

Lesson Plan



Jim Hawkins finds a map that shows buried treasure!
Can Jim stop Long John Silver from finding the treasure on Treasure Island?

CEFR Level A2
YLE Flyers
Text type: traditional tale
Word count: 1497
Lexile measure: 600L

Lesson objectives

Vocabulary focus

People: *cabin boy, captain, crew, doctor, pirate, sailor*

Places: *cave, harbour, hut, inn, island*

Ship: *desk, mast*

Verbs: *attack, bury, obey, return, sail, scream, steer*

General: *chest, gun, parrot, scar, skeleton, treasure*

Grammar focus

Simple past / past continuous

Reading skills

Retelling and summarising

Cross-curricular connections

Art (draw a pirate treasure map)

Geography (Caribbean island)

History (exploring, sailing ships)

Social Studies (pirates)

Resources

Reader

Audio download (UK/US) tracks 1–14

Flashcard download 1–9

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover of the Reader. Ask questions, for example

What is this bird? Where is it?

Point to the background and establish it is on a ship. Point to the flag and elicit or explain that it is a pirate flag. Ask the children what they know about pirates, for example:

Who were pirates? Where were they found?

What did they steal? Ask: Have you seen any movies about pirates or read any stories about them?

Show the children the title and make sure they understand the meaning of treasure. Ask if they can guess what the story is about and establish that it is about pirates hunting for treasure.

Read out or play the recordings of the Contents and Character pages (Audio track 1) and ask the children to follow in their Reader. Ask questions about the Contents page (Reader page 4), for example:

How many chapters are there? Which chapter is about a fight?

Show them the Character page (Reader page 5) and ask them to point to the characters which appear in the chapter headings. Ask:

*Can you guess which characters are pirates?
Who does the parrot belong to?*

Contents	Characters
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CHAPTER ONE Billy Bones	6
CHAPTER TWO Buried Treasure	10
CHAPTER THREE Pirates!	15
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CHAPTER FIVE The Hut	23
CHAPTER SIX Jim Makes a Plan	27
CHAPTER SEVEN Jim Takes the Ship	30
CHAPTER EIGHT A Fight	35
CHAPTER NINE Silver Needs Help	38
CHAPTER TEN A Skeleton Shows the Way	43
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For example, for the picture on page 45, ask:

*Why were Silver and the men in the forest?
What did Silver tell the men about the skeleton?
Why did the men become angry with Silver?
How did he feel?*



During reading

Read out or play the recording of Chapters 1–6 (Audio tracks 2–7) and ask the children to follow in their Reader. After each chapter, stop and ask the children to tell you what happened in their own words. Encourage them to use either the past simple or the past continuous tense as appropriate. Show them the pictures and prompt them with questions. For example, for the picture on Reader page 9, ask:

Why were Jim and his mother hiding? What time of day was it? What were the men looking for? What was Jim thinking? What will happen next?



Read out or play the recording of Chapters 7–11 (Audio tracks 8–12). Show the children the pictures and encourage them to retell the story by focussing on a particular character.

After reading

Hold up a Flashcard of one of the characters. Ask the children to find a part of the story which relates to that character, and briefly retell it. If they can retell it correctly, they get a point. Encourage them to use the past simple, and past continuous if appropriate. For example, for Ben Gunn, they can say: *He was an old man who was living on the island.* If they can give more details, they get extra points, for example: *He built a small boat.*

Divide the class into teams and ask each team to choose a character. Tell them they are going to put that character in the ‘hotseat’. The other team asks the character questions. For example, for Long John Silver, they can ask: *What was your job on the ship? What did you talk about with Israel Hands?* Award points for correct answers.

The children can do the following activities to practice retelling the story in the past tense.

- Reader activities: 1, 6, 7, 12, 14, 15, 18, 20

Discuss Jim Hawkins with the children. Ask:

*Was Jim a good crew member? Was he brave?
Was he right to tell Captain Smollett about Long John Silver?*

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–9 one by one. Ask them to find a page or pages in the Reader about that character. Ask them to help you to arrange the characters in the order in which they appear in the story.

Extension

Fast-finishers can make a pirate treasure map. They should draw an island and add landmarks – for example, a river, lake, forest, mountains – and a compass in one corner to show North, South, East and West. They should draw a harbor where the pirate ships land and an X to show where treasure is buried, with a path from the harbor to the treasure. They can write instructions, for example: *Go past the lake, then cross the river into the forest. Walk a hundred steps and find the treasure.*