

Grade 4 Reading & Writing

Unit 8: Treasure Island

20 lessons (the last is the Pausing Point review) and a words quiz. Use this pack with the unit's **Teacher Guide** and **Activity Book** and **Reader** (download them once from the course) to teach the whole unit without the internet.

What is in this pack

- A plan for each lesson: the Teacher Guide pages to follow, words to know, what to read, questions to talk over and the Activity Book pages to print.
- The words quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

One lesson a school day, about 60-90 minutes; split long lessons over two days. Tick each one off as you go.

	Lesson	Reader pages	Activity Book
☐	Lesson 1: Chapter 1, "The Old Seadog and the Black Spot"	PDF pages 8-15	AP 1.1, AP 1.2, AP 1.3, AP 1.4, AP 1.5, SR 1, SR 2, SR 3, SR 4, SR 5
☐	Lesson 2: Chapter 2, "The Sea Chest and the Blind Man"	PDF pages 16-27	AP 2.1, AP 2.2, AP 2.3
☐	Lesson 3: Chapter 2, "The Sea Chest and the Blind Man"	PDF pages 16-27	AP 3.1, AP 3.2
☐	Lesson 4: Chapter 3, "The Real Adventure Begins"	PDF pages 28-39	AP 4.1, AP 4.2, AP 4.3, AP 4.4
☐	Lesson 5: Chapter 3, "The Real Adventure Begins"	PDF pages 28-39	AP 5.1
☐	Lesson 6: Chapter 4, "What I Heard in the Apple Barrel"	PDF pages 40-49	AP 6.1, AP 6.2, AP 6.3, AP 6.4, AP 6.5, AP 6.6
☐	Lesson 7: Chapter 4, "What I Heard in the Apple Barrel"	PDF pages 40-49	AP 7.1, AP 7.2
☐	Lesson 8: Chapter 5, "The Man on the Island"	PDF pages 50-57	AP 8.1, AP 8.2, AP 8.3, AP 8.4
☐	Lesson 9: Chapter 6, "The Plan"	PDF pages 58-67	AP 9.1, AP 9.2, AP 9.3, AP 9.4, AP 9.5
☐	Lesson 10: Chapter 7, "Shiver Me Timbers"	PDF pages 68-77	AP 10.1, AP 10.2, AP 10.3
☐	Lesson 11: Chapter 8, "My Life Hangs in the Balance"	PDF pages 78-85	AP 11.1, AP 11.2, AP 11.3, AP 11.4, AP 11.5, AP 11.6
☐	Lesson 12: Chapter 8, "My Life Hangs in the Balance"	PDF pages 78-85	AP 12.1, AP 12.2
☐	Lesson 13: Chapter 9, "The Adventure Comes to an End"	PDF pages 86-116	AP 13.1, AP 13.2

	Lesson	Reader pages	Activity Book
☐	Lesson 14: Chapter 9, “The Adventure Comes to an End”	PDF pages 86–116	AP 14.1, AP 14.2, AP 14.3, AP 14.4
☐	Lesson 15: Morphology and Spelling	—	AP 15.1, AP 15.2
☐	Lesson 16: Writing	—	AP 16.1
☐	Lesson 17: Writing and Spelling	—	AP 17.1, AP 17.2
☐	Lesson 18: Writing	—	—
☐	Lesson 19: Writing	—	AP 19.1
☐	Pausing Point: Review, extra practice and answer keys	—	PP 1, PP 2, PP 3, PP 4, PP 5, PP 6, A 1, A 2, A 3, A 5, A 6
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: Chapter 1, “The Old Seadog and the Black Spot”

Words to know

- **bearings** — the location or position of something based on information from a compass
- **company** — 1. visitors or guests; 2. companionship; 3. a ship’s crew and officers
- **cove** — a small area along a coast sheltered by hills or mountains
- **loot** — things that have been stolen
- **mutiny** — a rebellion or uprising against those in charge on a ship
- **sabre** — a heavy sword with a sharp, curved edge
- **seafaring** — working, traveling, or living on the sea
- **spyglass** — a small telescope used to see things in the distance
- **squire** — an English gentleman who owns a large estate or piece of land
- **stroke** — a sudden loss of feeling or consciousness brought on by a lack of oxygen in the brain caused by a broken or blocked blood vessel

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 17–38: the steps, materials and timing for this lesson.

Read

Read Chapter 1, “The Old Seadog and the Black Spot”: PDF pages 8–15. Look at the pictures and maps together.

Talk it over

1. How might you rephrase the sentence to be proper English?
2. Why is the captain trying to get away from Black Dog and other seafaring men?
3. What do you think the blind man gives to the captain?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 1.1: What Does a Pirate Look Like? — Activity Book, PDF pages 7–8
- Activity Page 1.2: Vocabulary for “The Old Seadog and the Black Spot” — Activity Book, PDF pages 9–10
- Activity Page 1.3: Character Chart — Activity Book, PDF pages 11–12
- Activity Page 1.4: Excerpt from “The Old Seadog and the Black Spot” — Activity Book, PDF pages 13–18
- Activity Page 1.5: Glossary for Treasure Island — Activity Book, PDF pages 19–22

- Student Resource 1: 1700s Sailing Schooner Diagram — Activity Book, PDF pages 217–218
- Student Resource 2: Ship Terms — Activity Book, PDF pages 219–220
- Student Resource 3: Individual Code Chart — Activity Book, PDF pages 221–228
- Student Resource 4: Adventure Story Rubric — Activity Book, PDF pages 229–230
- Student Resource 5: Adventure Story Editing Checklist — Activity Book, PDF pages 231–234

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 2: Chapter 2, “The Sea Chest and the Blind Man”

Words to know

- **buccaneer** — a pirate
- **bulk** — most; the larger part of something
- **cache** — a hiding place for supplies or treasures
- **company** — 1. visitors or guests; 2. companionship; 3. a ship’s crew and officers
- **farthing** — a coin worth less than a penny formerly used in Great Britain
- **gargoyle** — a stone carving of a strange figure used as decoration on a building, usually a cathedral or Gothic structure
- **hummock** — a rounded hill or mound
- **impending** — about to occur
- **loot** — things that have been stolen
- **right** — to correct or put in an upright position

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 39–60: the steps, materials and timing for this lesson.

Read

Read Chapter 2, “The Sea Chest and the Blind Man”: PDF pages 16–27. Look at the pictures and maps together.

Talk it over

1. What do we learn about Jim’s mother’s morals, or beliefs about what is right and wrong?
2. As Jim and his mother leave the inn in a hurry, what do they take with them from the captain’s chest?
3. How does the description of the natural setting reflect the situation in which Jim and his mother find themselves?
4. How do Dr. Livesey and Squire Trelawney react when Jim describes the night’s events and shows them what he found in the chest?
5. What do Dr. Livesey, Squire Trelawney, and Jim find in the sealed paper?
6. What plan does the squire propose?
7. What is the doctor worried about?
8. When authors give details that refer to future events, it is called foreshadowing. In this chapter, details suggest there might be some trouble for the voyagers in the future. What clues in the text suggest this?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 2.1: Vocabulary for “The Sea Chest and the Blind Man” — Activity Book, PDF pages 23–24
- Activity Page 2.2: to be Verbs and Modal Auxiliary Verbs — Activity Book, PDF pages 25–28
- Activity Page 2.3: Root bio — Activity Book, PDF pages 29–30

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 3: Chapter 2, “The Sea Chest and the Blind Man”

Words to know

- **buccaneer** — a pirate
- **bulk** — most; the larger part of something
- **cache** — a hiding place for supplies or treasures
- **company** — 1. visitors or guests; 2. companionship; 3. a ship’s crew and officers
- **farthing** — a coin worth less than a penny formerly used in Great Britain
- **gargoyle** — a stone carving of a strange figure used as decoration on a building, usually a cathedral or Gothic structure
- **hummock** — a rounded hill or mound
- **impending** — about to occur
- **loot** — things that have been stolen
- **right** — to correct or put in an upright position

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 61–67: the steps, materials and timing for this lesson.

Read

Read Chapter 2, “The Sea Chest and the Blind Man”: PDF pages 16–27. Look at the pictures and maps together.

Activity Book pages

- Activity Page 3.1: The Sea Chest and the Blind Man — Activity Book, PDF pages 31–34
- Activity Page 3.2: Plan a Character Sketch — Activity Book, PDF pages 35–36

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 4: Chapter 3, “The Real Adventure Begins”

Words to know

- **buccaneer** — a pirate
- **cabin boy** — someone hired to wait on the passengers and crew of a ship
- **coach** — a horse-drawn carriage with four wheels
- **company** — 1. visitors or guests; 2. companionship; 3. a ship’s crew and officers
- **mutiny** — a rebellion or uprising against those in charge on a ship
- **nautical** — relating to the sea or sailors
- **quay** — a dock; an area at the edge of a waterway where ships land, load, and unload
- **right** — to correct or put in an upright position
- **scoundrel** — a wicked or disreputable person
- **seafaring** — working, traveling, or living on the sea

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 68–92: the steps, materials and timing for this lesson.

Read

Read Chapter 3, “The Real Adventure Begins”: PDF pages 28–39. Look at the pictures and maps together.

Talk it over

1. What new things does Jim see at the quay?
2. How does Jim feel about the sights at the quay?
3. What words or phrases help you make that inference?
4. What is Jim’s first impression of Long John Silver?
5. What might suggest that Jim’s positive first impression of Long John Silver may be wrong?
6. Why is Captain Smollett upset?
7. What do you think Jim means when he says he wonders about Silver’s choice of name for his parrot, Captain Flint?
8. What does Jim mean when he says that Silver “smiled in a way that made me think he was either the best of men—or the worst of men”?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 4.1: Vocabulary for “The Real Adventure Begins” — Activity Book, PDF pages 37–38

- Activity Page 4.2: The Real Adventure Begins — Activity Book, PDF pages 39–42
- Activity Page 4.3: Relative Pronouns — Activity Book, PDF pages 43–44
- Activity Page 4.4: Root bio — Activity Book, PDF pages 45–46

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 5: Chapter 3, “The Real Adventure Begins”

Words to know

- **buccaneer** — a pirate
- **cabin boy** — someone hired to wait on the passengers and crew of a ship
- **coach** — a horse-drawn carriage with four wheels
- **company** — 1. visitors or guests; 2. companionship; 3. a ship’s crew and officers
- **mutiny** — a rebellion or uprising against those in charge on a ship
- **nautical** — relating to the sea or sailors
- **quay** — a dock; an area at the edge of a waterway where ships land, load, and unload
- **right** — to correct or put in an upright position
- **scoundrel** — a wicked or disreputable person
- **seafaring** — working, traveling, or living on the sea

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 93–106: the steps, materials and timing for this lesson.

Read

Read Chapter 3, “The Real Adventure Begins”: PDF pages 28–39. Look at the pictures and maps together.

Talk it over

1. What does this simile mean?
2. What does the hyperbole portray about Silver’s character?
3. The idiom a man to be reckoned with means someone is influential, strong, or powerful and difficult to deal with. What does it mean when Jim thinks Silver is a man to be reckoned with?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 5.1: The Real Adventure Begins — Activity Book, PDF pages 47–50

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 6: Chapter 4, “What I Heard in the Apple Barrel”

Words to know

- **berth** — an area below deck on a ship where crew members would sleep
- **coach** — a horse-drawn carriage with four wheels
- **cove** — a small area along a coast sheltered by hills or mountains
- **duplicit** — dishonest behavior meant to trick someone
- **mutiny** — a rebellion or uprising against those in charge on a ship
- **predicament** — a difficult or dangerous situation
- **right** — to correct or put in an upright position
- **spyglass** — a small telescope used to see things in the distance
- **squire** — an English gentleman who owns a large estate or piece of land

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 107–130: the steps, materials and timing for this lesson.

Read

Read Chapter 4, “What I Heard in the Apple Barrel”: PDF pages 40–49. Look at the pictures and maps together.

Talk it over

1. Why do you think Jim says he wants to pounce on Silver when he hears Silver say “you’re as smart as paint” to another crew member?
2. Why does Jim’s mood turn to fear and anxiety after he overhears the conversation between the crew members?
3. Why do you think Silver suddenly breaks off when he is talking about what he will do to other crew members once the treasure is found?
4. Why does Captain Smollett want Silver to get the dishonest crew members under his control?
5. Conflict is a literary device often used by authors in which something stands in the way of the main character in a story achieving his or her goal. Why might this chapter be an example of conflict?
6. At the end of Chapter 3, Jim is unsure about Long John Silver’s character, or morals. Is Jim still unsure about Silver at the end of this chapter? How do you know?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 6.1: Vocabulary for “What I Heard in the Apple Barrel” — Activity Book, PDF pages 51–52
- Activity Page 6.2: What I Heard in the Apple Barrel — Activity Book, PDF pages 53–54
- Activity Page 6.3: Relative Pronouns — Activity Book, PDF pages 55–56
- Activity Page 6.4: Prefixes im- and in- and Roots port and bio — Activity Book, PDF pages 57–58
- Activity Page 6.5: Spelling Words — Activity Book, PDF pages 59–60
- Activity Page 6.6: Practice Spelling Words — Activity Book, PDF pages 61–62

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 7: Chapter 4, “What I Heard in the Apple Barrel”

Words to know

- **berth** — an area below deck on a ship where crew members would sleep
- **coach** — a horse-drawn carriage with four wheels
- **cove** — a small area along a coast sheltered by hills or mountains
- **duplicity** — dishonest behavior meant to trick someone
- **mutiny** — a rebellion or uprising against those in charge on a ship
- **predicament** — a difficult or dangerous situation
- **right** — to correct or put in an upright position
- **spyglass** — a small telescope used to see things in the distance
- **squire** — an English gentleman who owns a large estate or piece of land

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 131–143: the steps, materials and timing for this lesson.

Read

Read Chapter 4, “What I Heard in the Apple Barrel”: PDF pages 40–49. Look at the pictures and maps together.

Talk it over

1. Think Pair Share Why does Jim think it would be more useful for him to go ashore than to stay aboard the ship?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 7.1: Brainstorming — Activity Book, PDF pages 63–64
- Activity Page 7.2: Shape of a Story — Activity Book, PDF pages 65–66

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 8: Chapter 5, “The Man on the Island”

Words to know

- **company** — 1. visitors or guests; 2. companionship; 3. a ship’s crew and officers
- **dell** — a small, secluded valley with trees and grass
- **desolate** — lacking people, plants, animals, and other things that make a place feel welcoming
- **mutiny** — a rebellion or uprising against those in charge on a ship
- **outlandish** — odd, unusual, bizarre
- **right** — to correct or put in an upright position
- **squire** — an English gentleman who owns a large estate or piece of land
- **stockade** — a barrier made of upright posts used for protection or defense
- **treacherous** — dangerous or difficult to handle

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 144–163: the steps, materials and timing for this lesson.

Read

Read Chapter 5, “The Man on the Island”: PDF pages 50–57. Look at the pictures and maps together.

Talk it over

1. How does the reader know the exchange between John Silver and the seaman Tom takes place?
2. Who is Ben Gunn?
3. What do you think Ben Gunn means when he says, “‘If I ever get back to England, I’m changing my ways and the company I keep’”?
4. Do you think Ben Gunn is a trustworthy character? Why or why not?
5. When Jim Hawkins and Ben Gunn see the Union Jack, why do you think Ben Gunn says, “‘That must be your friends’”?
6. Based on what you have read, would you characterize buccaneers or pirates as trustworthy or not trustworthy? Why?
7. What significant events occur during this chapter?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 8.1: Vocabulary for “The Man on the Island” — Activity Book, PDF pages 67–68
- Activity Page 8.2: The Man on the Island — Activity Book, PDF pages 69–70

- Activity Page 8.3: Excerpts from “The Man on the Island” — Activity Book, PDF pages 71–76
- Activity Page 8.4: Adventure Story Rubric — Activity Book, PDF pages 77–78

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 9: Chapter 6, “The Plan”

Words to know

- **craft** — a ship or boat
- **cutlass** — a short, thick sword with a curved blade
- **desertion** — a departure without permission and without intending to return; the act of giving up and ignoring responsibilities
- **excursion** — a short trip
- **onslaught** — an attack
- **right** — to correct or put in an upright position
- **schooner** — a sailing ship with two or more masts
- **squire** — an English gentleman who owns a large estate or piece of land
- **stockade** — a barrier made of upright posts used for protection or defense
- **truce** — an agreement between enemies to stop fighting for a certain period of time

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 164–182: the steps, materials and timing for this lesson.

Read

Read Chapter 6, “The Plan”: PDF pages 58–67. Look at the pictures and maps together.

Talk it over

1. For whom is the fight a success?
2. Why do you think Jim leaves the safety of the stockade and goes out on his own?
3. When Jim reaches the Hispaniola, what does he find?
4. At the end of this chapter, who do you think has the upper hand, or have more power and control—Captain Smollett’s men or John Silver’s men?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 9.1: Vocabulary for “The Plan” — Activity Book, PDF pages 79–80
- Activity Page 9.2: Excerpt from “The Plan” — Activity Book, PDF pages 81–84
- Activity Page 9.3: Relative Pronouns — Activity Book, PDF pages 85–88
- Activity Page 9.4: Prefixes im- and in- and Roots port and bio — Activity Book, PDF pages 89–90
- Activity Page 9.5: Practice Spelling Words — Activity Book, PDF pages 91–92

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 10: Chapter 7, ““Shiver Me Timbers””

Words to know

- **cutlass** — a short, thick sword with a curved blade
- **pretext** — a pretend reason given to hide one’s true reason for doing something
- **right** — to correct or put in an upright position
- **seafaring** — working, traveling, or living on the sea
- **stockade** — a barrier made of upright posts used for protection or defense
- **treachery** — a betrayal; an act of hurting someone who trusts you
- **truce** — an agreement between enemies to stop fighting for a certain period of time
- **unison** — agreement; the same way at the same time

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 183–204: the steps, materials and timing for this lesson.

Read

Read Chapter 7, ““Shiver Me Timbers””: PDF pages 68–77. Look at the pictures and maps together.

Talk it over

1. Jim seems much surer of himself in this scene than in earlier chapters. How does he show leadership on the Hispaniola?
2. Why does Hands say “I reckon I’ll have to give up”?
3. Why does Jim tell Silver he sabotaged the pirates’ plans, or caused them to fail?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 10.1: Spelling Assessment — Activity Book, PDF pages 93–94
- Activity Page 10.2: Vocabulary for ““Shiver Me Timbers”” — Activity Book, PDF pages 95–96
- Activity Page 10.3: “Shiver Me Timbers” — Activity Book, PDF pages 97–98

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 11: Chapter 8, “My Life Hangs in the Balance”

Words to know

- **bearings** — the location or position of something based on information from a compass
- **buccaneer** — a pirate
- **cutlass** — a short, thick sword with a curved blade
- **hostage** — a person held prisoner until another group or person meets demands
- **insolence** — rude behavior or speech
- **loot** — things that have been stolen
- **mutiny** — a rebellion or uprising against those in charge on a ship
- **right** — to correct or put in an upright position
- **ringleader** — the leader of a group that causes trouble or gets involved in illegal activity
- **schooner** — a sailing ship with two or more masts

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 205–225: the steps, materials and timing for this lesson.

Read

Read Chapter 8, “My Life Hangs in the Balance”: PDF pages 78–85. Look at the pictures and maps together.

Talk it over

1. Based on what Silver tells Jim, why is Silver protecting Jim?
2. What is the reason Silver gives the other pirates for why he is protecting Jim?
3. Why do the pirates decide not to go forward with their mutiny?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 11.1: Vocabulary for “My Life Hangs in the Balance” — Activity Book, PDF pages 99–100
- Activity Page 11.2: My Life Hangs in the Balance — Activity Book, PDF pages 101–102
- Activity Page 11.3: Conjunctions — Activity Book, PDF pages 103–104
- Activity Page 11.4: Suffixes -ful and -less — Activity Book, PDF pages 105–106
- Activity Page 11.5: Spelling Words — Activity Book, PDF pages 107–108
- Activity Page 11.6: Practice Spelling Words — Activity Book, PDF pages 109–110

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 12: Chapter 8, “My Life Hangs in the Balance”

Words to know

- **bearings** — the location or position of something based on information from a compass
- **buccaneer** — a pirate
- **cutlass** — a short, thick sword with a curved blade
- **hostage** — a person held prisoner until another group or person meets demands
- **insolence** — rude behavior or speech
- **loot** — things that have been stolen
- **mutiny** — a rebellion or uprising against those in charge on a ship
- **right** — to correct or put in an upright position
- **ringleader** — the leader of a group that causes trouble or gets involved in illegal activity
- **schooner** — a sailing ship with two or more masts

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 226–231: the steps, materials and timing for this lesson.

Read

Read Chapter 8, “My Life Hangs in the Balance”: PDF pages 78–85. Look at the pictures and maps together.

Talk it over

1. In the second paragraph on page 72, how does the use of the phrase to feed the fishes contribute to the meaning of the passage in which it is used?
2. The idiom tit for tat means given in exchange for something equal or comparable. How does this apply to the story?
3. In the conversation between Silver and Jim Hawkins, dialogue is used to show rather than tell what happens. What do we learn from that conversation?
4. At the end of the chapter, Silver says, “‘Should be child’s play to find the loot now!’” From the context of the sentence, will it be easy or hard to find the treasure?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 12.1: My Life Hangs in the Balance — Activity Book, PDF pages 111–112
- Activity Page 12.2: Excerpt from “My Life Hangs in the Balance” — Activity Book, PDF pages 113–116

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 13: Chapter 9, “The Adventure Comes to an End”

Words to know

- **abeam** — from one side to the other across a ship
- **aloft** — above the deck of a ship
- **alow** — below the deck of a ship
- **ambush** — to make a surprise attack
- **berth** — an area below deck on a ship where crew members would sleep
- **brim** — to become full or overflowing
- **buccaneer** — a pirate
- **bulkhead** — a wall in a ship dividing it into watertight sections
- **company** — 1. visitors or guests; 2. companionship; 3. a ship’s crew and officers
- **cove** — a small area along a coast sheltered by hills or mountains

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 232–248: the steps, materials and timing for this lesson.

Read

Read Chapter 9, “The Adventure Comes to an End”: PDF pages 86–116. Look at the pictures and maps together.

Talk it over

1. Whom do the pirates think they hear calling out?
2. Why might the voice frighten the pirates?
3. Who do you think is a more trustworthy pirate in this situation—Ben Gunn or Long John Silver?
4. Is the voyage to Treasure Island ultimately a success? Why or why not?
5. A resolution or end is the last part of a story. It is a point in a story when the problem is resolved and the action calms. It is the point in which the reader learns of a story’s outcome. What would you consider the resolution of Treasure Island?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 13.1: Vocabulary for “The Adventure Comes to an End” — Activity Book, PDF pages 117–118
- Activity Page 13.2: The Adventure Comes to an End — Activity Book, PDF pages 119–120

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 14: Chapter 9, “The Adventure Comes to an End”

Words to know

- **abeam** — from one side to the other across a ship
- **aloft** — above the deck of a ship
- **alow** — below the deck of a ship
- **ambush** — to make a surprise attack
- **berth** — an area below deck on a ship where crew members would sleep
- **brim** — to become full or overflowing
- **buccaneer** — a pirate
- **bulkhead** — a wall in a ship dividing it into watertight sections
- **company** — 1. visitors or guests; 2. companionship; 3. a ship’s crew and officers
- **cove** — a small area along a coast sheltered by hills or mountains

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 249–259: the steps, materials and timing for this lesson.

Read

Read Chapter 9, “The Adventure Comes to an End”: PDF pages 86–116. Look at the pictures and maps together.

Talk it over

1. The phrase gentlemen of fortune is used a few times earlier in the story. To whom is Silver referring when he says “gentlemen of fortune”?
2. What do you think Silver means when he asks, “Have you ever heard of gentlemen of fortune turning their backs on that much money?”

Answers are at the back of this pack.

Activity Book pages

- Activity Page 14.1: Reflect on Treasure Island — Activity Book, PDF pages 121–122
- Activity Page 14.2: Coordinating Conjunctions — Activity Book, PDF pages 123–124
- Activity Page 14.3: Suffixes -ful and -less — Activity Book, PDF pages 125–128
- Activity Page 14.4: Practice Spelling Words — Activity Book, PDF pages 129–130

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 15: Morphology and Spelling

Words to know

- **cabin boy** — someone hired to wait on the passengers and crew of a ship
- **stockade** — a barrier made of upright posts used for protection or defense

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 260–274: the steps, materials and timing for this lesson.

Talk it over

1. How did Stevenson pass the time when he was sick in bed?
2. Why did Stevenson wander over half the world?
3. Where did Stevenson and his wife ultimately settle down?
4. What did people think of Stevenson?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 15.1: Spelling Assessment — Activity Book, PDF pages 131–132
- Activity Page 15.2: Unit Assessment — Treasure Island — Activity Book, PDF pages 133–148

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 16: Writing

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 275–277: the steps, materials and timing for this lesson.

Activity Book pages

- Activity Page 16.1: Planning a Conclusion — Activity Book, PDF pages 149–150

Check for understanding

Lesson 17: Writing and Spelling

Words to know

- **right** — to correct or put in an upright position

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 278–280: the steps, materials and timing for this lesson.

Activity Book pages

- Activity Page 17.1: Titles — Activity Book, PDF pages 151–152
- Activity Page 17.2: Adventure Story Editing Checklist — Activity Book, PDF pages 153–154

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 18: Writing

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 281–282: the steps, materials and timing for this lesson.

Check for understanding

Lesson 19: Writing

Words to know

- **right** — to correct or put in an upright position

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 283–284: the steps, materials and timing for this lesson.

Activity Book pages

- Activity Page 19.1: Feedback on Student Presentations — Activity Book, PDF pages 155–158

Check for understanding

- Use one of today's words in a sentence of your own.

Pausing Point: Review, extra practice and answer keys

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 285–306: the steps, materials and timing for this lesson.

Activity Book pages

- Pausing Point page 1: to be Verbs and Modal Auxiliary Verbs — Activity Book, PDF pages 159–162
- Pausing Point page 2: Relative Pronouns — Activity Book, PDF pages 163–166
- Pausing Point page 3: Conjunctions — Activity Book, PDF pages 167–168
- Pausing Point page 4: Root bio — Activity Book, PDF pages 169–170
- Pausing Point page 5: Prefixes im- and in- and Roots port and bio — Activity Book, PDF pages 171–172
- Pausing Point page 6: Suffixes -ful and -less — Activity Book, PDF pages 173–178
- Assessment page 1: End-of-Year Assessment—Reading Comprehension — Activity Book, PDF pages 179–192
- Assessment page 2: Grade 4 End-of-Year Assessment Summary — Activity Book, PDF pages 193–194
- Assessment page 3: End-of-Year Grammar Assessment — Activity Book, PDF pages 195–206
- Assessment page 5: End-of-Year Fluency Assessment — Activity Book, PDF pages 207–208
- Assessment page 6: End-of-Year Morphology Assessment — Activity Book, PDF pages 209–216

For the teacher

- Teacher Resources (answer keys and extra materials) — Teacher Guide, PDF pages 307–354

Check for understanding

WORDS QUIZ

Treasure Island

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “to abandon someone on an island”?
 - a) bulkhead
 - b) shroud
 - c) cache
 - d) maroon
2. Which word means “to become full or overflowing”?
 - a) guinea
 - b) squall
 - c) brim
 - d) muck
3. Which word means “most; the larger part of something”?
 - a) alow
 - b) sabre
 - c) bulk
 - d) loot
4. Which word means “to tie down with a rope or cord”?
 - a) truce
 - b) depose
 - c) lash
 - d) desolate
5. Which word means “things that have been stolen”?
 - a) loot
 - b) stun
 - c) cutlass
 - d) depose
6. Which word means “a sailing ship with two or more masts”?
 - a) yarn
 - b) cove
 - c) schooner
 - d) maroon
7. Which word means “a small, secluded valley with trees and grass”?
 - a) right
 - b) dell
 - c) iconic
 - d) doubloon

- 8.** Which word means “to cause a passenger or crew member to experience the destruction of a ship”?
- a) luff
 - b) shipwreck
 - c) craft
 - d) predicament
- 9.** Which word means “a verse or stanza of a song”?
- a) stave
 - b) squall
 - c) abeam
 - d) iconic
- 10.** Which word means “a departure without permission and without intending to return; the act of giving up and ignoring responsibilities”?
- a) duplicity
 - b) desertion
 - c) broach
 - d) company
- 11.** Which word means “to correct or put in an upright position”?
- a) spyglass
 - b) right
 - c) ringleader
 - d) impending
- 12.** Which word means “to explore an area to find information about it”?
- a) scout
 - b) stroke
 - c) berth
 - d) nautical

Answers

Lesson 1: Chapter 1, “The Old Seadog and the Black Spot”

1. **How might you rephrase the sentence to be proper English?**

Answers may vary, but the sentence could say, “He’s a bad person, but there are worse people than him coming after me.”

2. **Why is the captain trying to get away from Black Dog and other seafaring men?**

The captain is trying to get away because, besides wanting his sea chest, the men want to find Captain Flint’s treasure, and only he knows where it is hidden.

3. **What do you think the blind man gives to the captain?**

Answers may vary, but students may deduce that it is the “black spot” (i.e., the note or piece of paper indicating a mutiny), which the captain had dreaded.

Lesson 2: Chapter 2, “The Sea Chest and the Blind Man”

1. **What do we learn about Jim’s mother’s morals, or beliefs about what is right and wrong?**

She is honest because she says she will only take the money she is owed rather than all the contents of the sea chest.

2. **As Jim and his mother leave the inn in a hurry, what do they take with them from the captain’s chest?**

Jim takes a bundle wrapped in oilcloth, and his mother takes the money she has so far.

3. **How does the description of the natural setting reflect the situation in which Jim and his mother find themselves?**

Just as the storm clouds appear threatening in the sky, the appearance of the “shadowy figures”—the pirates—threaten the safety of Jim and his mother. Nature helps Jim and his mother because just as they run from the house, the moon peeps out from behind the clouds, and the moonlight allows them to see the ditch, where they hide safely and listen.

4. **How do Dr. Livesey and Squire Trelawney react when Jim describes the night’s events and shows them what he found in the chest?**

Both are stunned at first, but the squire immediately declares he will find a ship and crew to search for the buried treasure if the bundle tells where Flint’s treasure is hidden.

5. **What do Dr. Livesey, Squire Trelawney, and Jim find in the sealed paper?**
a treasure map

6. **What plan does the squire propose?**

The squire proposes that he go to Bristol to get a ship and crew, and then they will all set off in search of the treasure. He would be the admiral, Livesey would be the ship’s doctor, and Jim would be the cabin boy.

7. **What is the doctor worried about?**

He is worried that the squire will tell people about the treasure map.

8. **When authors give details that refer to future events, it is called foreshadowing. In this chapter, details suggest there might be some trouble for the voyagers in the future. What clues in the text suggest this?**

Answers may vary, but should include the doctor worries the squire will reveal too much about the map and journey; Long John Silver gets rid of two men Dr. Livesey had hired; Dr. Livesey asks Blandly to prepare a ship to rescue them if necessary.

Lesson 4: Chapter 3, “The Real Adventure Begins”

1. **What new things does Jim see at the quay?**

He sees ships from all over the world and sailors working on the ships, including some men high up in the rigging. He also sees sailors with their hair in pigtails and rings in their ears.

2. **How does Jim feel about the sights at the quay?**

Jim is excited.

3. **What words or phrases help you make that inference?**

Jim says “I was captivated.” The word captivated means “fascinated.”

4. **What is Jim’s first impression of Long John Silver?**

Jim seems relieved. He says that Long John Silver doesn’t look like a buccaneer, but rather a likeable, clean landlord. He seems to have a positive first impression of Long John Silver.

5. **What might suggest that Jim’s positive first impression of Long John Silver may be wrong?**

Jim sees Black Dog in Long John Silver’s tavern. This suggests Long John Silver might be connected to the pirates that ransacked the Admiral Benbow Inn in Chapter 1. This could mean Long John Silver isn’t as honest and good as Jim first thinks.

6. **Why is Captain Smollett upset?**

Answers may vary, but may include that Captain Smollett is upset because he thinks treasure voyages are dangerous, especially when everyone seems to know about the map and the location of the treasure; he doesn’t trust the crew and is worried about the location of the guns and powder; he is concerned because he was not able to select the crew himself and is afraid the men may mutiny.

7. **What do you think Jim means when he says he wonders about Silver’s choice of name for his parrot, Captain Flint?**

Answers may vary, but may include that Jim might think it is odd that Long John Silver’s parrot is named after the pirate Captain Flint. Billy Bones was Captain Flint’s first mate, and the journey to Treasure Island is to find Captain Flint’s buried treasure. Earlier in the story, Squire Trelawney describes Flint as “the bloodthirstiest pirate that ever flew the Jolly Roger.” Naming a parrot after a known pirate is not necessarily something that an average person would do. The choice of name may also suggest Long John Silver has a connection to Captain Flint and the treasure.

8. **What does Jim mean when he says that Silver “smiled in a way that made me think he was either the best of men—or the worst of men”?**

Jim still doesn't know whether or not to trust Silver.

Lesson 5: Chapter 3, “The Real Adventure Begins”

1. **What does this simile mean?**

It means Silver is well-spoken and intelligent.

2. **What does the hyperbole portray about Silver's character?**

It emphasizes points about Silver's character. Hands compares Silver to a lion, saying he is braver than a beast and able to win fights against four men at a time, a feat even more amazing considering Silver only has one leg.

3. **The idiom a man to be reckoned with means someone is influential, strong, or powerful and difficult to deal with. What does it mean when Jim thinks Silver is a man to be reckoned with?**

Jim suspects Silver is not the honest man he appears to be. Even though he is hired as the ship's cook, Jim thinks he has the potential to be difficult to deal with and to have a powerful influence on events.

Lesson 6: Chapter 4, “What I Heard in the Apple Barrel”

1. **Why do you think Jim says he wants to pounce on Silver when he hears Silver say “you're as smart as paint” to another crew member?**

Jim wants to pounce on Silver because he is angry, realizing that Silver is not the honest man Jim believed him to be. Silver had complimented Jim by calling him smart as paint when they were in Bristol. This made Jim feel special and made him like Silver. Now, it is obvious to Jim that Silver says things like that just to get people on his side, and he really does not mean what he says. Jim feels tricked and deceived.

2. **Why does Jim's mood turn to fear and anxiety after he overhears the conversation between the crew members?**

He discovers that Long John Silver is a dishonest man, and that he is organizing a mutiny and has convinced other crew members to join him. Silver plans to steal the treasure once the captain, the doctor, the squire, and the other honest crew members bring it on board the ship.

3. **Why do you think Silver suddenly breaks off when he is talking about what he will do to other crew members once the treasure is found?**

Answers may vary, but may include that perhaps Silver thinks he has already said too much about his plans to steal the treasure and get rid of the other crew members. Perhaps he wants to change the topic or distract the others so he doesn't reveal anything else he is thinking of doing, in case the men he is speaking with tell others about his plans.

4. **Why does Captain Smollett want Silver to get the dishonest crew members under his control?**

The captain is concerned the men may begin to fight among themselves, overthrow Silver, and mutiny on their own. If Silver can talk them out of beginning the mutiny

now, it will give the captain more time and more control.

5. **Conflict is a literary device often used by authors in which something stands in the way of the main character in a story achieving his or her goal. Why might this chapter be an example of conflict?**

Jim, the narrator and main character, finds out that many members of the crew are disloyal and are planning a mutiny. Jim, the squire, the doctor, and the captain now must face the dangerous possibility of a mutiny. They will no longer be able to easily and safely get the treasure and go back home. They have to deal with enemies who are planning to fight them for the treasure.

6. **At the end of Chapter 3, Jim is unsure about Long John Silver's character, or morals. Is Jim still unsure about Silver at the end of this chapter? How do you know?**

No, after he overhears Silver's plan to overthrow the crew and steal the treasure, Jim knows Silver is not honest.

Lesson 7: Chapter 4, "What I Heard in the Apple Barrel"

1. **Think Pair Share Why does Jim think it would be more useful for him to go ashore than to stay aboard the ship?**

He thinks it would be more useful to explore the island and perhaps keep an eye on what Silver and his men are doing. Also, because Silver does not leave very many men behind, Jim is confident that the men left behind on the ship will not try to do anything to the ship or the others on it.

Lesson 8: Chapter 5, "The Man on the Island"

1. **How does the reader know the exchange between John Silver and the seaman Tom takes place?**

The narrator, Jim, witnesses the exchange from a distance. He hides in a nearby area, watching and listening to them.

2. **Who is Ben Gunn?**

Ben Gunn is an English buccaneer who has been marooned on Treasure Island for three years.

3. **What do you think Ben Gunn means when he says, "If I ever get back to England, I'm changing my ways and the company I keep"?**

Ben Gunn was a pirate until another group of pirates marooned him on the island. When he says he's going to change his ways, he means that he is going to stop being a buccaneer. When he says he will change the company he keeps, he means that he will not associate with pirates anymore.

4. **Do you think Ben Gunn is a trustworthy character? Why or why not?**

Answers may vary, but students should support their opinions with evidence from the text. Students may say Ben Gunn is not a trustworthy character because he is a pirate and, so far in the text, it has become apparent that pirates are often disloyal and not trustworthy. Alternatively, students may say Ben Gunn is a trustworthy character because, after being marooned on an island, he has vowed to change his ways, stop

being a pirate, and live a more honest life.

5. **When Jim Hawkins and Ben Gunn see the Union Jack, why do you think Ben Gunn says, “That must be your friends”?**

Jim Hawkins and his fellow shipmates are British. Because the Union Jack is the British flag, it makes sense that Englishmen would fly it because England is part of Great Britain. Pirates do not often fly the flags of their homelands; they often fly the Jolly Roger.

6. **Based on what you have read, would you characterize buccaneers or pirates as trustworthy or not trustworthy? Why?**

Answers may vary, but students should support their position with evidence from the text. For example, buccaneers are not trustworthy people, as they lie, steal, and treat one another poorly. Marooning Ben Gunn on an island is an example of how buccaneers can be disloyal and not trustworthy. Ben Gunn wanting to take Captain Flint’s treasure is also an example of being disloyal, as that treasure does not belong to him.

7. **What significant events occur during this chapter?**

Answers may vary, but should include: Jim Hawkins meets Ben Gunn, a pirate who has been marooned on Treasure Island for three years; a mutiny takes place, leaving John Silver and his crew of pirates in charge of the Hispaniola and Jim Hawkins and his friends taking shelter in a stockade on the island.

Lesson 9: Chapter 6, “The Plan”

1. **For whom is the fight a success?**

The fight is ultimately a success for Smollett and his men, as Silver and his remaining pirates flee the scene.

2. **Why do you think Jim leaves the safety of the stockade and goes out on his own?**

Jim describes the stockade as stifling and wants to escape. The doctor goes out on his own, which gives Jim the idea to do the same. He decides to try to locate Ben Gunn’s boat. What he plans to do once he locates Ben Gunn’s boat is not entirely clear, but it seems as though he might try to get to the Hispaniola because he checks to see where the ship is located in relation to his spot on Treasure Island.

3. **When Jim reaches the Hispaniola, what does he find?**

Jim finds two pirates in what appears to be the aftermath of a fight between the two. Jim is not even sure the pirates are alive until Israel Hands opens his eyes and asks Jim for help.

4. **At the end of this chapter, who do you think has the upper hand, or have more power and control—Captain Smollett’s men or John Silver’s men?**

Answers may vary, but should be supported with evidence from the text. Students may say Captain Smollett’s men have the upper hand because they are victorious in the battle, are safe in the stockade, and are in possession of the map to the buried treasure, whereas most of John Silver’s men are now dead or wounded. Alternatively, students may say John Silver’s men have the upper hand because they are still in

control of the Hispaniola and could, therefore, sail off to safety, while Captain Smollett's men are stuck on the island.

Lesson 10: Chapter 7, ““Shiver Me Timbers””

1. **Jim seems much surer of himself in this scene than in earlier chapters. How does he show leadership on the Hispaniola?**

Answers may vary, but may include Jim acts fairly but authoritatively with Israel Hands. He gives him a drink and addresses him politely, as a gentleman or captain would. However, Jim also speaks confidently, telling Hands he will now take over the ship and be his captain. Jim takes charge of the situation, making him seem mature.

2. **Why does Hands say “I reckon I’ll have to give up”?**

Hands tries to trick Jim into thinking he will surrender, so he can surprise Jim by throwing the dagger when Jim is least expecting it.

3. **Why does Jim tell Silver he sabotaged the pirates’ plans, or caused them to fail?**

Jim wants to show Silver he is brave and clever in the hopes Silver will spare his life. Jim is proud that he outwitted the pirates, and he seems to relish the chance to tell his story.

Lesson 11: Chapter 8, “My Life Hangs in the Balance”

1. **Based on what Silver tells Jim, why is Silver protecting Jim?**

Based on what Silver tells Jim, Silver is protecting Jim because Silver has decided he is on the squire's side now. He says that Jim's speech showed him what sort of man Jim is and that the speech changes Silver's mind about what to do. Silver says that, in turn, he expects Jim to help him later.

2. **What is the reason Silver gives the other pirates for why he is protecting Jim?**

Silver tells the pirates he is protecting Jim because they'll need to use him as a hostage in order to bargain with the other men later.

3. **Why do the pirates decide not to go forward with their mutiny?**

The pirates decide not to mutiny when Silver produces the treasure map. They decide they still have an opportunity to retrieve the treasure if they continue on with Silver as their leader, so they decide not to mutiny.

Lesson 12: Chapter 8, “My Life Hangs in the Balance”

1. **In the second paragraph on page 72, how does the use of the phrase to feed the fishes contribute to the meaning of the passage in which it is used?**

C. The phrase suggests that if the men don't obey Silver, he will throw them in the ocean where they will become food for the fish.

2. **The idiom tit for tat means given in exchange for something equal or comparable. How does this apply to the story?**

This applies to the story in that Long John Silver tells Jim Hawkins that Silver will save Jim's life if Jim saves his life in return. Silver will protect Jim from his group of pirates,

but if he does, he expects Jim to protect him from Jim's group of honest men. He expects an even trade—protecting Jim's life in exchange for protection of his own life. (Page 73)

3. **In the conversation between Silver and Jim Hawkins, dialogue is used to show rather than tell what happens. What do we learn from that conversation?**

A. The doctor has given Flint's treasure map to Silver. (Page 73)

4. **At the end of the chapter, Silver says, "'Should be child's play to find the loot now!'" From the context of the sentence, will it be easy or hard to find the treasure?**

It will be easy to find the treasure. This is evident by the fact that Silver takes bearings with his compass and says, "There are three tall trees, and they are in the right line." The way he says this suggests that they have followed the map correctly and that the map and compass indicate that they are near the treasure, and the hard part is over. (Page 79)

Lesson 13: Chapter 9, "The Adventure Comes to an End"

1. **Whom do the pirates think they hear calling out?**

The pirates think they hear Captain Flint's ghost calling out.

2. **Why might the voice frighten the pirates?**

Because the pirates are superstitious, they are frightened at the thought of Captain Flint's ghost coming back to haunt them. They are searching for Captain Flint's buried treasure, which he intended to claim for himself before he died. It is possible they are concerned the ghost will hurt them or keep them from finding the treasure.

3. **Who do you think is a more trustworthy pirate in this situation—Ben Gunn or Long John Silver?**

Answers may vary, but students should support their opinions with evidence from the text. Some students may say Ben Gunn is more trustworthy because he helps Jim, the doctor, and the others defend themselves against the pirates and, to the reader's knowledge, has been honest with these men. Alternatively, students may say Silver is more trustworthy, as he does not kill or harm Jim when given the opportunity. He makes a deal with Jim to protect him and, to the reader's knowledge, has upheld that deal. He shoots George Merry, which suggests that he is indeed on the doctor's side as he says.

4. **Is the voyage to Treasure Island ultimately a success? Why or why not?**

Answers may vary, but students should support their opinions with evidence from the text. Some students may say the voyage is ultimately a success because the honest men find the treasure and most of them return home safely with a share of it. Alternatively, some students may say the voyage is ultimately unsuccessful because many of the men do not return from the island safely, and many men do not receive a portion of the treasure.

5. **A resolution or end is the last part of a story. It is a point in a story when the problem is resolved and the action calms. It is the point in which the**

reader learns of a story's outcome. What would you consider the resolution of Treasure Island?

The resolution of the story is when the adventure concludes and the men return home. Students may consider the scene in which the men meet back at Ben Gunn's cave to be the resolution; others may consider the scene in which the men return home to be the resolution.

Lesson 14: Chapter 9, "The Adventure Comes to an End"

1. **The phrase gentlemen of fortune is used a few times earlier in the story. To whom is Silver referring when he says "gentlemen of fortune"?**

Silver is referring to pirates when he says, "gentlemen of fortune."

2. **What do you think Silver means when he asks, "Have you ever heard of gentlemen of fortune turning their backs on that much money?"**

By asking this question, Silver means pirates would not and should not leave behind the possibility of finding so much money. He is saying they should continue on despite being scared.

Lesson 15: Morphology and Spelling

1. **How did Stevenson pass the time when he was sick in bed?**

He made up stories with the help of his nurse.

2. **Why did Stevenson wander over half the world?**

He was searching for a place that favored, or would be good for, his health.

3. **Where did Stevenson and his wife ultimately settle down?**

on an island in the South Pacific

4. **What did people think of Stevenson?**

He was liked wherever he went because of his graceful, charming ways and his sincerity.

Unit quiz key

1. d 2. c 3. c 4. c 5. a 6. c 7. b 8. b 9. a 10. b 11. b 12. a