

Objectives

- To understand and enjoy the main idea of the story.
- To teach how to talk about a variety of means of communication.
- To teach how to talk about feelings like being worried or nervous.

Word bank

Key vocabulary

Nouns:

- an anchor
- a castaway
- a hut
- an island

Key structures:

- to be tied up
- to bump into someone
- to dig a tunnel
- to send an S.O.S.

Tips and ideas

Before reading

- **Means of Communication:** Make a class collage of different means of communication by asking your students to bring in pictures and cuttings from magazines and advertisements of phones, emails, Post-Its, newspapers, mouths, notebooks, etc.

Talk about the differences and similarities between the different ways of communicating.

How do they prefer to communicate with their friends?

During reading

- **Feeling worried and nervous:** Who is Patch worried about during the story? Discuss the various scenes with your class.
 - How would your students feel if they found a message like the one Patch sees in the bottle?
 - How would they feel if they were trapped and knew the pirates wanted to trap their mum and dad as well?

- How did Patch feel when poor Pierre the Parrot was sent off with the message...and didn't come back?

After reading

- **Writing messages to each other:** Look at the messages Bones and Jones wrote giving instructions to Patch and his mum and dad.

- In pairs write messages to other pairs giving instructions.

- Then, everyone sits in a big circle. Put the messages into the centre of the circle - maybe in a hat or bag.

- Next, each pair takes turns to pull a message from the hat and follow the instructions.

(e.g. Go to the window! / Sing a pirate song! / Stand on one leg and count to fifteen!)

Teacher support activities

Great Games: Word snakes

This activity is a fun way to revise the story's key vocabulary.

- Split your class into two teams.
- Students take turns coming out to the board to add words to a giant word snake. Their team can give them ideas.
- If they use a word from the story, they get 2 points.
- If they use a word not in the story, they get 1 point.
- If their spelling is wrong, they get no points, but the other team has the chance to correct the spelling mistake for 1/2 a point.

e.g. PatchHuTraPeGrannYesterdaYohohOuTunneL.....

CLIL link: Castaways

This activity will help learners understand the concept of *castaway* and make links with other stories.

- What famous castaways have your students heard of?
e.g. Robinson Crusoe, *Superviventes* (TV series)
- What would they need to do / find if they were stranded on a desert island?
- Groups make lists of provisions they would need (e.g. knives), foodstuffs they could find on the island (e.g. mangoes), things they would have to make (e.g. a hut, clothes) and skills they would need (e.g. lighting a fire).
- How would they try to be rescued? (e.g. smoke signals, using mirrors, writing messages in big stones on the beach).
Draw a picture of the scene.

English Theatre: Intonation and Improvisation

Look through the story at all the things the characters say - how do they say them?

Practise with your students saying the utterances loudly and softly, angrily and happily, quickly and slowly.

Pirate Patch: "Shivering Sharks!"

Bones: "Be quick!"

Pirate Patch: "Why? Why? Why?"

Jones: "Don't be slow!"

Granny Peg: "This is no life for heroic pirates like us."

Bones & Jones: "Or your friends will be fish food!"

Pirate Patch: "Fish and Chips!"

Bones: "This is my best plan ever!"

Pirate Patch: "Yo, Ho, Ho!"

Jones: "This is my best plan ever!"

Pirate Patch: "Pull up the anchor! Pull up the sail! Let's go!"

Portside the Dog: "Woof, woof!"

Bones: "Tee, hee, hee!"

Pirate Patch: "What a dog!"

Jones: "What a good plan!"

Mum: "Their names are Bones and Jones."

Bones: "We have your little boy and his granny. Bring us all your gold and treasure...OR...!!!"

Mum: "Do you know them?"

Granny Peg: "I don't think so."