



# Pirate Patch and the Fastest Ship on the Sea

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 superlatives.

## Word bank

### Key vocabulary

#### Nouns:

- a bay
- a cabin
- a compass
- a sandbank

#### Verbs:

- to sail

#### Adjectives:

- bossy / bossiest

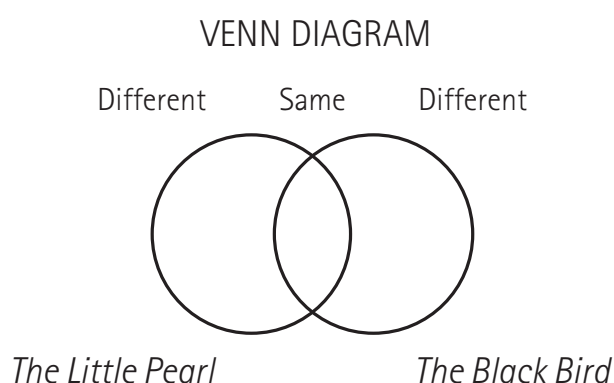
#### Key Structures:

- to be too busy doing something
- to get stuck on / between
- to have a headache

## Tips and ideas

### Before reading

Use a Venn diagram to elicit the differences and similarities between the two pirate ships in the story.



### During reading

The teacher elicits the different actions Patch and Poppy take to try to escape from the enemy pirates and encourages the class to talk about other possible ways they could get away from the bigger, faster ship.

### After reading

- **"Pass the Feeling":** Put a selection of flashcards with words (and images) for feelings into a bag.

Students sit in a circle and take turns pulling out a card and miming the feeling to the student on their left.

This student then turns to face the student on their left and again mimes the feeling.

When the mime has gone around the whole circle (in silence!) the feeling can be named.

# Teacher support activities

## Great Games: Granny Peg's Footsteps

Someone is Granny (or Grandpa) Peg and stands at the far end of the room, with their back turned to the rest of the group. The rest of the group stands at the opposite end of the room in a line.

They have to sneak up on Granny, but at any point, Granny Peg can turn around. When she does, everyone has to freeze! Anyone seen moving by Granny is either 'out' or sent back to the beginning again.

## CLIL link: Geography and Coastlines

The pirates in the story encounter various different geographical features. The class is now a gang of pirates drawing their own treasure map.

- Introduce / elicit the features (rocks, sandbanks, bays).
- Find maps / photos / plans of coastlines and annotate.
- Add more features (lighthouses, cliffs, beaches, quicksand, etc.).
- Draw the different proposals by students.

Make groups. Each one decides where the treasure is and guides the other groups through the map using the vocabulary learnt.



## English Theatre: Personalised Retelling

In groups, students look at a series of pages from the story and each student takes a different scene.

They look up words that they do not know and take notes if they need to.

They then take turns retelling the story without reading the text, using only the illustrations and the notes they have made for themselves.

e.g.

### Scene 1

They always fight about who is the captain of the ship, but Pirate Patch always wins.

Today Granny Peg has a headache, listening to their fighting. She decides to go down to her quiet cabin. Pierre the Parrot and Portside the Dog go down with her.

Patch and Poppy aren't watching Granny. They are too busy fighting about the ship's compass... and the telescope... and the maps!

Patch and Poppy are too busy fighting and *The Little Pearl* keeps sailing. Now they don't know where they are.

### Scene 2

*The Little Pearl* is sailing fast but *The Black Bird* is faster.

"I know what to do!" Poppy tells Patch. "Sail in a figure of eight!"

Pirate Patch doesn't want to do what Poppy says, but he doesn't have a better plan. He sails his ship in a figure of eight and *The Little Pearl* goes faster than *The Black Bird*. "You see!" she says, smiling.

### Scene 3

But soon *The Black Bird* is close behind them again. "I know what to do!" Poppy tells Patch. "Sail into that bay!"

Pirate Patch doesn't want to do what Poppy says, but he doesn't have a better plan. He sails his ship into the small bay...

...but before Poppy can smile and say "You see!", *The Black Bird* is even closer behind them!

This time Pirate Patch has a better plan!