

A Teacher's Guide to  
***Pirate Mom***  
Written by Deborah Underwood  
Illustrated by Stephen Gilpin  
Random House Children's Books, 2006

*Teacher's Guide created by Cassandra Reigel Whetstone*

**Pre-reading:**

1. Give students a blank piece of drawing paper. Have students fold the paper in half. Ask students to write "Before" on the top of the left side of the paper and "After" on the top of the right side. (Younger students may need to be given the paper pre-folded and already titled "Before" and "After.")
2. Ask students to draw a picture of a parent or grandparent on the "Before" side of the paper. Encourage students to include details of the person that show who they are, what they wear, what they do. You may encourage older students to label their pictures, e.g. "ponytail," "baseball cap," "purse," "laptop," etc.

**Discussion Questions:**

*The Hypno-Trance*

1. Why didn't Pete's mom want to play pirates? (literal)
2. Why did Pete like to play pirates? (inferential and evaluative)
3. Why did the author have the Amazing Marco leave the magic show? (analysis)

*Pirate Problems*

1. What did Pete's mom do when she became a pirate? (literal)
2. Why did Pete hope that the spell would wear off? (inferential)
3. Why do you think Pete's mom couldn't go to work with a parrot on her shoulder? (inferential and evaluative)

*Marco's Surprise*

1. What did Pete's mom do when she got to the hospital? (literal)
2. Do you think Pete and his mom will use the tickets to Amazing Marco's next show? (inferential)
3. How would the story have been different if Amazing Marco had not left in the middle of his show? (analysis)

**"Before and After" Picture Activity:**

K-2: Have students return to their picture of their family member from the pre-reading activity. Using the "After" side of the paper, have students draw a picture of their family member as a pirate. Encourage students to include descriptive details of the pirate person and if appropriate, ask students to label the descriptive details.

2-5: Ask students to think about the family member from the pre-reading activity. Ask, “If Amazing Marco hypnotized your family member into believing they were someone else, what would you want them to become?” Brainstorm ideas. Have students draw their family member on the “After” side of the paper as a pirate or other character. Encourage students to include and label descriptive details.

**Closure:**

K-5: Students share their pictures with the class or tablemates.

2-5: Students write a story to accompany their “Before and After” pictures.

**Sheltered Instruction Modification:**

Preview Vocabulary –**pirate, hypnotize, magic, magician.**

**Extensions:**

**Timelines-** Create a timeline for *Pirate Mom*. List the events in the story. Decide on a starting time for the first event. Use clues from the story to guess how much time passes from event to event and chart the timeline. This activity can be done as a whole class activity with K-1 students. Students in 2-5 will be able to list the events and decide on a starting point as a whole group, then work independently or in small groups to finish the timeline.

Example:

9:00 –Pete plays pirates in his room.

9:15 –Mom calls Pete downstairs.

11:00 –Pete and Mom are at magic show. Etc.

Students learning time may use analog clocks to show the time during a review of the timeline.

**Pirate Map-** Before the lesson, find a special guest such as a principal, custodian, yard supervisor, etc., to go on a pirate treasure hunt. With students, draw a map of school on butcher paper. Have students come up and label and illustrate school features such as bathrooms, water fountain, playground, office, etc. Create a treasure that would be appropriate for your volunteer, (letters or pictures from students, a candy bar, etc.) and hide treasure somewhere on the school grounds. Ask students to identify treasure on the map and mark it with an X. Invite the guest into the class and give him or her the map. Have the class accompany the guest while hunting for the treasure.

**Magic Show-** Provide materials and instructions for students to learn magic tricks. Have each student, or pair of students, perform their tricks during a class magic show.

Suggested Resources

*THE KLUTZ BOOK OF MAGIC* by John Cassidy. Klutz Press, 1989.

*MAGIC FOR KIDS* by Fay Presto. Kingfisher, 1999.

*YOUNG MAGICIAN: MAGIC TRICKS* by Oliver Ho. Sterling, 2005.

Suggested Web Resources

*Magic Tricks:* <http://www.kidzone.ws/magic/>

*Zoom Magic Tricks:* <http://pbskids.org/zoom/activities/do/magictricks.html>

*Mystery Net’s Kid’s Mysteries:* <http://kids.mysterynet.com/magic/>