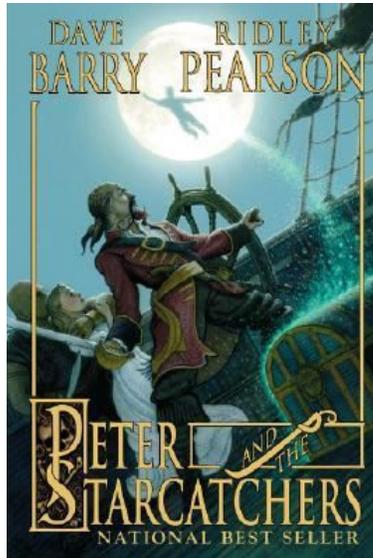


# Peter and The Starcatchers



By

Dave Barry & Ridley Pearson

A Novel Study  
by Nat Reed

# Peter and the Starcatchers

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**About the author:** Nat Reed has been a member of the teaching profession for more than 30 years. He is presently a full-time instructor at Trent University in the Teacher Education Program. For more information on his work and literature, please visit the websites [www.reedpublications.org](http://www.reedpublications.org) and [www.novelstudies.org](http://www.novelstudies.org).

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## Suggestions and Expectations

This 77 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on several chapters of *Peter and the Starcatchers* and is comprised of four different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language and Extension Activities

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking.

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included as well as a **Student Checklist**.

**Themes** and **topics** which may be taught in conjunction with the novel include pirates, sea voyages/sailing ships, courage, the importance of friends and family, perseverance and personal growth, overcoming hardships.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identification of a *cliffhanger*

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify the climax of the novel
4. Five W's Chart

### Character Activities

1. Determine character traits
2. Protagonists and antagonists
3. Relating personal experiences
4. Comparing two Characters

### Creative and Critical Thinking

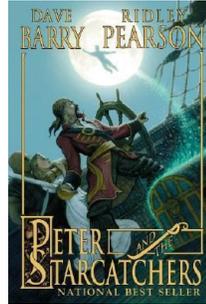
1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write about personal feelings
7. Write a book review
8. Complete a KWS Chart

### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Design an Information Card

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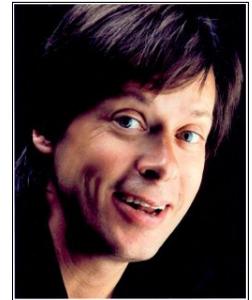
## Synopsis

In an evocative and fast-paced adventure on the high seas and on a faraway island, an orphan boy named Peter and his mysterious new friend, Molly, overcome bands of pirates and thieves in their quest to keep a fantastical secret safe and save the world from evil. This impossible-to-put-down tale leads readers on an unforgettable journey – fraught with danger, yet filled with mystical and magical moments. [The Publisher]

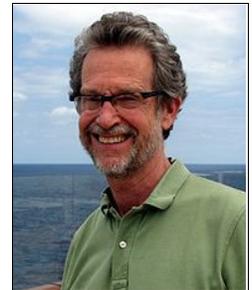
## Authors Biographies

*Dave Barry and Ridley Pearson*

**David McAlister Barry** is a Pulitzer Prize-winning author who was famous for writing a nationally syndicated humor column for the Miami Herald. He was born in Amork, New York in 1947 – the son of a Presbyterian minister. After obtaining his B.A. in English, he began a very successful career in journalism. A talented guitar player and musician he has also played in a number of bands. Dave has had several books published over the years. Peter and the Starcatchers marks the first in this Peter Pan prequel series.

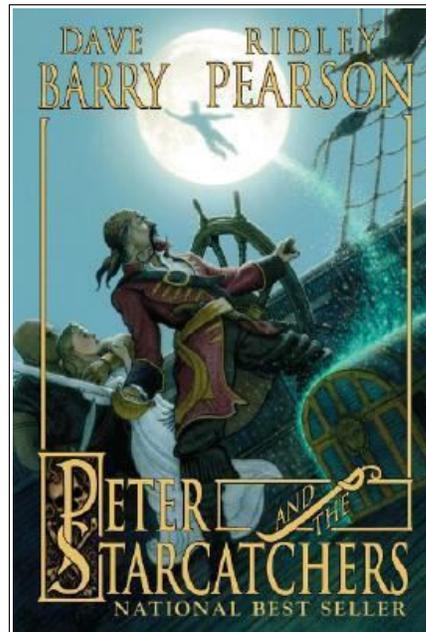


**Ridley Pearson** was also born in the state of New York – in 1953- but raised in Riverside, Connecticut with his brother and sister. He is the author of a number of very successful suspense and thriller novels for young adults, and adventure books for children. He presently lives in Saint Louis, Missouri with his wife, Marcelle, and their two daughters. Ridley is also an accomplished musician, having played bass for a number of years in the band, The Rock Bottom Reminders (with his friend, Dave Barry).





# Peter and the Starcatchers

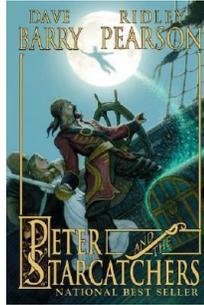


*By Dave Barry & Ridley Pearson*

Name: \_\_\_\_\_

# Peter and the Starcatchers

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## Chapters 1 - 4



### Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of *Peter and the Starcatchers* is Peter, a feisty young orphan who experiences many exciting adventures as the story unfolds. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?




### Vocabulary:

Choose a word from the list to complete each sentence.

rancid	treacherous	decrepit	provisioned	accentuated
prominent	vermin	distracted	maneuvered	formidable

1. Peter was quite dismayed to discovered they were boarding a \_\_\_\_\_ old ship.
2. My cousin was once a \_\_\_\_\_ citizen of this community.
3. The basement was overrun with \_\_\_\_\_ until Sarah decided to set some rat traps.
4. I’m sure that the New York Rangers will find the Boston Bruins to be \_\_\_\_\_ opponents.

5. After three days the meat became \_\_\_\_\_ and began attracting flies.
6. The pirate captain was a very \_\_\_\_\_ foe.
7. Her voice was \_\_\_\_\_ when she used a megaphone.
8. The crew \_\_\_\_\_ the ship with enough food and water to last several weeks.
9. The audience was \_\_\_\_\_ when the actor stumbled during the swordfight.
10. The taxi cab driver \_\_\_\_\_ his vehicle as close to the curb as possible.

## Questions



1. What is the **setting** of the first four chapters?


2. The novel contains a number of words and expressions which have to do with sailing ships. In the chart below, match each *seafaring* word or expression with the proper description:

1	Mast
2	barnacles
3	grog
4	bob
5	dinghy
6	gangway
7	keel

A	The opening where a ship is boarded.
B	Alcoholic drink made of water, weak beer and rum.
C	The main part of a ship running lengthwise along the center line from the bow to the stern.
D	Small boat.
E	Tall spar on a sailing ship which carries the sails.
F	Sea creatures (encrusters) which attach themselves to the bottom of a ship.
G	Was once a British coin (shilling).

3. Why do you think being the oldest boy was so important to Peter?


4. List five appropriate **adjectives** that would accurately describe the personality and character of first officer, William Slank?

--	--	--	--	--

5. What unusual effect did the trunk have on Alf when he picked it up?


6. The other ship which was casting off in the harbor was called the \_\_\_\_\_. Mack thought that this ship might be the only one which could outrun the pirate ship, the \_\_\_\_\_.

7. Describe how Peter avoided severe punishment when he did not attempt to escape from the Never Land.


8. What was rather odd about the travel arrangements made by Molly's father? Why do you suppose he made these particular arrangements?


9. Molly's father was going to be the new \_\_\_\_\_ in the country of \_\_\_\_\_. The ruler of this country was called King \_\_\_\_\_ the Third. Everyone had to salute him with \_\_\_\_\_ fingers. The king's father had been eaten by a \_\_\_\_\_.

10. What were *the Ladies*, and why were they of special interest to Black Stache?




**B.** Choose ten words from these chapters with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example:** good / bye.


**C. Personification** is giving human qualities to something that is not human. In Chapter Four when describing the ship, the Wasp, Black Stache says, “So she thinks she can sting us, does she?” In this sentence the Wasp is given human characteristics (the ship is referred to as “she” and may also be capable of *stinging*).

a) Why do you think personification is a literary device used by many authors?


b) Create your own example of personification.


## Extension Activity

### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first four chapters of ***Peter and the Starcatchers***. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6