

# Activities



LEVEL 1

## Mayflower Stowaways

by Jan Burchett and Sara Vogler

Genre Historical

Values Friendship, initiative, solidarity, overcoming adversity, bravery

## Chapter 2. Trapped!

Alice and William are determined to hide away from the angry baker on board ship. But where is this ship going, and will the two stowaways be able to get off?

## Skills addressed



Language and literacy



Digital skills and behaviour



Critical thinking and resilience



Maths, science and technology skills



Cultural awareness and understanding



Personal, social and health awareness and citizenship



Organisation and evaluation skills

## CONTENTS

You can tick off the activities that you are working on in class.



### READ

#### Reading lab



*Obtain and interpret information within the text*

- Guided reading notes
- Reading comprehension questions



### WRITE

#### Writing workshop



*Develop the art of creative writing*

- Inspire words
- A new scene
- Statements, commands and questions



### TALK

#### Space for debate



*Reflect and construct your opinion, individually and working in a group*

- Discuss the options
- Discussion activity



### EXPLORE

#### Creative studio



*Dig deeper into the content in a fun way, using different methods of research*

- Noun crossword

## ANSWERS

Exercise answers and suggestions for the teacher

**READ**

Reading lab

## Guided reading notes

Here you can find some tips to help you in your reading sessions.

1

What happened in chapter 1? (William and Alice are chased by a baker.) Read the first section. Enjoy the picture of the goat eating the baker's jacket and stopping him chasing the children. How do the children get on the ship? (They pretend that one of the passengers is their mother.)

2

Which words tell us that William and Alice are going fast? (*sprinted, hurried*) What is a *gangplank*? (a temporary bridge for people to get on and off a ship) What does the word *herded* make you think? (There are lots of passengers and the crew are moving them like a herd of sheep.)

3

What impression do the phrases *making beds, hanging up cooking pots, barely room to squeeze in* tell us? (that the ship is very full and busy, people expect to be on the ship for a long time) How might the passengers feel as they prepare to leave England and settle in the New World forever?

4

Why does William sigh when he smells smoked fish? (He's still hungry.) Read the next section. What have the children overheard? (sailors plotting to make the ship turn around by causing trouble on board) Why? (They are frightened that the ship might be wrecked in a storm.)

5

Read to the end of the chapter. What is the first clue that the ship has left Plymouth? (It is windy on deck and the sails are full.) Who is Neptune? (the Roman god of the sea) Find other vocabulary that creates the ship setting. (*deck, sails, bowsprit, crow's nest, stowaways*)

6

Why are stowaways not welcome on a ship? (They will need to be fed and there is nowhere to get more food.) Do you think the sailor is going to tell the captain about the plot or not? Why do you think the sailors' destination is called the *New World*? (It is a new place where Europeans are going.)



**READ**

Reading lab

Name: .....

## Reading comprehension

Answer the following questions about the chapter and explain your answers.

---

1 What stops the baker from chasing the children?

.....  
.....  
.....  
.....  
.....

---

2 Which two words show that William and Alice are moving fast?

.....  
.....  
.....  
.....  
.....

---

3 How do you think the passengers feel as they get ready to leave England?

.....  
.....  
.....  
.....  
.....



**READ**

Reading lab

Name: .....

---

4 Why does William sigh when he smells the smoked fish?

.....  
.....  
.....  
.....  
.....

---

5 Find and copy three examples of vocabulary to do with ships.

.....  
.....  
.....  
.....  
.....

---

6 How does the sailor know that William and Alice are not passengers?

.....  
.....  
.....  
.....  
.....

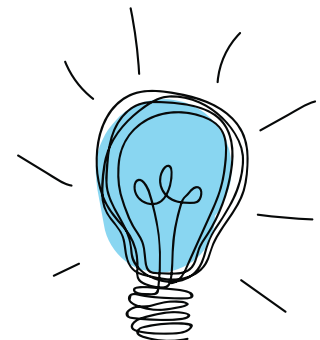
**WRITE**

Writing workshop

Name: .....

**Inspire words**

Find these words in the story. Look at how they are used. Cut up the words and put them in a bag. Make up a sentence for each word.

**billowed****craftily****crammed****hissed****insisted****wiry**



## WRITE

Writing workshop

Name: .....

### A new scene

Draw a picture for a new scene in this chapter, or for one of the voting options for the next chapter, and write a paragraph for this scene.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## WRITE

Writing workshop

Name: .....

# Statements, commands and questions

Rewrite the sentences below, turning each into a command, statement or question:

1 Alice and William ran up the gangplank. [COMMAND]

.....  
.....

2 "Wait for us, Mother," she cried. [QUESTION]

.....  
.....

3 Was it the baker? [STATEMENT]

.....  
.....

4 It is autumn soon. [QUESTION]

.....  
.....

5 Can you lock up the stowaways? [COMMAND]

.....  
.....





Name: .....

## Discuss the options

Discuss which of the three options you find most interesting to continue the story and why. Here's a reminder of the options and some key points for each one:

What test does Tobias set them?

A

Climb up the rigging  
to the crow's nest

We know that Alice and William worked on a farm, but they are hungry and may be weak. Do you think they can climb up to the crow's nest? Will any sailors help if they get into trouble?

B

Crawl to the end of  
the bowsprit

The bowsprit is going up and down in the choppy sea. And it doesn't seem like the children have ever been on a ship before as they used to live on a farm! Could they do this? Do they have a choice?

C

Lower themselves  
over the side on  
a rope

We know that the sea is rough, and this will be very dangerous. Perhaps they might be able to swing themselves into the lower deck by going over the side? What will happen if they fall?

## Discussion activity

In pairs, think about what has happened in the story so far. What have we learned about Alice and William? How did they seem in the first chapter? Do they seem different now?

Who else have we met in this chapter? How do you think these characters will develop later in the story?

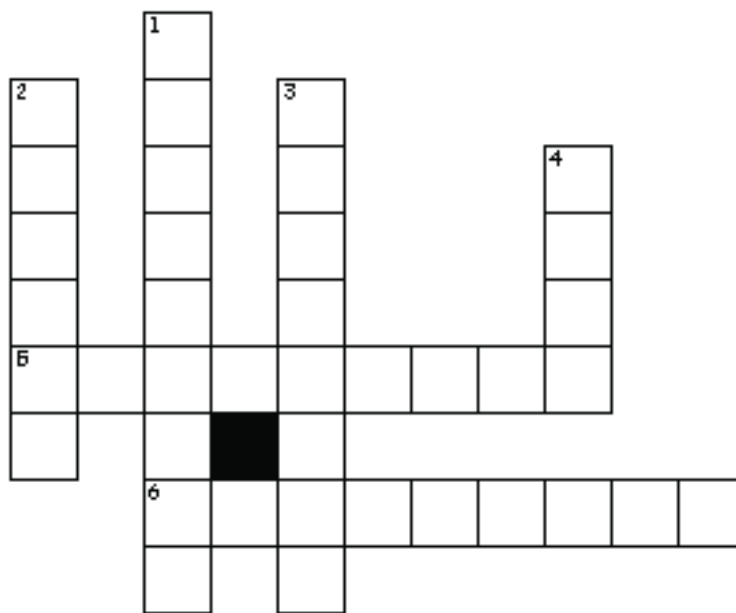


**EXPLORE**  
Creative studio

Name: .....

## Noun crossword

Read the clues to find the nouns related to ships and complete the squares. Remember all the words can be found in the chapter.



**Across**

- 5. a plank that people use to get on or off a ship
- 6. a ship destroyed by sinking or being broken up

**Down**

- 1. a platform or basket on the mast used as a place for a lookout
- 2. a ship's journey
- 3. a long piece of wood that sticks out of the front of a ship
- 4. a floor on a ship, often meaning the top floor without a roof

# ANSWERS

Document for the teacher

## Reading comprehension (pp. 4–5)

For example:

1. A goat is eating his jacket.
2. *sprinted, hurried*
3. excited, scared
4. because he is still hungry
5. *deck, sails, bowsprit, crow's nest, stowaways*
6. Their clothes are ragged, and they are alone on deck.

## Statements, commands and questions (p. 8)

For example:

1. Alice and William, run up the gangplank!
2. “Can you wait for us, Mother?” she cried.
3. It was the baker.
4. Is it autumn soon?
5. Lock up the stowaways!

## Noun crossword (p. 10)

Across

5. a plank that people use to get on or off a ship GANGPLANK
6. a ship destroyed by sinking or being broken up SHIPWRECK

Down

1. a platform or basket on the mast used as a place for a lookout CROW'S NEST
2. a ship's journey VOYAGE
3. a long piece of wood that sticks out of the front of a ship BOWSPRIT
4. a floor on a ship, often meaning the top floor without a roof DECK