



Pirate Patch and the Box of Bones

Author **Rose Impey** / Illustrations **Nathan Reed** / 32 pages / Book Series **Pirate Patch**
Activities by Rebecca Place

Objectives

- To understand and enjoy the main idea of the story.
- To teach how to talk about a variety of emotions.
- To teach the concept of superstitions.

Word bank

Key vocabulary

Nouns:

- bad luck
- a boat
- buried treasure
- lightning
- a skeleton
- superstitious

Key Structures:

- to be on fire
- to bury treasure
- to dig a hole

Tips and ideas

Before reading

• K - W - L Chart

Elicit and write on the board what students *know* about pirates, what they *want to know* and what they have *learnt* (return to the chart after reading).

During reading

Discuss safety at sea and how dangerous it is for sailors (and pirates!) when there is a storm at sea. As the dangers come up in the story, pause and discuss them - what would your students do in these situations?

After reading

Pets - Patch has two clever pets, Granny Peg loved her pet parrot a lot.

Do your students have pets?

What can their pets do?

What happens to them when they die?



Teacher support activities

Great Games: Mystery Box

Prepare a big cardboard box with a lid, and fill it with a variety of objects – toys, classroom objects, vegetables, etc. (enough for at least one per student).

The students come to the front of the class and put their hand into the box and try to guess what they are touching. You could pre-teach: "It feels like a...", "It's heavy / smooth / cold / made of metal", "I think it's a...".

Once they have all had a turn, you could play Kim's Game with a selection of the items (putting about 10 of them out on a table and giving the students 2 minutes to memorise the objects, then you cover the table and they have 1 minute to write down or draw as many of the objects as they can remember).

CLIL link: Superstitions

The pirates in the story are very superstitious about carrying bones on their ships.

- What other superstitions do your students know about?
- Some countries have different superstitions – think about black cats in the UK (they bring good luck!) and in Spain (they bring bad luck!). Can they find out about any more?
- Do any of your students have lucky numbers? You could talk about Friday (UK) / Tuesday (Spain) 13th; the Chinese number 4 / even numbers; etc.
- Do they have any lucky charms? Think about rabbit's feet, four-leaf clovers, etc.
- Do they know any superstitious people? What about footballers and tennis players!

Tell your students to go home and ask their parents and friends about their superstitions.

In groups they can prepare a short presentation (with images and realia) about their findings.

English Theatre: Guided role-play

Imagine you are on *The Little Pearl* during the storm.

"The sea is rough.

The rain is pouring.

The wind is blowing hard.

- Hold on tight!

The thunder is rumbling.

The lighting flashes.

The sail is on fire!

The ship is full of water!

- Scoop out the water!

- Repair the ship!

The wind dies down.

The waves grow calmer.

The rain stops.

- Phew! You're safe at last!"

- Students could add sounds (clapping, shouting, music) to the dramatisation.
- Teacher – remember to use the tone, pace and loudness of your voice to convey the drama!