

Activities



LEVEL 1

Mayflower Stowaways

by Jan Burchett and Sara Vogler

Genre Historical

Values Friendship, initiative, solidarity, overcoming adversity, bravery

Chapter 4. Tobias's Revenge

With the main beam broken, Tobias is sure that the captain will turn the ship around. But he soon finds out that his plans could be ruined, and he is NOT happy...

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
- On board the *Mayflower*
- Using common exception words



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

- Anagrams

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 3? (William and Alice are given tasks by Tobias; Tobias and Ezra break the main beam of the ship.) Read the first section. Why does Tobias laugh when he talks about the broken beam? (He thinks it means they will be going back to England to repair the ship.)

2

Which word tells you that Ezra and Tobias are proud and relaxed about the broken beam? (*swaggered*) Which word tells you that Alice and William are frightened? (*scrambled*) Read the next section. How do we know the storm is getting bad? (The rain is lashing down; the ship is rocking.)

3

Which words and phrases make Tobias seem scary? (*swung round, eyes flashing like fire, hissed, growled, drew his finger across his throat*) How are the passengers going to mend the beam? (They are going to use a jack to lift the beam back up and keep it in place with a wooden post.)

4

Why do the passengers have building equipment with them? (They are planning to build houses in the New World.) How does the captain behave? (He is calm and practical.) Read to the end. Why does Tobias want to get rid of the children? (They are going to report him to the captain.)

5

Imagine the scene. It is raining hard and the ship is rocking. It is dark and Tobias is dragging William when lightning illuminates Tobias's face. What happens to John Howland? (Tobias pushes him overboard.) What does Tobias mean by "Your turn"? (He is going to throw the children overboard.)

6

The next chapter is the last in the story. What would you like to see happen? Do you think John Howland will be rescued? (Investigate the real John Howland to find out.) Will everyone arrive safely in the New World? What will happen to Ezra and Tobias? What will happen to William and Alice?



READ

Reading lab

Name:

Reading comprehension

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

1 Why does Tobias laugh when he talks about England?

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2 What does the word *swaggered* tell you about Ezra and Tobias?

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3 Find and copy three words or phrases that make Tobias seem scary.

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READ

Reading lab

Name:

4 Why do the passengers have building equipment with them?

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5 What makes the fight on the deck dramatic?

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6 What would you like to happen in the final chapter?

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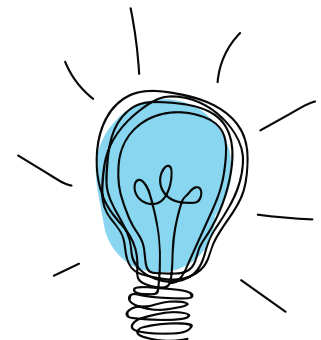
**WRITE**

Writing workshop

Name:

Inspire words

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

dodged**lunged****raging****scrambled****snarled****swaggered**

 **WRITE**
Writing workshop

Name:

On board the *Mayflower*

Using books or the Internet, investigate what life on board the *Mayflower* was like. There was very little room for the crew and 102 passengers. It was dark, wet and cold. There were no bathrooms. You mostly ate salted meat and dry biscuits. Write a paragraph describing the conditions. What can you see, hear and smell?



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**WRITE**

Writing workshop

Name:

Using common exception words

Read the following sentences and underline the correct option for each one.

1 Tobias and Ezra wanted to **break / brake** the ship's beam.

2 The ship was **bisy / busy** and cramped.

3 The **children / childrun** had to sleep on the **flore / floor**.

4 There were lots of **peeple / people** on the deck.

5 John Howland was a good **freind / friend** to Alice and William.

6 The children waited **there / their** until Tobias left.

7 The **water / worter** splashed over the side of the ship.

8 The **hole / whole** deck was wet and slippery.

**TALK**

Space for debate

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 happens next?

A

A huge wave crashes on to the deck

A huge wave could wash everyone on deck into the sea. Would this help Alice, William and John Howland? Perhaps the rowing boat on deck could also be washed overboard to help them.

B

Lightning strikes the ship

If lightning strikes the ship, this could capsize it or start a fire. But it could save the children from the immediate danger of Tobias. How could they save themselves and John Howland?

C

The wind whips a loose sail across the deck

If a sail whipped across the deck, could it possibly knock over Tobias and save the children? Or could they grab hold of it and escape from their enemy? Then, could they save John Howland?

Discussion activity

Choose your favourite voting option for this week. Consider how the story might end if your option wins. You could use some of the points above, as well as your own ideas.

Talk to a partner about why your option is the best for an exciting final chapter. Does your partner think the same as you, or would they prefer a different option?

Remember to give your partner time to speak, and to listen to their ideas.

Do you agree? Or can either of you convince the other to change their mind?



 **EXPLORE**
Creative studio

Name:

Anagrams

The letters in these nouns from the story have been mixed up. Can you unscramble them and work out what the nouns are?

GREENPASS

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YOGAVE

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SOLAIR

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Anagram: A word, phrase, or name formed by rearranging the letters of another

HEART ↔ EARTH

ANSWERS

Document for the teacher

Reading comprehension (pp. 4–5)

For example:

1. He thinks they have been clever; he thinks he has tricked the captain; he is happy to be going home.
2. They are relaxed and proud of what they have done.
3. *swung round, eyes flashing like fire, hissed, growled, drew his finger across his throat*
4. They will be building houses in the New World.
5. the lightning, John Howland coming to the rescue, the boat rocking from side to side
6. (your own ideas)

Using common exception words (p. 8)

1. Tobias and Ezra wanted to break / brake the ship's beam.
2. The ship was busy / busy and cramped.
3. The children / childrun had to sleep on the flore / floor.
4. There were lots of peeple / people on the deck.
5. John Howland was a good freind / friend to Alice and William.
6. The children waited there / their until Tobias left.
7. The water / worter splashed over the side of the ship.
8. The hole / whole deck was wet and slippery.

Anagrams (p. 10)

PASSENGER / VOYAGE / SAILOR