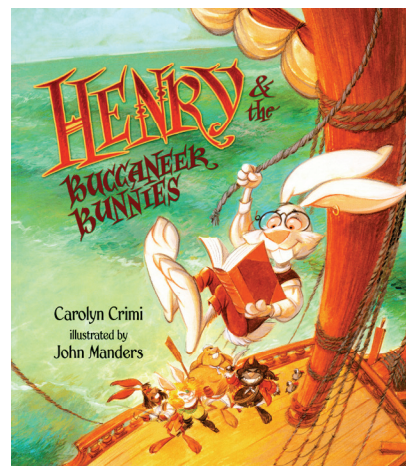


Ideas and Activities to Use with
Henry and the Buccaneer Bunnies

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Ideas and Activities
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Themes: Pirates, Benefits of Reading, Unlikely Heroes, Writing

Before Reading:

1. Show the cover and ask students to predict what the story is going to be about. Will it be factual (true/informational) or make-believe (fiction)? How do they know? What do they notice about Henry? Is that what he should be doing?
2. Explain that before you read the story, you want students to see how much they know about pirates. (Buccaneer: name for pirates in the Caribbean during 1640-1680.) Give students the **Anticipation Guide** explaining that it is not a test and they can change their answers whenever they want. You will talk about it after they hear the story.

During Reading:

3. After reading, “they shook with fear,” ask the students what they notice or think about this. Elicit that usually long floppy ears and fluffy white tails are not usually scary but cute.
4. After reading, “. . . ‘read up on parrot care’, said Henry” ask if they think these things really happen. Why or why not? Give reasons.
5. After reading, “Henry was a lonely buccaneer bunny if ever there was one,” ask the students why they think he was. What could he do about it?
6. After finishing that page ask why noticing the fish and birds was an important thing to do. (Animals give clues to danger in the environment.) Ask students to listen for another time animals give Henry important information and to raise their hands when they notice. (Rats abandoning ship.)

After Reading:

7. Make a list of the kinds of things Henry learned from reading books.
8. What other places might you find the same kind of information? (TV, internet, experts) Why were books the best sources for Henry?
9. Return to the students’ **Anticipation Guides**. Let them talk with a partner to see if they want to change any of their answers.
10. We know that this is a make-believe story. How can you tell if a book is fiction or nonfiction? Sometimes in fiction or make-believe books authors write things that seem true but they are really made up. Then we start thinking they are true. Have students look at their **Anticipation Guides** as you read the **Information About Pirates** from the book *What If You Met a Pirate?* by Adkins. Give students time to discuss and change answers before you have a general discussion.
11. Ask students why they think books give information that is not accurate. (for fun, because it is commonly thought to be true, to make it more interesting, etc.)

12. Next read *Do Pirates Take Baths?* by Tucker. Ask students to raise their hands when they hear something that is a misconception or not true. Make a list of these. Remind students that this book is intended to be fun and not factual, but as readers we have to keep it in mind and not believe everything we read.
13. Read *Tough Boris* by Fox. As you read have students give a thumbs up to something that is true about pirates and a thumbs down to things that pirates would not do.
14. Explain that pirates have a special way of talking that is sometimes referred to as “pirate talk.” Give them the **Pirate Vocabulary Matching** page. Let them work together to match the words and phrases with their meanings. When students are finished you can go over the words together.
15. There are also pirate expressions that don’t have very specific meanings. Make a list of the expressions used in this book. Add to the list when reading other books about pirates.
16. Tell students to have their **Pirate Vocabulary Matching** page in front of them as you read *A Pirates Guide to First Grade* by Preller (an interesting book for all ages). Explain that they are going to hear a lot of “pirate talk” and they may want to change something on their vocabulary page or hear how an expression is used. After reading, add to the pirate expressions list made earlier.
17. Use the **Comic Strip Template** to let students retell the story with pictures and words. Encourage students to use speech bubbles and “pirate talk.”
18. Ask students to think about the character Henry. How did he behave? How did he treat others? What kinds of things did he do? Have them fill out either the **Character Analysis**, the **Story Frame** or the **Character Traits** page for Henry.
19. What were the other pirates like? Use the **Character Descriptions** page for students to draw and/or write about the other pirates.
20. Introduce or review alliteration. Refer to the **Writing Techniques** page. Read some of the examples of alliteration from *Henry and the Buccaneer Bunnies* that are listed on **Writing Examples from Henry**.
21. Introduce or review the use of a series of 3’s and specific examples (**Writing Techniques**). Explain why authors often use these techniques and encourage students to look for examples in their own reading and try to use this technique when writing.
22. With older students, read or use some information from **Three, Three, Three** by Backman to emphasize the importance of using a series of 3’s.
23. One of the best ways to practice sentence structure (fluency) with students is to use a well-crafted mentor sentence. Choose one that incorporates the technique you want to introduce or practice. When using a mentor sentence, you imitate the structure or format and substitute your own examples. Use the **Mentor Sentence** page to practice a series of 3’s with specific examples. Do this as a class first. Ask students what they notice. If younger students only notice three things, that is fine. Older students should be encouraged to notice the difference between the three: a part of the body, something to wear, and, finally, part of the character’s personality/abilities. After constructing a similar sentence as a class, see if partners or individuals can write another one. If you want more practice, use **Blue Was a Quiet Color** (with an interrupter) and **Boss of the Plains** (with a proper noun and an abstract noun).

24. With older students introduce or review the concept of irony (**Writing Techniques**). Ask students what was ironic about the Buccaneer Bunnies (not even called rabbits) being scary?
25. Read *Roger the Jolly Pirate*. Compare this story with *Henry and the Buccaneer Bunnies* using the **Comparison of Two Stories** page.
26. Have students compare Henry with Roger using the **Character Comparison** page.
27. Henry was an unlikely hero who had been teased by the others. Read *Hooway for Wodney Wat* by Lester or *Dex, the Heart of a Hero* by Buehner—other stories with unlikely heroes who have been teased. Compare one of those characters with Henry using the **Character Comparison** page or a **Venn Diagram**.
28. Read *How I Became a Pirate* and/or *Pirates Don't Change Diapers* by Long. Make a class pirate map. Use the **Pirate Map Directions** for suggestions.
29. Return to your list of things Henry learned from reading books (#7). What else can you learn from reading? Use the **ABC-EZ Grid** to add kinds of books and reading materials, titles, series by an author, or the kind of information you can find. Share *Read Anything Good Lately?* by Allen and Lindman or *Just Open a Book* by Hallinan to get more ideas. Use the **ABC-EZ Directions** for more information and game directions for older students.
30. Let students know there is a sequel to the book called *Henry and the Crazy Chicken Pirates*. Let students predict what this story might be about. They can write a short paragraph, make an illustration, or draw a picture or a series of pictures.
31. Henry learned things by reading books. Sometimes we read to become part of a story. Read *Miss Smith's Incredible Storybook* or *Miss Smith Reads Again* by Garland to demonstrate this. Have students share with a partner a book they would like to become a part of. This could lead to a choice writing piece where they become a character in a well-known story. Do they just add themselves to the story or do they replace one of the characters? How will that change the story? Two related books are *Beware of the Storybook Wolves* and *Who's Afraid of the Big Bad Book?* by Child.
32. Share *Born to Read* by Sierra about Sam, a little boy who loves to read and reads about so many things. Compare Henry and Sam using the **Character Comparison** page or a **Venn Diagram**. Variation: Use the book *Dog Loves Books* by Yates instead.
33. Sometimes students just can't find a book that motivates them to read. Younger students may identify with the narrator in *Miss Brooks Loves Books (and I don't)* by Bottner while older students will enjoy *Miss Malarkey Leaves No Reader Behind* by Finchler and O'Malley. You can have students list what they like to read about and a favorite book. Have students suggest some favorite topics and form small groups to talk about the topics and favorite books. If a student doesn't have a favorite book, let them choose a group to join and they can listen to the discussion and perhaps come away with some possible titles.
34. Share the book *The Best Place to Read* by Bertram and Bloom. Let students talk with partners to share their own best place to read. Then they can illustrate and write a sentence or two to tell why it is a favorite place. These can be displayed around the room.
35. Author and Illustrator: Share some information about how the book was written and illustrated from the interview with the author and illustrator (included). More information about Crimi and Manders can be found on their websites: www.carolyncrimi.com and www.johnmanders.com

Henry and Buccaneer Bunnies Related Books

Pirates:

Edward and the Pirates by David McPhail

Great Piratical Rumbustification, The by Margaret Mahy, ill Quentin Blake (chapter, older readers)

Henry and the Crazy Chicken Pirates by Carolyn Crimi

How I Became a Pirate by Melinda Long, ill David Shannon

Not So Jolly Roger, The by Scieszka and Smith (Time Warp Trio chapter book)

Peggony-Po: a Whate of a Tale by Andrea Davis Pinkney, ill Brian Pinkney

Pirates Don't Change Diapers by Melinda Long, ill David Shannon

A Pirate's Guide to First Grade by James Preller, ill Greg Ruth

Roger, the Jolly Pirate by Brett Helquist

Sailor Moo: Cow at Sea by Lisa Wheeler

Seadogs: An Epic Ocean Operetta by Lisa Wheeler, ill Mark Siegel

Tough Boris by Mem Fox, ill Kathryn Brown

What If You Met a Pirate? by Jan Adkins

Reading:

Best Place to Read, The, by Debbie Bertram and Susan Bloom, ill Michael Garland

Beware of the Storybook Wolves by Lauren Child

Book by George Ella Lyon, Ill Peter Catalanotto

Born to Read by Judy Sierra, ill Marc Brown

Charlie Cook's Favorite Book by Julia Donaldson, ill Axel Scheffler

Dog Loves Books by Louise Yates

How Rocket Learned to Read by Tad Hills

Just Open a Book by P. K. Hallinan

Miss Brooks Loves Books (and I Don't) by Barbara Bottner, ill Michael Emberley

Miss Malarkey Leaves No Reader Behind by Judy Finchler and Kevin O'Malley, ill Kevin O'Malley

Miss Smith Reads Again by Michael Garland

Miss Smith's Incredible Storybook by Michael Garland

Read Anything Good Lately? by Susan Allen and Jane Lindaman, ill Vicky Enright

Who's Afraid of the Big Bad Wolf? by Lauren Child

Wolf! by Becky Bloom, Ill Pascal Biet

Being an Unlikely Hero:

Dex: The Heart of a Hero by Caralyn Buehner, ill Mark Buehner

Hooway for Wodney Wat by Helen Lester, ill Lynn Munsinger

Author: Carolyn Crimi - www.carolyncrimi.com

Don't Need Friends

Illustrator: John Manders - www.johnmanders.com

Clarence The Copy Cat by Patricia Lakin (also Library Lion)

Dear Tyrannosaurus Rex by Lisa McClatchy (also Anansi's Party Time)