## Victricia Malicia Book-Loving Buccaneer Common Core Curriculum Guide Grades 1 - 4 Reading and Writing

Victricia Malicia may have been born on a pirate ship and raised in all the best pirate ways, but she sure is a wreck on deck. Her knots slip, she falls from the rigging, and rats abandon ship when she cooks. Perplexed by Victricia's love of dry land and books, her pirate family tolerates one mishap after another – until Victricia's mistakes send half the crew overboard!

## Reading

- 1. Many students are fascinated by pirates and bring prior knowledge (through books and movies) about what a pirate's life might be like. Use this prior knowledge to help activate schema for reading this book which contains a great deal of "pirate vocabulary."
  - Prior to reading: Involve students in a discussion about pirates. Although much of what
    they know may be fictionalized information, record students' ideas on the easel/chart
    paper and review/explain as necessary, introducing the "pirate vocabulary" they will
    encounter in the book. Leave space so you can add more words later that are not
    mentioned at this time.
  - Introduce the title character to the students by showing them the title and cover. What does it mean to be a "book-loving buccaneer"? Was "book-loving" one of the words they used to describe pirates during the class discussion? What might life be like for a pirate who loves to read? Does Victricia sound like a "real pirate"? If she loves books, what else might she love or what "real pirate" activities might she not want to do? In a class discussion or with partners, share ideas.
  - Read the book aloud, enjoying the rhymes and pirate vocabulary. Don't stop to explain terms yet, as it interferes with the rhythm and sense of story. Stop when you get to the page where they convene the Pirate Council. Read that page and ask students to explain what is happening. In partners or in a group discussion, have the students predict what they think might happen next. If no one notices the expression on Victricia's face, point it out. Does that change/help with their predictions? Have students use text evidence from the previous pages to support their predictions.
  - Finish reading the book and discuss the ending (and how it compares to their predictions).
  - Plan a second reading shortly after the first (later the same day or the next day). This second reading should be a shared reading, where students are able to view the text as you read. Depending on the grade level, have students help reread/retell the story. This time, stop as you encounter "pirate vocabulary" and add to the original class chart. If students don't know the words, support them as they determine the meaning of the new words from the context clues in the book or from other words they know, or explain the meaning as necessary. Ask questions to check for understanding of the story.

Common Core State Standards addressed: RL1.1, RL1.2, RL1.7, RL2.1, RL2.7, RL3.1, RL3.4, RL4.1, RL4.4

Common Core Guide for **Victricia Malicia Book-Loving Buccaneer**, written by Carrie Clickard, Illustrated by Mark Meyers, <u>www.FlashlightPress.com</u>. CCSS guide written by Robin Amada Tzucker, M.Ed., NBCT.

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- 2. Victricia is a unique character. She was born on a pirate ship and belongs to a pirate family. However, she doesn't want to be a pirate.
  - Display the pages so students can see the text and read along. Identify places in the book where the author uses words to let us know how Victricia feels, what her motivations might be, how she responds to challenges, etc. (see specific grade level standards). As a class, create a list of these words and check for understanding of the vocabulary. Discuss how these words help us understand Victricia's character.

Common Core State Standards addressed: RL1.3, RL2.3, RL3.3, RL4.3

## **Writing**

1. It can be difficult to stand up for what you believe in, especially if others don't agree with you. Have students choose to either support or oppose Victricia's decision to leave pirate life behind. Students will write an opinion letter to either Victricia or her family. If they choose to write to Victricia, they should explain to her why she should **not** leave the pirate life behind. If they write to her family, they should explain why she **should** be allowed to do something else with her life. Model and scaffold as needed, reminding students to use evidence from the text as well as their own opinions. See grade level standards for specific guidelines.

Common Core State Standards addressed: W1.1, W2.1, W3.1, W4.1

2. The author uses many unusual descriptive words. Using the various lists generated by the reading activities, students select a variety of these words (choose a number appropriate for your grade level) and use them to write and illustrate their own poems or stories.

Common Core State Standards addressed: W1.5, W2.5, W3.4, W4.4