientist helps his friends discover they have similar interests. Even if students have been in the same class all year, they may not realize how much they have in common with their classmates. Create a list of activities or interests and ask students to listen carefully. Read the list by saying, "I like _____" and as each activity or interest is read aloud, ask students to stand up and shout out "me too" if it applies to them. As students discover things they have in common, ask them to look around at their standing classmates, make eye contact, and wave at them. Then, after students sit down, read the next "I like" sentence. Keep track of the students with similar interests and pair them together for activities throughout the year, reminding them of all they have in common.



about the book



PIRATE, VIKING & SCIENTIST

By Jared Chapman

HC 978-0-316-25389-5

Also available as an ebook format

In this tale of a classic friendship conundrum, a determined little boy won't rest until he proves his theory that you really can have more than one best friend!

Pirate is friends with Scientist. Scientist is friends with Viking. Pirate and Viking are NOT friends. What will Scientist do? Use his brain, of course! Scientist forms a hypothesis, conducts an experiment, observes his results, and tests his subjects again and again until he discovers the perfect formula for friendship.

about the author



Jared Chapman applied to Viking School after flunking out of Pirate University. When that didn't work out, he figured he would become an illustrator instead, because becoming a scientist was not an option. He has worked for Walt Disney Television Animation, Nick Jr., Hallmark, and *The Hollywood Reporter*, among others. Jared lives with his family in Mount Pleasant, TX. Visit him online at jaredchapman.com.



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