

# Activities



LEVEL 1

## Mayflower Stowaways

by Jan Burchett and Sara Vogler

Genre Historical

Values Friendship, initiative, solidarity, overcoming adversity, bravery

### Chapter 3. A Storm Brewing

William and Alice must pass a dangerous test if they want to be part of the crew. But what is Tobias really up to? There's a storm brewing on board ship...

#### 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
- Write the conversation
- Using conjunctions



### TALK

#### Space for debate



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

- Discuss the options
- Role-play activity



### EXPLORE

#### Creative studio



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

- Storm list poem

## 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 2? (Alice and William get trapped on the *Mayflower*; they overhear a plot to make the ship turn around; they meet Tobias.) Read the first section. Look on the Internet to find a picture of a crow's nest and imagine how dangerous it would be climb up to one without a harness.

2

Who is the young man who says the test is too hard? (a passenger called John Howland) Might he help William and Alice in the future? Which words tell us that William and Alice are scared? (*gulped, hearts pounding*) What are *churning waves*? (waves turning over and over in a storm)

3

Read the next section. What does *Dark clouds scudded* tell us? (It is very windy and might rain.) Why is Ezra shouting? (He wants to frighten everyone.) How do we know the storm is getting worse? (The sea is getting rougher, the ship lurches, the wind is growing stronger.)

4

Find specific vocabulary to do with ships, such as: *crow's nest, rigging, deck, sailor, shipwreck, mainsail*. Check the meaning of each. Why was it unlucky that William and Alice chose to tell Tobias about the plot they overheard? (He's in on the plot and now they are in danger.)

5

How does Ezra talk? (as if he is mad with fear) Read his words aloud, sounding as if you think everyone is doomed. Read to the end of the chapter. Which details create the impression of a scary storm? (black sky, rain in torrents, the ship rocking wildly, the boat creaking, the children clinging to pillars)

6

How was the sail being loose a *diversion*? (It made everyone go towards the sail so that Ezra and Tobias could go off in the other direction secretly and crack the beam.) Why is it dangerous that the main beam has split? (The deck above could fall, and the ship might break apart in the storm and sink.)



**READ**

Reading lab

Name: .....

## Reading comprehension

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

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1 Why is it dangerous for the children to climb up to the crow's nest?

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2 Who might be able to help William and Alice in the future?

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3 Find and copy three phrases that tell the reader there is a storm.

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**READ**

Reading lab

Name: .....

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4 Find and copy three words to do with ships.

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5 Did Ezra really have a dream?

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6 Why do Ezra and Tobias break the main beam?

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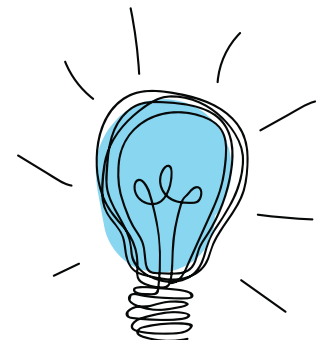
**WRITE**

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.

**bellowed****diversion****grasped****lurch****scudded****torrents**

 **WRITE**  
Writing workshop

Name: .....

## Write the conversation

You could first complete the Talk activity before doing this exercise. Imagine a conversation between two or more characters of your choice. It could be William and Alice telling the captain about the plot, for example. Try to use language that your characters would use.

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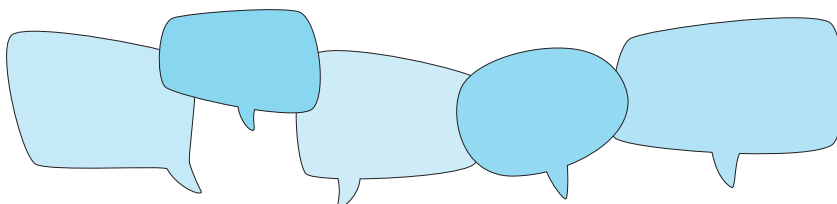
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**WRITE**

Writing workshop

Name: .....

## Using conjunctions

Fill in the blanks in the sentences below, using the conjunctions in the boxes. Remember to make sure that the sentences make sense.

and

but

or

when

if

because

and

because

1 William and Alice grasped the rigging \_\_\_\_\_ began to climb.

2 Alice grabbed William's hand \_\_\_\_\_ he fell.

3 Alice knew Ezra's voice \_\_\_\_\_ she had heard it before.

4 The children knew Tobias was in on the plan \_\_\_\_\_ they saw him laughing with Ezra \_\_\_\_\_ sneaking away.

5 The children wondered what the captain would say \_\_\_\_\_ he knew what Tobias was doing.

6 The children wanted to hold up the deck \_\_\_\_\_ confront Tobias, \_\_\_\_\_ they were too scared.





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 should William and Alice do?

A

Support the beam  
with barrels

If the beam is not supported, the passenger deck above will fall. Is this the quickest way to save the passengers? Will the barrels be strong enough, and will the children be able to move them?

B

Raise the alarm

By the time the children raise the alarm, will the deck above have fallen down? Or would this be safer than trying to fix the problem themselves? Who do you think they should tell?

C

Confront Tobias

If the children confront Tobias now, will they miss the chance to save the beam and protect the passengers? What do you think Tobias would do if they confronted him? Would he lock them up?

## Role-play activity

With a partner, imagine a conversation between two or more characters of your choice. For example, the conversation could be between Tobias and Ezra as they plan to make the ship turn back, or between the captain and the children if they tell him about the plot, or between the children and Tobias if they confront him.

Try to use the language that your characters would use.



 **EXPLORE**  
Creative studio

Name: .....

## Storm list poem

A list poem has a memorable title and often starts with a phrase to introduce a list, such as: *From the deck, I saw:*. Using some of the descriptive language in the chapter and your own ideas, write a list poem describing what it would be like to be on board the *Mayflower* during the storm.

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# ANSWERS

Document for the teacher

## Reading comprehension (pp. 4–5)

For example:

1. It is very high; there is nothing to stop them from falling; it is very windy.
2. John Howland
3. *churning waves, wind pulled them, sea grew rougher, dark clouds scudded, the wind grew stronger, the ship lurched, the sky turned black, rain came down in torrents, the ship rolled wildly, timbers creaked, Storm's brewing, They had to cling to pillars*
4. crow's nest, rigging, deck, sailor, shipwreck, mainsail
5. No, he's just trying to make the passengers scared.
6. They want the captain to turn the ship around and go back to England.

## Using conjunctions (p. 8)

For example:

1. William and Alice grasped the rigging **and** began to climb.
2. Alice grabbed William's hand **when** he fell.
3. Alice knew Ezra's voice **because** she had heard it before.
4. The children knew Tobias was in on the plan **because** they saw him laughing with Ezra **and** sneaking away.
5. The children wondered what the captain would say **if** he knew what Tobias was doing.
6. The children wanted to hold up the deck **or** confront Tobias, **but** they were too scared.