SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

TEACHERS' GUIDE

Henry and the Buccaneer Bunnies

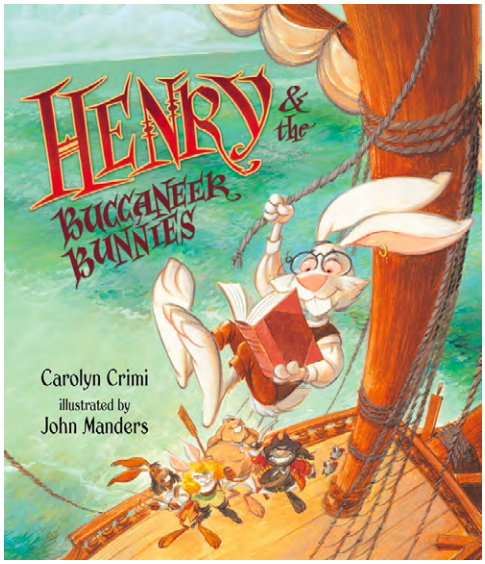
SUGGESTED GRADE LEVEL: K - 2nd



Watch Jessica Chastain read this story at storylineonline.net.

SYNOPSIS

Step aboard, buccaneers and book lovers! On the Salty Carrot sails a wild, rowdy band of Buccaneer Bunnies, led by Barnacle Black Ear, the baddest bunny brute of all time. His son, Henry, would rather read books than shout "Shiver me timbers!" or make prisoners walk the plank, even if it means swabbing the decks as punishment. But when a crashing, thrashing, bashing wildcat of a storm threatens them all, will Henry and his landlubbin' library save the day?



THEMES IN THE STORY

- Individuality
- Inner Strength
- Resilience
- Knowledge
- Resourcefulness
- Problem-Solving
- Acceptance
- Helping Others
- Teamwork



Written by: Carolyn Crimi
Illustrated by: John Manders
Published by: Candlewick Press
Read by: Jessica Chastain
Suggested grade level: K - 2nd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with an emphasis on comprehension and making connections among ideas and between texts, with a focus on textual evidence.

The standards listed below are for 1st and 2nd grades, but can be adapted to kindergarten students.

BEFORE VIEWING

Standard: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- What do you see the rabbits wearing or holding? Do real rabbits act like pirates? Why or why not?
- A "buccaneer" is a pirate. What might be funny about bunnies acting like pirates?
- Which rabbit on the cover do you think is Henry? How does he look different from the other pirates?
- What do you already know about what pirates do on a ship?
- Henry loves reading books more than anything else. What is your favorite book or topic to read about?
- Have you ever had to do chores or homework when you really wanted to play or read a good book? What happened?

DURING VIEWING

Standard: *CCSS.SL.1.2, CCSS.SL.2.2*

Objective: Watch the story and answer the following questions. Invite students to ask their own questions about the story.

Procedure: Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- Why is Barnacle Black Ear upset that Henry likes to read books? *(1:59)*
- How do you think Henry feels when the other bunnies make fun of his reading? What clues help you know? *(2:51)*
- Henry notices signs that a storm is coming. What do you think will happen if the crew does not listen to him? *(4:03)*
- Look closely at the illustrations. What is Henry packing into the treasure chests? Why? *(4:11)*
- How have Henry's books helped the bunnies survive on the island? *(6:03)*
- How do the other bunnies treat Henry at the end of the story? How is this different from the beginning? *(7:01)*

AFTER VIEWING

Standard: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Students will participate in collaborative discussions with partners to demonstrate their understanding of key events, characters and themes in the story.

Procedure: Students will discuss the following questions with their carpet or desk partners. Remind students to take turns, listen carefully and build on their partner's ideas. Encourage students to respond with phrases such as "I agree because…" or "I would add…"

- What makes Henry different from the other buccaneer bunnies? Why is this difference important to the story?
- What major problem does the crew face during the storm? How does Henry use what he has learned from books to help?
- How does the crew's opinion of Henry change from the beginning to the end? Why does it change?
- What might have happened if Henry had not saved his books?
- How might you feel if others did not appreciate something you loved? What could you say or do?
- What can we learn from Henry and his crew about appreciating each other's strengths?

READING RESPONSE

Standard: *CCSS.RL.1.3, CCSS.RL.2.3*

Objective: Students will compare Henry and Barnacle Black Ear and describe how they respond to a challenge, using details from the story.

Materials:

- Reading response journal
- Pencils

Procedure:

1. Read this prompt aloud to students:

   How are Henry and Barnacle Black Ear alike and different? Describe what each character does when the crew is stranded on the island. Use details from the story.

2. Allow students time to discuss their ideas with a partner or the class. Encourage them to share examples from the story.

3. Have students write a response in their reading response journals, using details from the story to explain how Henry and Barnacle Black Ear are alike and different and how they respond to the challenge.

Note: Younger students may use sentence stems to help them get started: When the crew is stranded, Henry _____. Barnacle Black Ear responds by _____.

READING – RETELL THE ADVENTURE

Standard: *CCSS.RL.1.2, CCSS.RL.2.2*

Objective: Students will retell the beginning, middle and end of *Henry and the Buccaneer Bunnies*, including key details, and identify a lesson from the story.

Materials:

- Headband strips *(page 11)*
- Paper pirate hats *(pages 12-13)*
- Paper bunny ears *(page 14)*
- Small paper books *(page 15)*
- Story sequence labels *(page 16)*
- Crayons, scissors, tape or glue

Characters:

- **Henry**: A bunny who loves reading and uses what he learns to help others.
- **Barnacle Black Ear**: Henry's father and captain of the ship named Salty Carrot, who believes Henry should act more like a pirate.
- **Crew Bunnies**: Pirates who do not initially appreciate Henry's interest in books.

Procedure:

1. Introduce the main characters and their traits, then assign roles to students. Provide or invite students to create simple props, such as paper pirate hats, paper bunny ears or small paper books. Students can color and cut out the provided templates to make their props.
2. Students may work in small groups, with several students sharing a role. Have them introduce themselves as Henry, Barnacle Black Ear or a crew bunny using words and actions that show their character's personality (e.g., *"Shiver me timbers!"* vs. *"I'd rather finish this chapter."*).
3. Retell the beginning – **The Conflict**. Ask students what Henry enjoys doing and how Barnacle Black Ear and the crew feel about his love of books. Then have them act out Henry reading and the other bunnies reacting.
4. Retell the middle – **The Storm**. Ask students to describe what happens when the storm arrives and what Henry saves. Have them act out the storm, Henry saving his books and the crew becoming stranded on the island.
5. Retell the end – **The Resolution**. Ask students how Henry uses what he has learned to help the crew and how this changes the bunnies' feelings about books. Have them act out Henry helping the crew and the bunnies learning to appreciate reading.
6. Discuss the lesson. Ask students what the story teaches us and encourage them to support their ideas with an event from the story.

Optional Adaptation: Instead of acting, students may draw one picture for each part of the story, place the pictures in order and use them to retell the story to a partner. Students can use sentence stems such as "In the beginning, ..." "In the middle, ..." and "At the end, ..." to narrate the scenes, then use "One lesson from the story is...." to share what they learned.

WRITING – MY ISLAND SURVIVAL PAGE

Standard: *CCSS.W.1.2, CCSS.W.2.2*

Objective: Students will write and illustrate a page for a class survival guide, introducing a useful skill, organizing the steps with sequence words such as *first*, *next*, *then*, *after that* and *finally,* and providing a closing statement.

Materials:

- **My Island Survival Page** worksheet *(page 17)*
- Pencils
- Crayons, colored pencils or markers

Procedure:

1. Ask students to imagine they are stranded on an island with Henry and the buccaneer bunnies. Explain that each student will create a page for a class survival guide titled *101 Things to Do on a Desert Island*.
2. Discuss how Henry uses knowledge from books to help the crew, then brainstorm useful skills students could explain, such as making a shady resting spot or organizing supplies. Help students choose a topic and review the information they need to explain it.
3. Have students give their page a creative title that names their skill, such as *"How to Make a Shady Resting Spot," "How to Organize Island Supplies"* or *"How to Protect Books from Water."* Students will introduce the skill and write simple instructions using words such as *First*, *Next*, *Then* and *Finally*. Encourage them to include helpful facts and explain any unfamiliar words.
4. Ask students to finish their page with a closing sentence explaining how their skill helps the crew, such as "Now the bunnies have a shady place to rest!"
5. Have students illustrate their pages by drawing Henry or the crew trying their skill. Invite them to share their work, then compile the finished pages into a class survival guide.

Optional Support: Students may explain their steps aloud before writing or use sentence stems such as "First, you will...." and "This helps the crew because...."

MATH – PIRATE MATH

Standard: *CCSS.1.MD.C.4, CCSS.2.MD.D.10* – Organize, represent and compare data using picture and bar graphs. Answer questions about totals and how many more or fewer items are in each category, and solve simple addition and subtraction problems using the graphs.

Objective: Students will sort and count treasure items, record their findings and use graphs to compare quantities.

Materials:

- Shoeboxes or small containers labeled **"Henry's Treasure Chest"**
- Plastic coins, gems and carrot counters or paper cutouts *(pages 18-20)*
- **Shipwrecked Treasure** counting and sorting recording sheet *(page 21)*
- **My Treasure Graphs** (picture and bar graphs) *(pages 22-23)*
- Pencils and crayons
- Optional: Connecting cubes or same-size blocks

Preparation: Fill each treasure chest with a mixed collection of coins, gems and carrots. Use up to 20 items total per chest, and provide one chest for each pair or small group.

Procedure:

1. Ask students to imagine they are helping Henry and the crew organize treasure recovered after the storm. Give each pair or small group a treasure chest.
2. Have students sort the treasure into three categories: gold coins, gems and carrots. Students will count the items in each group and record the quantities using tally marks and numerals. Have students fill in the ten-frames to show each amount.
3. Have students create a picture graph showing the number of items in each category, using one picture to represent one item. Second-grade students will also create a bar graph, coloring one box for each item.
4. Ask students to use their graphs to discuss which item they have the most of, which they have the fewest of and whether any categories have equal amounts. Have them find how many more or fewer items are in one category than another. Ask a take-away question, such as "If you remove two gems, how many gems remain?"
5. Invite students to find the total number of treasure items and explain how they counted or added the groups. Partners can check their answers by counting the objects together.

Optional Building Extension: Invite students to recreate Henry's two-story hut using connecting cubes or same-size blocks. Challenge students to build a model island shelter that is 10 cubes tall in total and 6 cubes wide. Have students practice nonstandard measurement by counting the cubes to check the shelter's height and width, then share how they built it.

SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER – OUR CLASSROOM CREW

SEL Focus: This activity supports the CASEL competencies of Self-Awareness, Social Awareness and Relationship Skills. Students will identify their strengths and interests, appreciate others' abilities and explore how they can contribute to their classroom community.

Objective: Students will identify a personal strength or interest and design a superpower cape explaining how they can use it to help their classroom community.

Materials:

- **My Superpower Cape** worksheet *(page 24)*
- Pencils
- Crayons

Procedure:

1. Discuss how Henry uses what he learns from books to help the crew after the storm. Ask students what makes Henry a helpful crew member and how his interest in reading helps others.
2. Explain that everyone has strengths and interests that can help a team. These are our everyday "superpowers." Brainstorm examples, such as listening, drawing, solving problems, organizing or including others.
3. Model an example: "My superpower is drawing. I can use it to help my classroom crew by making signs for our supplies." Have students choose one strength or interest and complete the sentence starters on their capes: "My superpower is...." and "I can use it to help my classroom crew by...." Students may write independently or dictate their responses to an adult.
4. Invite students to color their capes and draw a picture showing how they use their superpower to help others.
5. Have students share with a partner or participate in a gallery walk. Discuss how their different strengths make the classroom crew stronger. Display the capes together under the title "**Every Strength Helps Our Crew!**"

ART – MY PERSONAL PIRATE FLAG

Art Connection: Students will create artwork using symbols to represent their interests, share the meaning behind their designs and explore how art can express personal experiences.

Objective: Students will design a pirate flag using symbols and colors to represent things they love.

Materials:

- **My Personal Pirate Flag** worksheet *(page 25)*
- Pencils
- Crayons

ART – CONTINUED

Procedure:

1. Explain that a symbol is a picture that represents an idea, object or interest. Invite students to brainstorm things they love, such as books, toys, games, sports, family, pets or drawing.
2. Have students choose several favorites and create symbols to represent them on their flags. For example, a book might show a love of reading or a paw print might represent a pet.
3. Invite students to draw and color their flags, choosing colors and designs that make each flag personal.
4. Take students on a "pirate tour" of the classroom to view one another's flags. Have students explain one symbol on their flag and notice interests they share with classmates.
5. Display the flags on a bulletin board titled "Meet Our Classroom Crew!" or compile them into a class book.

SCIENCE – THE PIRATE TREASURE FLOAT CHALLENGE

Science Connection: Create a model showing how an object's shape helps it solve a problem and compare test results to identify the strengths and weaknesses of two designs.

Objective: Students will design, build and test two foil boats, then compare how much treasure each boat holds while floating.

Materials:

- **Pirate Treasure Float Challenge** recording sheet *(page 26)*
- Aluminum foil cut into equal-sized squares, with two squares per pair or group
- A tub or large bowl of water
- Pennies to represent pirate treasure
- Pencils
- Towels for spills

Procedure:

1. Connect the activity to *Henry and the Buccaneer Bunnies* by discussing how pirates transport treasure across the sea. Ask students how they could build a boat that floats while carrying a heavy load.
2. Give each pair or group one square of aluminum foil. Have students sketch a boat design, then fold and shape the foil to create it. Encourage them to consider the boat's bottom, sides and space for treasure.

SCIENCE – CONTINUED

Procedure:

3. Have students place their boats in the water and gently add pennies one at a time, spreading them evenly across the bottom. Students will count how many pennies their boats hold before tipping or sinking. Record the last successful count, excluding the penny that caused the boat to tip or sink.
4. Discuss what students noticed during testing. Ask which parts of their designs worked well and what they could change to help their boats hold more treasure.
5. Give students a fresh foil square of the same size. Have them sketch and build a second design, then repeat the test using the same pennies and loading method.
6. Have students compare their results and explain which design held more treasure. Encourage them to describe how changes to the boat's shape affected its performance and share evidence from their tests.

Discussion Questions:

- What happened as you added more treasure?
- How did you change your second boat?
- Which design held more pennies? How many more?
- What would you try next?

Teacher Note: For first and second grades, focus on floating, sinking, boat shape and how the load is spread out. Students can explore these ideas through observation without needing formal definitions of density or surface area.

Headband Strips

Decorate each headband and then cut out the strips.
Join three or four strips with tape, overlapping the ends.
Fit loosely around the child's head and tape closed. Attach the hat or ears.
Adult help is recommended for cutting and fitting.

TAPE		TAPE

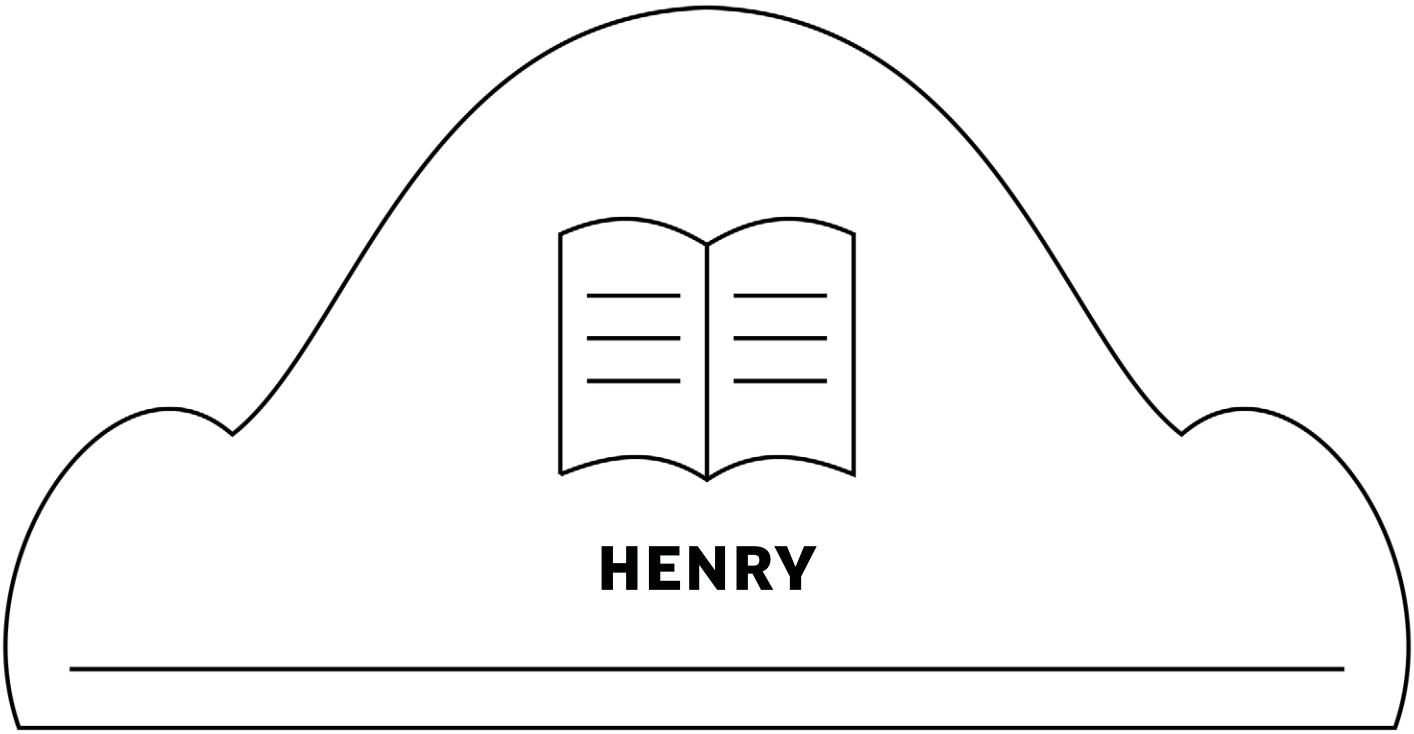
TAPE		TAPE

TAPE		TAPE

TAPE		TAPE

Paper Pirate Hats — Henry

Color and cut around the outside edge. Tape the hat to a headband from page 11. For a sturdier hat, print on cardstock or glue it to construction paper.

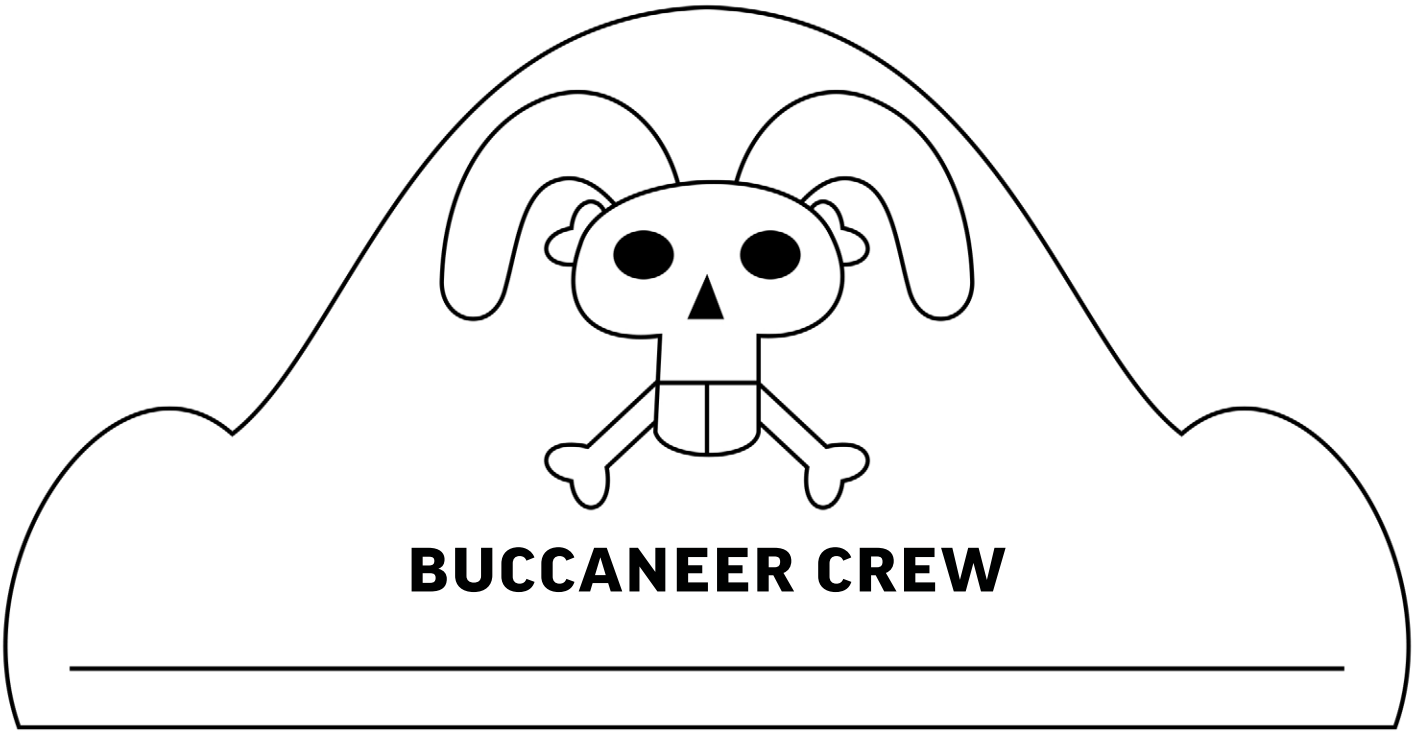


Paper Pirate Hats —
Barnacle Black Ear & Crew

Color and cut around the outside edge. Tape the hat to a headband from page 11.
For a sturdier hat, print on cardstock or glue it to construction paper.



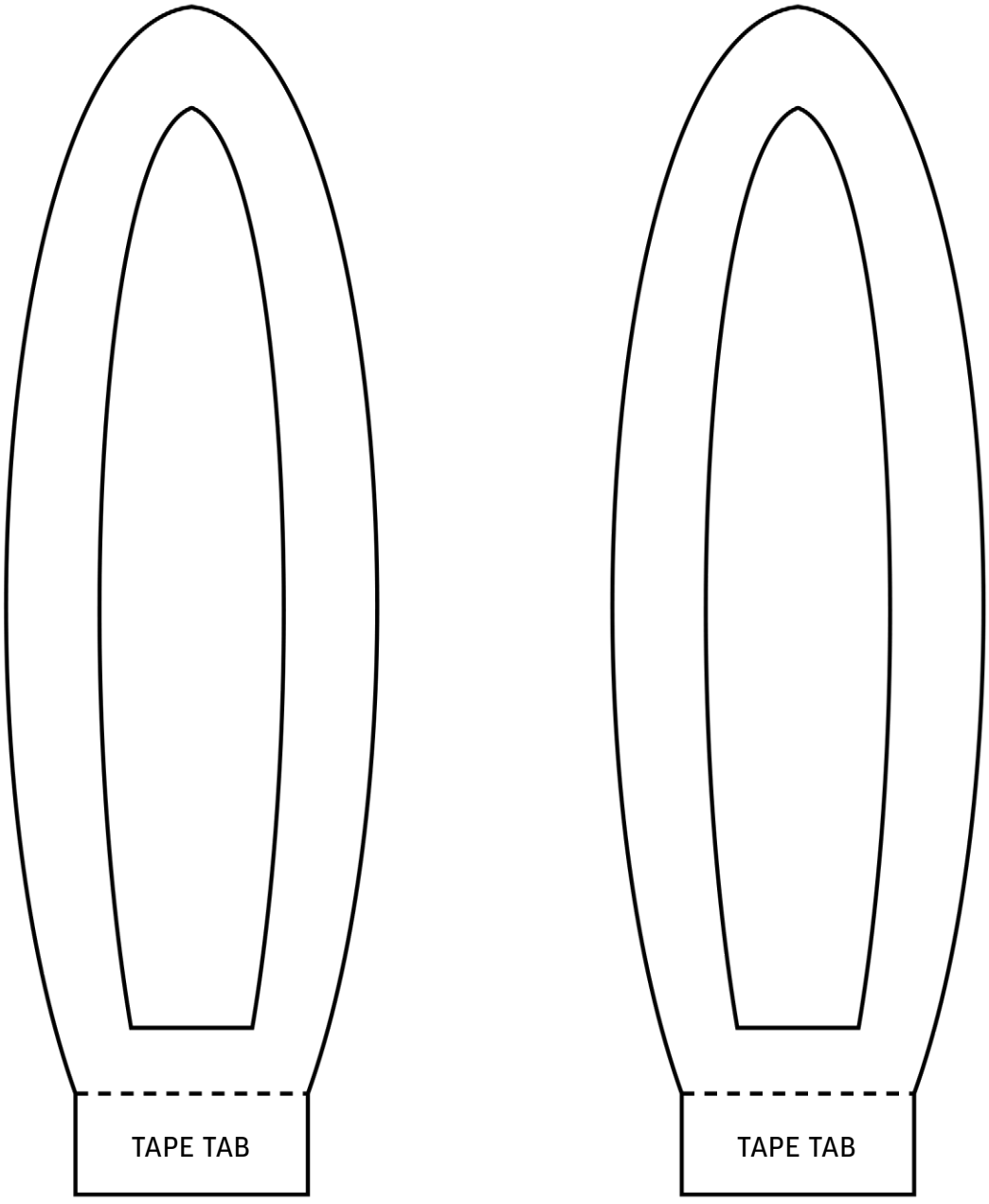
BARNACLE BLACK EAR



BUCCANEER CREW

Paper Bunny Ears

Color and cut out both ears, including the bottom tabs. Tape the tabs behind a headband from page 11. Add a pirate hat if you like. For sturdier ears, print on cardstock or glue them to construction paper.



Small Paper Books

Cut around each rectangle. Fold on the dashed line with the cover facing out.
Draw or write inside to show something Henry could learn from a book.

BACK COVER - Draw a picture.

MY BOOK

Title:

_____

By:_____

BACK COVER - Draw a picture.

MY BOOK

Title:

_____

By:_____

Story Sequence Labels

Cut out the three cards. Place them in order to guide your retelling.
Use the space on each card to draw or write a key event.

BEGINNING

Who is in the story? Where are they? What is the problem?

MIDDLE

What happens next? What challenge does the crew face?

END

How is the problem solved? What do the characters learn?

Name: _____ **Date:** _____

My Island Survival Page

Teach Henry and the crew a useful skill. Write the steps in order.
Then draw a picture and explain how your skill helps.

My Title: **How To** _____

This page will teach you how to _____

DRAW HENRY OR THE CREW TRYING YOUR SKILL.

First, _____

_____

Next, _____

_____

Then, _____

_____

Finally, _____

_____

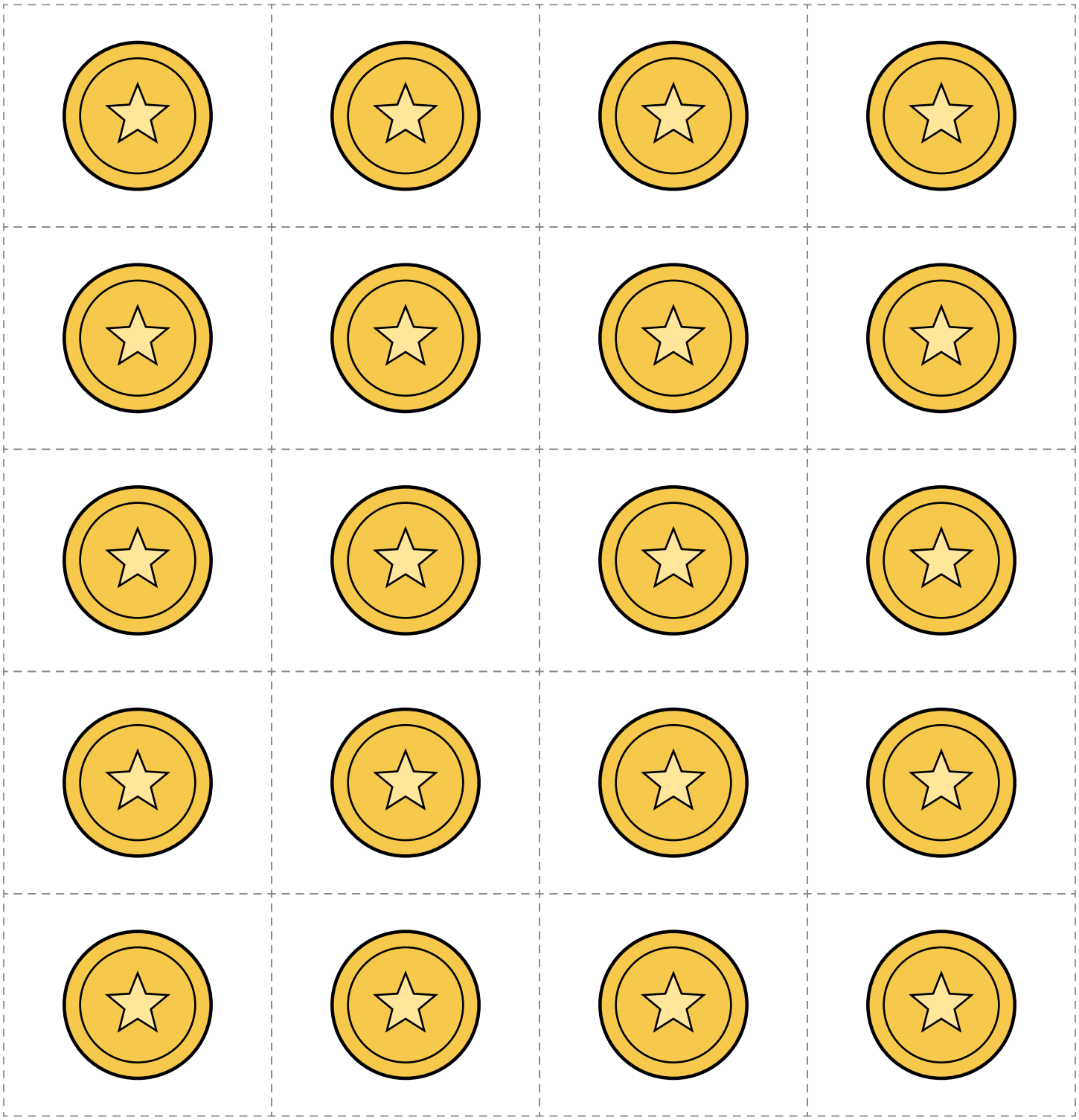
This helps the crew because _____

_____

_____

Cutout Counters — Gold Coins

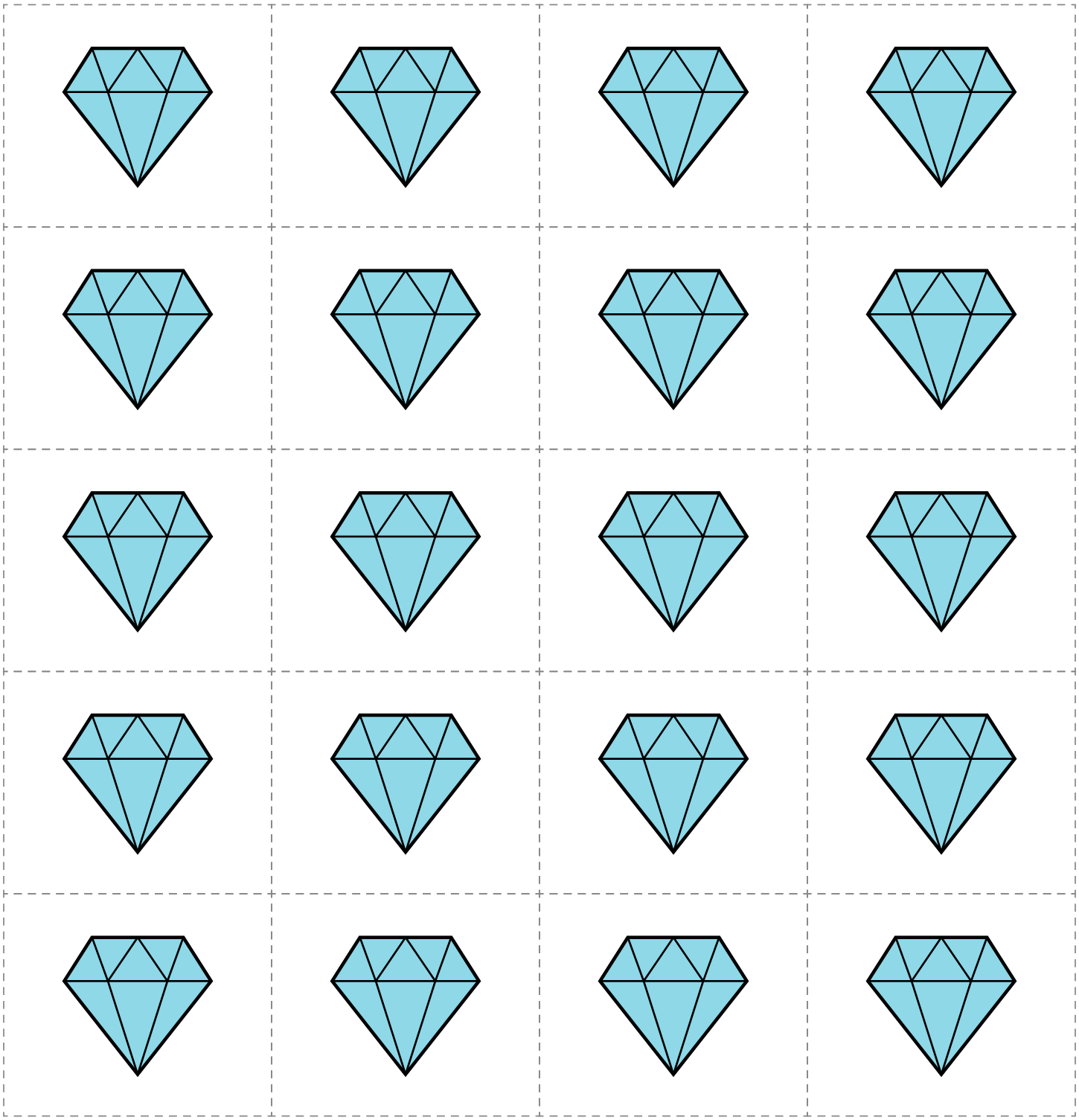
Cut along the dashed lines to make 20 counting cards. For shape cutouts, you may cut around each item instead. Adult help may be needed.



20 counters per page. Print extra copies as needed. Cardstock works well.

Cutout Counters — Gems

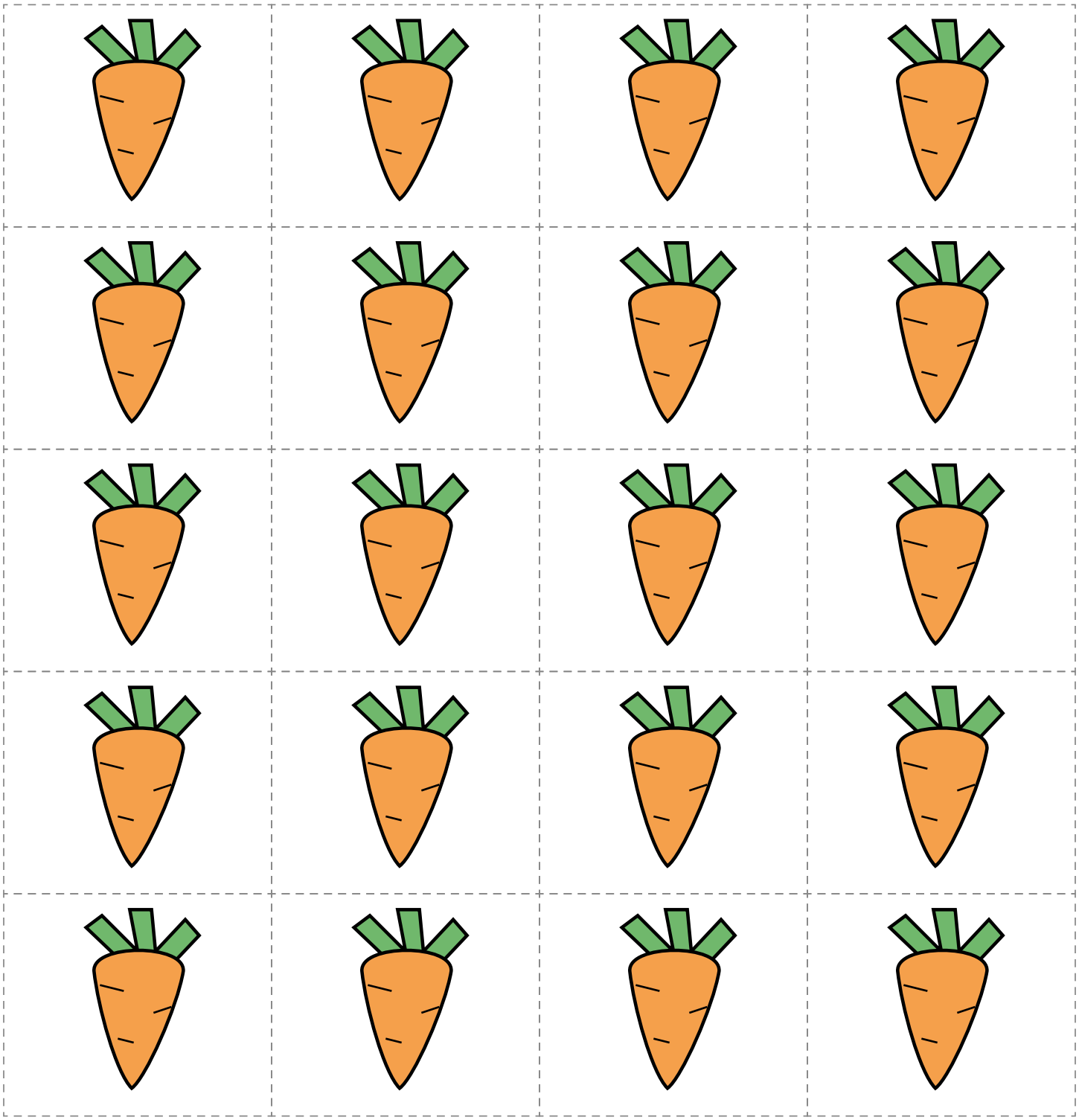
Cut along the dashed lines to make 20 counting cards. For shape cutouts, you may cut around each item instead. Adult help may be needed.



20 counters per page. Print extra copies as needed. Cardstock works well.

Cutout Counters — Carrots

Cut along the dashed lines to make 20 counting cards. For shape cutouts, you may cut around each item instead. Adult help may be needed.



20 counters per page. Print extra copies as needed. Cardstock works well.

Name: _____ **Date:** _____

Shipwrecked Treasure

Sort your treasure. Count each group and record tally marks and a total.
Color one box for each item. Fill the top row of each ten-frame first.

GOLD COINS

Tally marks **Total**

Show your count. Each full frame holds 10.



GEMS

Tally marks **Total**

Show your count. Each full frame holds 10.



CARROTS

Tally marks **Total**

Show your count. Each full frame holds 10.



Name: _____ **Date:** _____

My Treasure Picture Graph

Draw one small picture in each box for each item you counted.
Fill the top row from left to right, then fill the bottom row.

KEY: 1 picture = 1 item

GOLD COINS

GEMS

CARROTS

Which type of treasure did you count the most of? _____

Which type of treasure did you count the fewest of? _____

How many pieces of treasure are there altogether? _____

Name: _____ **Date:** _____

My Treasure Bar Graph

Use your totals to color one box for each item. Start at the bottom.

KEY: 1 box = 1 item



Which type of treasure did you count the most of? _____

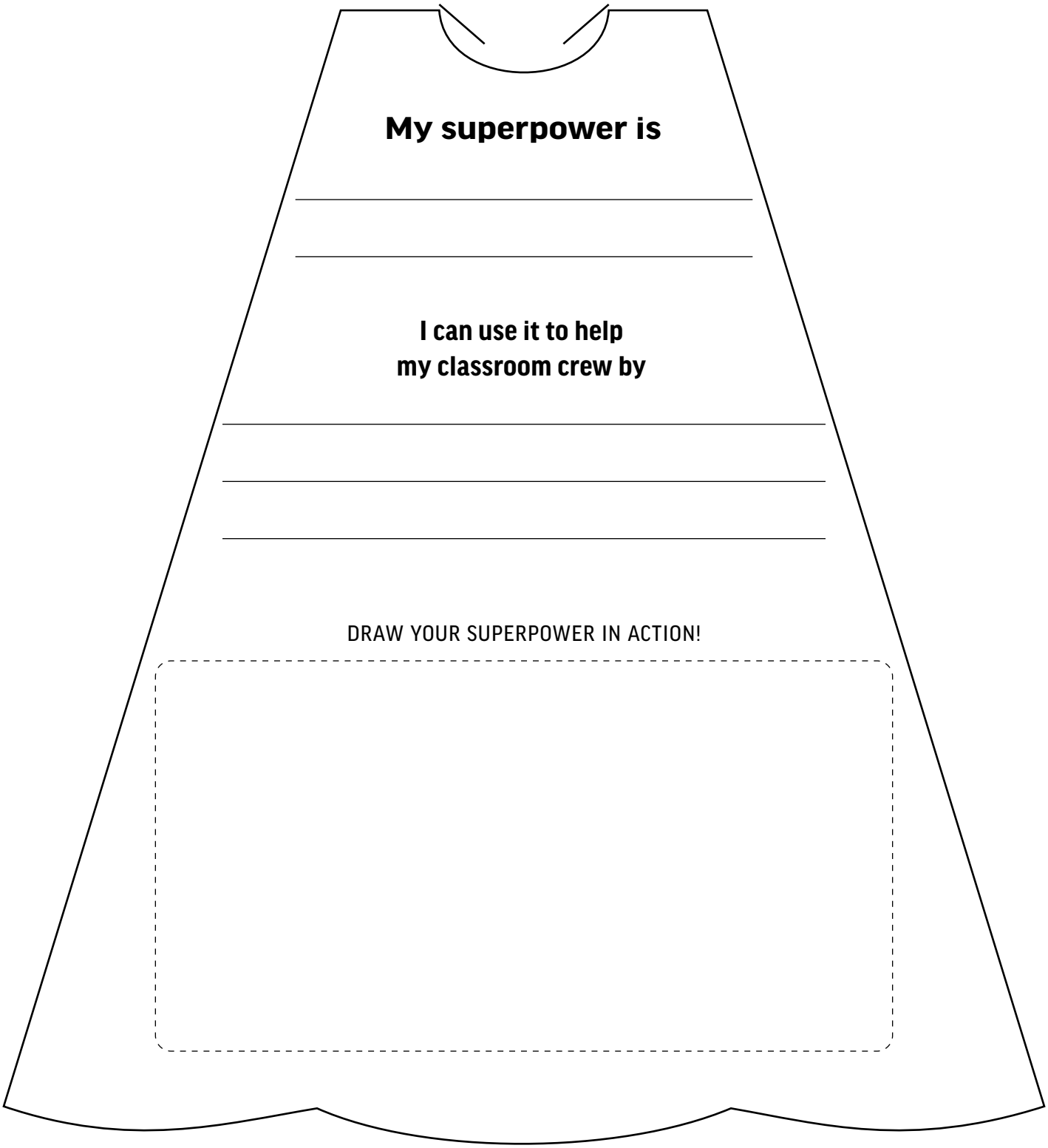
Which type of treasure did you count the fewest of? _____

How many pieces of treasure are there altogether? _____

Name: _____ **Date:** _____

My Superpower Cape

Henry uses his love of books to help his crew. What do you do well or enjoy? Finish the sentences. Draw your superpower in action and color your cape.



My superpower is

_____

_____

I can use it to help my classroom crew by

_____

_____

_____

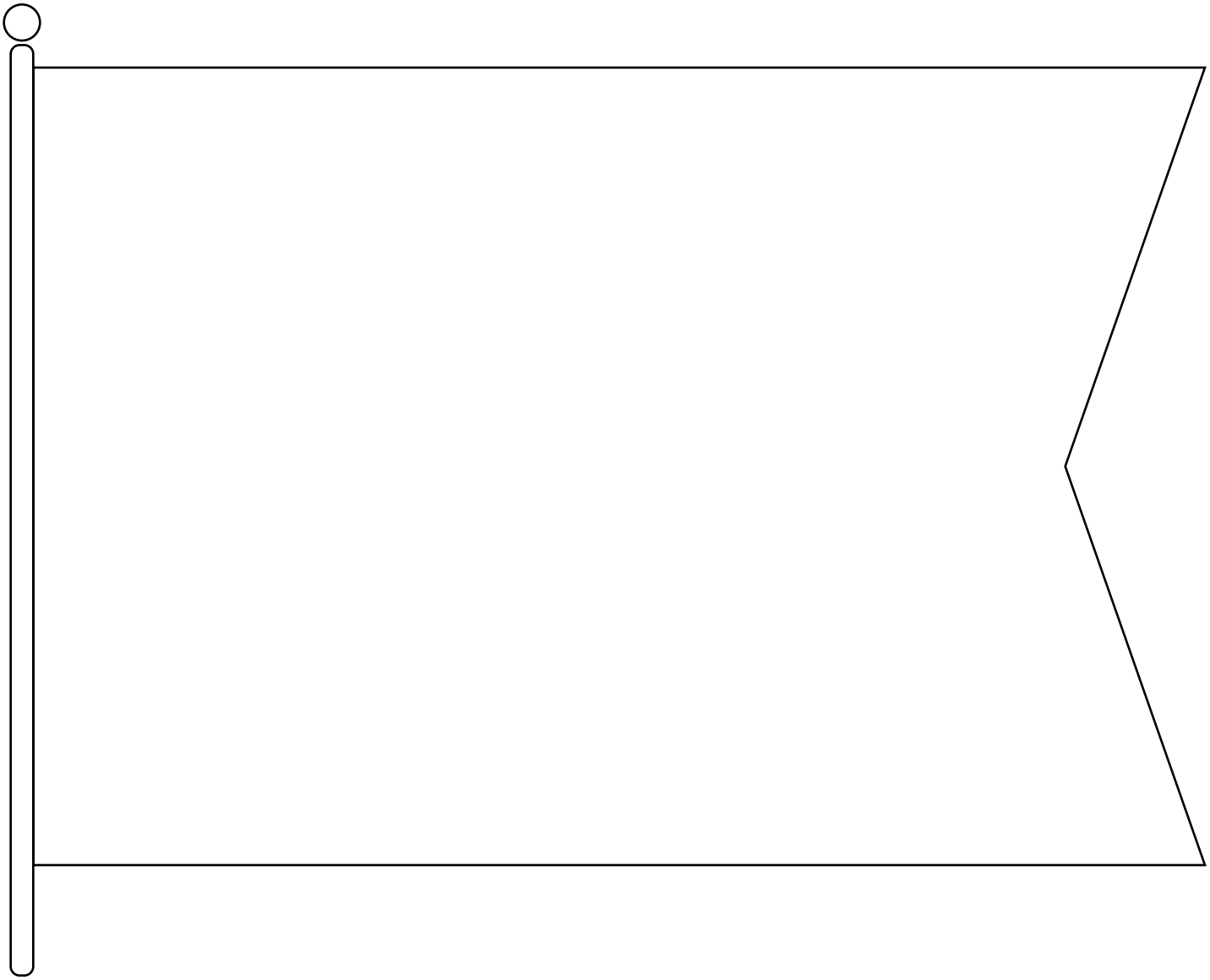
DRAW YOUR SUPERPOWER IN ACTION!

EVERY STRENGTH HELPS OUR CREW!

Name: _____ Date: _____

My Personal Pirate Flag

What do you love? Fill your flag with pictures and symbols that show your favorite things. Color your flag, then share what your symbols mean!



Tell About Your Flag

One symbol on my flag is _____

It represents _____

Name: _____ **Date:** _____

Pirate Treasure Float Challenge

Draw each boat. Record how many pennies it holds while floating.
Do not count the penny that makes your boat tip or sink.

BOAT 1

Draw your design.

Pennies held before tipping or sinking:

_____ pennies

BOAT 2

Draw your design.

Pennies held before tipping or sinking:

_____ pennies

What did you change for Boat 2?

_____

_____

COMPARE YOUR RESULTS

Which boat held more pennies? Check one.

☐ **Boat 1** ☐ **Boat 2** ☐ **They held the same amount.**

How many more pennies did it hold? _____

If the counts are the same, write 0.

What helped your boat float or made it tip or sink?

_____

_____

ABOUT **THIS GUIDE**

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children's literature, engaging students as they listen to expressive read-alouds.

Suggested story-related activities in this guide are aligned with ELA Common Core Standards.

ABOUT **STORYLINE ONLINE®**

The SAG-AFTRA Foundation's Emmy® Award-winning children's literacy program, Storyline Online®, streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views worldwide every month.

Visit Storyline Online® at storylineonline.net to see more stories.

ABOUT **THE SAG-AFTRA FOUNDATION**

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large with our signature children's literacy program.

Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs.

Visit **sagaftra.foundation** to learn more.

STORYLINE ONLINE IS PRESENTED BY

SAG-AFTRA
FOUNDATION