

Activities



LEVEL 1 LITE

Mayflower Stowaways

by Jan Burchett and Sara Vogler

Genre Historical

Values Friendship, initiative, solidarity, overcoming adversity, bravery

Chapter 1. Stop, Thief!

Alice and William are starving. When they see and smell the delicious bread at the market, they are tempted to steal some – especially as some has fallen in the mud. But the baker is furious...

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
- ☐ Dear Jan and Sara
- ☐ Commonly misspelled 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

- ☐ Research the *Mayflower*

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

Watch Jan Burchett and Sara Vogler's introduction to *Mayflower Stowaways* on the Fiction Express website. Look up images of the *Mayflower* online, including photographs of the reconstructed ship and cutaway pictures showing life on board. What sort of story is this going to be?

2

When is the story set? (1620) Read the first section. Who are the main characters? (William and Alice – two orphans) How does the fact that they are orphans help the story? (They might be good at looking after themselves, no one will miss them if they leave the country.)

3

What does the word *huddled* tell us? (They are cold; they have a close relationship.) Which words tell us that William and Alice are poor? (*homeless, hungry*) What do you think an angry boar sounds like? How do we know they are good children? (They only steal the ruined bread.)

4

Find the verbs that create the drama of the chase. (*grabbed, ran, pushed, jumped, shouted, growled, panted, hid, glinted*) Which facts tell us that the baker is not a kind person? (He sells bread he spat on; he chases the children even though they are hungry; he has a knife.)

5

Read to the end. This is a historical story: what details can you find about the setting? (piles of bread, baskets of vegetables, piles of donkey manure, cobbled street, many ships with masts, wooden quay, sailors with barrels, goats and goatherds) Picture the scene at the busy port.

6

What do you think is going to happen in the next chapter? Find a map showing the route of the *Mayflower*. It took 66 days to reach America. How will they survive on board? Will they find someone to look after them, or will they need to hide and steal food for the whole voyage?



READ

Reading lab

Name:

Reading comprehension

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

1 What sort of story is this going to be?

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2 What do we know about Alice and William?

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3 Why do Alice and William think it is okay to steal the bread?

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READ

Reading lab

Name:

4

Find and copy three verbs that create the drama of the chase scene.

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5

Find and copy three details about the setting that tell you the story is set in the past.

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6

What do you think is going to happen next to William and Alice?

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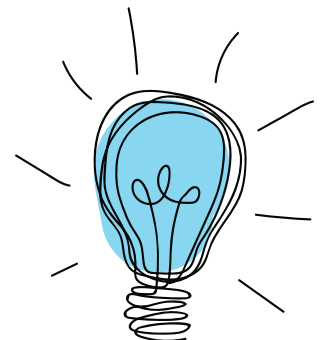
**WRITE**

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.

cobbled**gangplanks****heaved****huddled****orphans****ragged**



WRITE

Writing workshop

Name:

Dear Jan and Sara

Post a message to Jan and Sara on the book forum for *Mayflower Stowaways* to ask them about the setting. Use these questions to help you plan your message.

1

Why did you choose to write a story about the *Mayflower*?

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2

What do you think life would have been like at the time?

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3

What else would you like to ask Jan and Sara?

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WRITE

Writing workshop

Name:

Commonly misspelled words

Choose the word in each group that is spelled correctly and write it on the right:

because

becawse

becuse

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childrn

children

childrun

.....

climb

clime

clim

.....

evrybody

evreybody

everybody

.....

beatiful

beautiful

beutiful

.....

fathr

father

farver

.....

sugar

shugar

suger

.....

shuld

shood

should

.....

meny

many

maney

.....

people

peeple

peopel

.....

mony

money

monney

.....

**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:

How do Alice and William get on board the ship?

A

They jump in a rowing boat and climb aboard

We know Alice and William come from a farm. Do you think they will be good at rowing a boat? And could this get them into even more trouble for stealing, if they are caught?

B

They pretend they're joining their mother on the ship

The authors tell us that the children are dressed in rags. Do you think the people in charge will believe Alice and William? Will the baker tell the people in charge and ruin their story?

C

They hide in a trunk that's being taken on board

If Alice and William can hide inside a trunk, might this be the best way to get on board? What danger might there be in hiding in a trunk? Could this be the quickest way to hide from the baker?

Discussion activity

With a partner, discuss the book's setting.

How much do you know about this famous ship?

Complete the EXPLORE activity. Do you think you would like to have lived at this time?

If possible, record a vlog to present the facts you have found out about the *Mayflower* and the journey it took.



EXPLORE

Creative studio

Name:

Research the *Mayflower*

September 2020 marks a very important anniversary for this famous ship. Using books and the Internet, find out five facts about the *Mayflower* and write them in the box below.



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ANSWERS

Document for the teacher

Reading comprehension (pp. 4–5)

For example:

1. historical, adventure
2. They are orphans, they are brother and sister, they are very poor (they are hungry and wear ragged clothes).
3. They have seen the bread fall in the mud and be spat on; they know it is not fit to be sold.
4. *grabbed, ran, pushed, jumped, shouted, growled, panted, hid, glinted*
5. *wooden quay, sailors heaved barrels, goat, goatherd, Ships with towering masts*
6. Your own ideas, for example: William and Alice get onto the boat, but when the ship sets sail, they have to find somewhere to hide.

Commonly misspelled words (p. 8)

because
children
climb
everybody
beautiful
father
sugar
should
many
people
money