

Pirate Jack

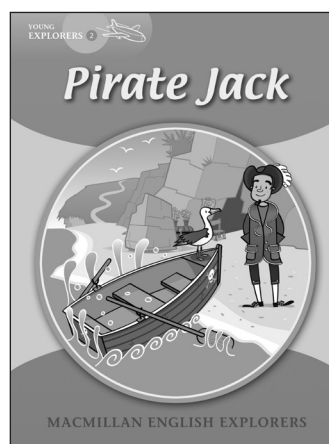


The story

Pirate Jack lives in a cave next to the sea. One day his boat hits a rock and makes a big hole in it. Pirate Jack cannot mend his boat. He is very sad and sits on the beach day after day looking at his broken boat. His clothes get dirty, his hair and beard become untidy. Then he hears some children playing on the beach. When he speaks to them they run away. The children tell the people in the town about Pirate Jack. They are all scared except for two children called Dan and Amy. They look for Pirate Jack. When they find him, Pirate Jack tells them about his boat. Dan and Amy look for some wood and help Pirate Jack mend his boat. They cut Jack's hair and his beard, and wash his clothes. Pirate Jack has a bath and soon he looks neat and tidy again. Then Dan and Amy made some posters inviting people to Pirate Jack's Beach Party. The party is great fun. A lot of people come and Pirate Jack takes them out in his boat.

Introduce the book

The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.

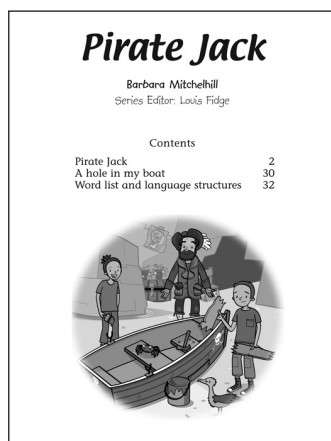
- Point to the picture on the cover. Ask *Where is it? What is in the sea? Is it a nice boat? What colour is it? What type of boat is it?* (a rowing boat) *What is sitting in the boat?* Elicit the type of bird from the children (seagull). Then ask *Who does the boat belong to? Who is the man?* and elicit that he is Pirate Jack. If necessary, read the title again.
- Ask *Is Pirate Jack happy? What is he wearing?* Encourage the children to use colour words when they describe his clothes. Then ask *Does he look nice? Are pirates good or bad? What do pirates do?*
- Then ask *Where does Pirate Jack live?* and elicit suggestions from the class. Point out the cave in the background and the pieces of furniture etc. and establish that Jack lives in the cave on the beach.
- Ask *Why is the story called Pirate Jack? What will Pirate Jack do? What will happen in the story?*
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Ask *What page does the story start on?*
- Tell the children to look at the picture. Ask *Which one is Pirate Jack? Does he look different? What is different? Does the seagull look different?* If necessary let them look back at the cover artwork to compare.
- Then ask *What are the children doing?* Point out the paint brush and the hammer and nails. Ask *Why are they mending the boat? What happened to it?* and encourage the children to guess what might happen to Jack's boat in the story.



Pirate Jack Track 4

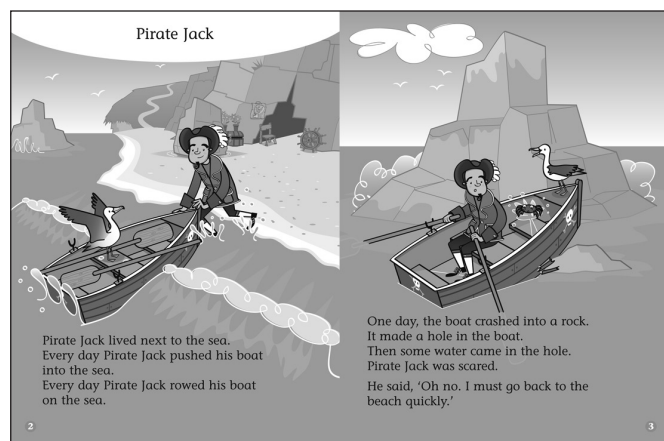
The story can be played at any time.

The contents page



- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you.

Pages 2 and 3



Word list

a, back, beach, boat, came, crashed, day, every, go, he, his, hole, I, in, into, it, Jack, lived, made, must, next, no, Oh, on, one, pirate, pushed, quickly, rock, rowed, said, scared, sea, some, the, then, to, was, water

Language summary

past simple tense, prepositions, adjectives, *must*

Preparation

Wordcards: 1, 15, 17, 20, 21, 28, 32, 36, 43, 50, 57, 58, 61, 63, 64, 69, 71, 76, 81, 86, 89, 91, 97, 98, 99, 105, 108, 110, 113, 115, 119, 123, 124, 130, 134, 138, 144, 149, 151, 165, 166, 169, 170

Materials

a picture of a beach (make sure the sea is easy to see)

Before reading

- Before looking at the pages, teach *sea, boat, rock, hole, water, beach* and *scared*. Hold up the picture of the beach. Ask *Where is this?* and elicit *beach*. Write *beach* on the board and encourage the children to repeat it after you. Point to the sea and ask *What is this?* Write *sea* on the board and encourage the children to repeat.

- Ask *Is the sea wet or dry? What is the sea?* and elicit *water*. Write *water* on the board and encourage the children to repeat it after you.
- Draw a simple picture of a boat on the board. Ask *What is it?* and elicit *boat*. Write the word on the board and encourage the children to repeat it after you. Ask *Where can we go on boats? Have you been on a boat? When? What kind of boat was it?*
- Write *rock* and *hole* on the board and explain what they mean. Ask *Is it dangerous when a boat hits a rock? Why? What will happen?* Encourage the children to use *hole*.
- Finally mime being scared and elicit the word from the children. Write *scared* on the board. Ask *What are you scared of?*
- Point to the words on the board. Ask *Which two words have got the sound /i:/ in? (sea, beach) What letters make the sound? (ea).*
- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 2. Ask *Where is Pirate Jack? What is he doing? (pushing his boat into the water) Is the boat big or small? What is it made of?* Explain again that it is a rowing boat. Then ask *What animal is in the boat? (the seagull)*
- Ask *Can you remember where Jack lives? (in the cave) What can you see in his cave?*
- Then ask *What is in the sea?* and elicit that there is a big rock in the sea.
- Tell the children to look at the picture on page 3. Ask *Is Jack happy? Why not? What happened? (Jack crashed his boat into the rock and made a hole in it.) What is coming into the boat through the hole? Is that good or bad? Why is it bad? What will happen?*

During reading

- Read the title again. Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Jack.
- Ask *Can you see the word sea? Can you see the word boat? Can you see the word rock? Can you see the word water? Can you see the word hole? Can you see the word scared? Can you see the word beach?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words, e.g. *pushed*, *rowed* and *crashed*. Explain what *every day* means. Ask *What do you do every day?* and encourage the children to answer using *Every day I ...*
- Invite two children to be the narrator and Jack. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on both pages. Say the following sentences and encourage the children to complete them:
Pirate Jack lived next to the ...
Every day, Pirate Jack pushed his ... into the sea.
Every day Pirate Jack ... his boat on the sea.
One day, the boat crashed into a ...
It made a ... in the boat.
Then some ... came in the hole.
Pirate Jack was ...
He said, 'I must go back to the ... quickly.'

After reading

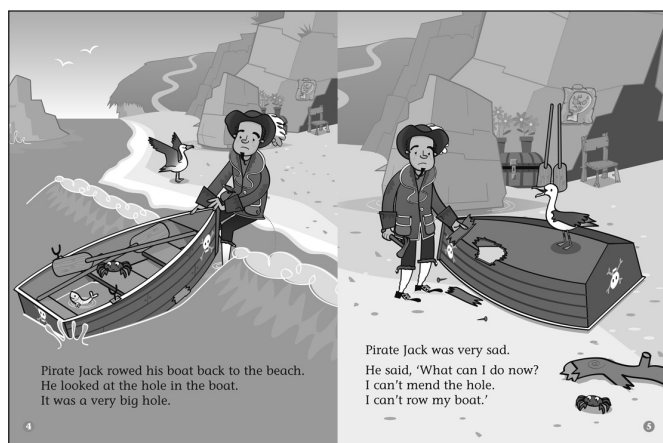
- Invite eight children to the front of the class. Give each child a wordcard in random order. Use: *Pirate, Jack, lived, next, to, the, sea*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Pirate Jack lived next to the sea*. When the children are in the correct order, write the sentence on the board. Repeat this with other sentences, if appropriate.
- Write *Every day Pirate Jack rowed his boat on the sea*. on the board and ask the class to read it. Rub out *rowed his boat on the sea*. Ask the children what other things Jack might do every day. Complete the sentence with some of their suggestions.
- Write *The boat crashed into a rock*. on the board and ask the class to read it. Rub out *The boat* and write in *The car*. Ask the children to read the new sentence. Elicit other forms of transport that could be used instead of *boat* and *car* and write them in the sentence. Elicit what else they might crash into, e.g. *a wall, a house, a bridge* etc.
- Write *next to, into, on, in* on the board. Ask the children to make up one sentence for each preposition.
- Write *pushed* and *quickly* on the board. Ask *What is the opposite?* for each word (*pulled, slowly*).
- Ask *What will happen? Will Jack get back to the beach? What will happen to the boat?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 37 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

a, at, back, beach, big, boat, can, can't, do, he, his, hole, I, in, it, Jack, looked, mend, my, now, pirate, row, rowed, sad, said, the, to, very, was, what

Language summary

past simple tense, prepositions, adjectives, *can*, possessive pronouns

Preparation

Wordcards: 1, 12, 15, 17, 19, 20, 22, 24, 33, 50, 57, 58, 61, 63, 69, 71, 79, 84, 87, 94, 105, 114, 115, 118, 119, 134, 144, 148, 149, 157, 165, 166, 167, 169, 170

Before reading

- Before looking at the pages teach *sad*, *mend* and *row*. Mime being sad and encourage the class to be sad, too. Say the word and encourage the children to repeat it after you. Write *sad* on the board.
- Write *mend* on the board and explain what it means. Ask *When do we have to mend things?* (when they're broken).

- Mime rowing a boat. Say *row* as you mime it. Write the word on the board. Encourage the children to mime it with you and say it. Ask *Who rows a boat?* and elicit that Pirate Jack rows his boat.
- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 4. Ask *Were you right? Did Jack get back to the beach? Is he happy? What is he doing to the boat?* (pulling it out of the water) *What is in his boat?* (water, a fish, a crab) *What is in the side of Jack's boat?* (a hole) *Where is the seagull now?* (on the beach).
- Tell the children to look at the picture on page 5. Ask *Is Jack happy? What is he holding?* (a hammer and a piece of wood) *What is he trying to do?* (mend the boat.) *Is he wet or dry? Can he go in his boat now? Why not?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Jack.
- Ask *Can you see the word sad? Can you see the word mend? Can you see the word row?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions and make sure the children know that *can't* means *cannot*.
- Invite two children to be the narrator and Jack. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 4. Say the following sentences and encourage the children to complete them:
Pirate Jack rowed his ... back to the
He looked at the ... in the boat.
It was a very ... hole.
- Tell the children to look at the text on page 5. Ask *Why was Jack sad?* and encourage the children to read his reasons on the page (I can't mend the hole. I can't row my boat.).
- Say *Find the word boat. How many can you see?* (3). Repeat for: *very* (2), *the* (4), *was* (2), *can't* (2), *hole* (3), *I* (2), *he* (2).
- Ask *How many sentences can you see?*
How many questions can you see? Elicit why we use full stops and question marks.
- Ask *What will Jack do now? Will he mend his boat? Will he buy a new boat?*

Wordcard activities

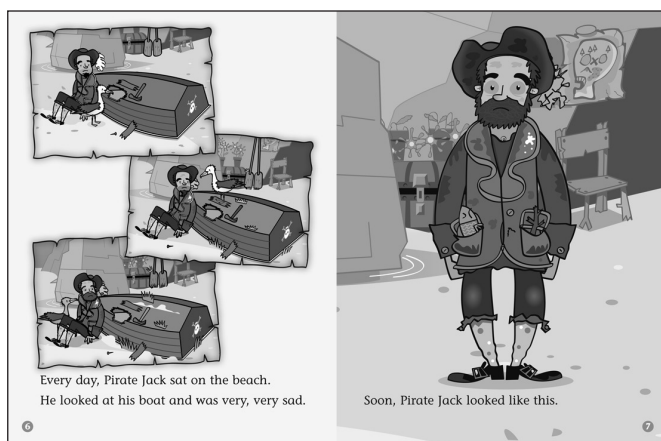
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 38 in the Comprehension and Vocabulary Workbook.

After reading

- Write *Pirate Jack rowed his boat back to the beach.* on the board and ask the children to read it. Rub out *rowed* and write in *drove*. Rub out *boat* and *beach* elicit from the children what words could go in the spaces, e.g. *car, bus, motorbike; shops, house, school, park* etc.
- Write *sad* and *big* on the board and elicit the opposites from the children.
- Play the word-changing game with any of the CVC words on pages 4 and 5, e.g. *his, sad, can, big*. Write the word on the board. Ask the children to read it. Then say each individual sound in the word, e.g. (/h/ /i/ /z/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /hɪz/ encouraging the children to repeat after you. Rub out the *s* and write in a *t*. Encourage the children to read the new word. Then rub out the *h* and write in an *s* and ask the children to read it (*sit*). Continue changing one letter at a time to make new words.

Pages 6 and 7



Word list

and, at, beach, boat, day, every, he, his, Jack, like, looked, on, pirate, sad, sat, soon, the, this, very, was

Language summary

past simple tense, adjectives

Preparation

Wordcards: 7, 12, 17, 20, 32, 36, 50, 57, 71, 75, 79, 98, 105, 118, 131, 134, 143, 148, 149, 165, 166

Before reading

- Tell the children to open their books to pages 6 and 7.
- Tell the children to look at the pictures on page 6. Ask *Who can you see? What is he doing? Why is he sitting next to his boat? Why is he sad?*
- Point to the first picture and ask *Is he clean or dirty? Is the seagull clean or dirty?* Then point to the second picture. Ask *Is Pirate Jack better now? Is he clean now? Can you see the flowers? Are they still pink? Why not?* and elicit that Jack hasn't given them any water. Finally point to the final picture and ask *Are Pirate Jack and seagull clean now? What has Jack got on his face? Why? Are the flowers OK? Why not? Is the boat still red? What colour is it now?*

- Explain that the pictures show us what happened to Jack over a period of time, e.g. a week or two weeks. Ask *Why is this happening to Jack?*
- Tell the children to look at the picture on page 7. Ask *How does Jack look now? What has he got in his pockets?* Tell the children to look back at Jack on pages 2 and 3. Put them into pairs to compare the two pictures. Then ask *What is different?* (he is dirty, the feather in his hat is grey, his socks are grey, he has got a beard and long hair). Explain that this is how Jack ended up looking. Ask *Is it good or bad? Do you feel sad for Jack? Why?*

Extra activity

Talk about how we might look if we did not change our clothes or wash for a long time.

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word beach? Can you see the word sad?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *soon*.
- Invite different children to read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 6. Say the following sentences and encourage the children to complete them:
... , Pirate Jack sat on the
He looked at his ... and was very, very

- Elicit from the children what *very* does to an adjective (it emphasises an adjective, makes it more than just the adjective).
- Tell the children to look at page 7. Ask *Which two words have two letter os in the middle? Do they sound the same? (no) Which word sounds the same as moon? Which word sounds the same as cooked?*
- Ask *How many commas can you see?* Elicit why we use commas.
- Ask *What will happen to Jack? Will he mend his boat now? What will he do?*

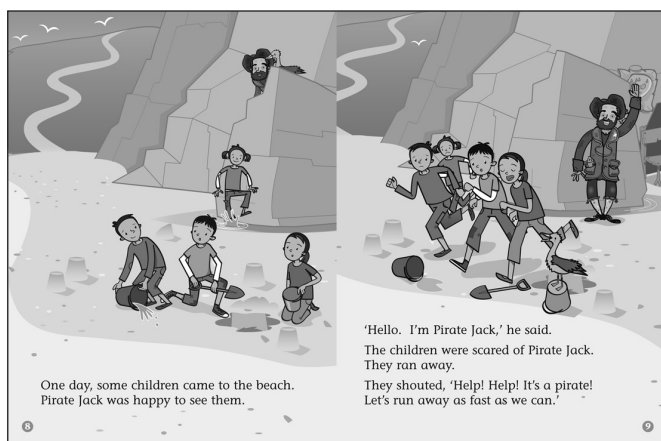
Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

After reading

- Invite seven children to the front of the class. Give each child a wordcard in random order. Use: *Pirate, Jack, sat, on, the, beach*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Pirate Jack sat on the beach*. When the children are in the correct order, write the sentence on the board.
- Rub out *beach* and ask the children to suggest other words that could replace it and still make sense, e.g. *chair, sand* etc.
- Write *every* on the board. Ask the children to read it. Elicit what things they do every day to make sure they don't look like Pirate Jack (wash, put on clean clothes, brush hair etc.) Rub out the *e* at the beginning of the word and ask the children to read the word that is left (*very*).
- Play some word games with the children. Write *sat* on the board. Rub out the *s* and ask the children to read the word that is left.
- Play the word-changing game (see page 6, **After reading**) with *sat*.
- Write *day* on the board. Change its first letter to make other words, e.g. *pay, say, lay, way*.

Pages 8 and 9



Word list

a, as, away, beach, came, can, children, day, fast, happy, he, hello, help, I'm, it's, Jack, let's, of, one, pirate, ran, run, said, scared, see, shouted, some, the, them, they, to, was, we, were

Language summary

past simple tense, adjectives, present simple tense, *Let's*, comparison *as ... as*

Preparation

Wordcards: 1, 10, 14, 17, 21, 22, 25, 32, 38, 47, 49, 52, 54, 62, 70, 71, 74, 96, 99, 103, 105, 111, 116, 119, 123, 125, 126, 130, 135, 136, 142, 144, 149, 152, 156, 165, 166, 168, 169, 170

Before reading

- Before looking at the pages, teach *children*. Write it on the board and encourage the children to read it. Elicit what it means or, if necessary, explain what it means. Then ask *How many children are in the room?* and count together.
- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 8. Ask *How many children are sitting on the sand? What are they doing? How many children are in the water? What is she doing? How many boys can you see? How many girls can you see? Are they happy? Can you see Pirate Jack? Where is he? Can the children see him? Where is the seagull? Is Pirate Jack happy or sad?* Ask the children to suggest why he is happy.
- Tell the children to look at the picture on page 9. Ask *What is Jack doing? What are the children doing? Why are the children scared? What have they done with their buckets and spade? Where is the seagull?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Jack and the children.
- Ask *Can you see the word children? Can you see the word beach? Can you see the word scared?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions. Make sure the children know that *Help!* is an exclamation and that the children are calling for someone to help them.
- Invite two children to be the narrator and Jack. The rest of the class can be the children. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 8. Ask the following questions and encourage the children to refer to the text for their answers:
Who came to the beach?
Was Pirate Jack happy or sad to see the children?

- Say *Find the word* them. *Who is them?* and elicit that it refers to the children.
- Tell the children to look at page 9. Ask:
What did Jack say?
Did the children like Jack?
What did they do?
What did they shout?
- Say *Find the word* they. *Who is they?* and elicit that it refers to the children. Repeat for *he* (Jack).
- Elicit why we use speech marks in English.
- Say *Find the word* pirate. *How many can you see?* Repeat for: *children, they, away, as.*
- Ask the children to find some opposites on the pages. Ask *Which word means the opposite of sad?* Repeat for: *goodbye, slow.*
- Write *children* on the board. Ask *What sound does it start with?* (/tʃ/). Brainstorm any other words beginning with /tʃ/ that the children know (cheese, chocolate). Repeat with /ʃ/ and *shouted* (sheep, shop).
- Play the word-changing game (see page 6, **After reading**) with *ran*.
- Write *fast, scared, pirate* and *shouted* on the board. Put the children into pairs and see how many small words they can find inside each word (as, are, ate, shout, out).
- Ask *What will happen next? What will Jack do? What will the children do?*

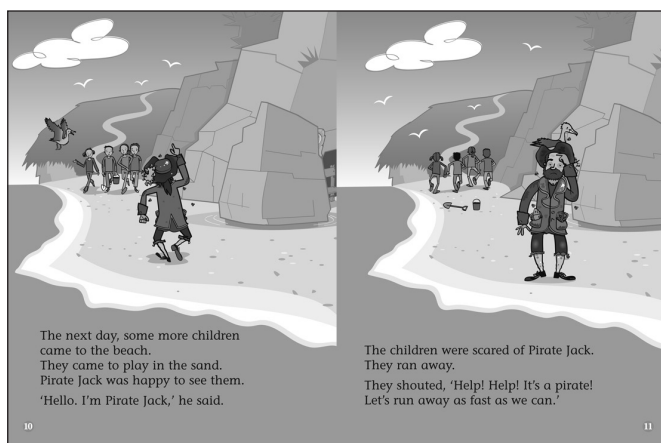
Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

After reading

- Write *Some children came to the beach.* on the board and ask the class to read it. Rub out *children* and ask the class to suggest other words that could go in the space, e.g. *women, men, boys, girls, dogs, etc.*
- Put the children into small groups. Write *Hello. I'm (your name).* on the board. Introduce yourself by reading it to the children. Rub out your name and write in a child's name. Ask that child to read the greeting. Ask the children to imagine that they do not know each other. Encourage them to introduce themselves to each other using the greeting on the board. If you wish, you can encourage them to add *What's your name?*
- Write *Help! Help! It's a pirate!* on the board and ask the class to read it. Rub out *pirate* and ask the children to tell you things that they are scared of that could go in the space, e.g. *spider, snake, etc.*
- Do page 39 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



Word list

a, as, away, beach, came, can, children, day, fast, happy, he, hello, help, I'm, in, it's, Jack, let's, more, next, of, pirate, play, ran, run, said, sand, scared, see, shouted, some, the, them, they, to, was, we, were

Language summary

past simple tense, adjectives, present simple tense, *Let's*, comparison *as ... as*

Preparation

Wordcards: 1, 10, 14, 17, 21, 22, 25, 32, 38, 47, 49, 52, 54, 62, 63, 70, 71, 74, 85, 89, 96, 103, 105, 106, 111, 116, 119, 120, 123, 125, 126, 130, 134, 135, 136, 142, 144, 149, 152, 156, 165, 166, 168, 169, 170

Materials

some sand

Before reading

- Before looking at the pages, teach *sand* and *play*. Hold up the sand and say *sand*. Encourage the children to repeat it after you. Write *sand* on the board. Ask *Where can you see sand?* and elicit *beach*. Ask *What do you do with sand on the beach?*
- Write *play* on the board and encourage the children to read it. Elicit what it means.

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 10. Ask *Who can you see on the beach? How many children can you see? Are they surprised? Why? What is Jack saying?* and elicit suggestions from the children. Then ask *Where is the bird?*
- Tell the children to look at the picture on page 11. Ask *What are the children doing? Why are they running away? What did they drop? Is Jack sad or is he thinking? What is he thinking about?* and elicit suggestions from the class.

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for the children and Jack.
- Ask *Can you see the word children? Can you see the word beach? Can you see the word sand? Can you see the word play?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *the next day*.
- Invite two children to be the narrator and Jack. The rest of the class can be the children. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 10. Ask the following questions and encourage the children to refer to the text for their answers:
*When did some more children come to the beach?
What did they come to do?
Was Pirate Jack happy or sad to see the children?
What did he say?*

- Tell the children to look at the text on page 11. Ask:
Did the children like Jack?
What did they do?
What did they shout?
- Put the children into pairs. Ask one child to turn back to pages 8 and 9 and read them. Ask the other to read pages 10 and 11. Ask *What words are different?* and encourage the children to compare the pages together.
- Point to different words at random and ask the children what they say.
- Ask *Why was Pirate Jack happy to see the children?* Remind them that Pirate Jack lived on his own and probably did not see many people. Talk about people who live on their own and the problem of loneliness.
- Ask *What will happen next? What will Jack do? What will the children do?*

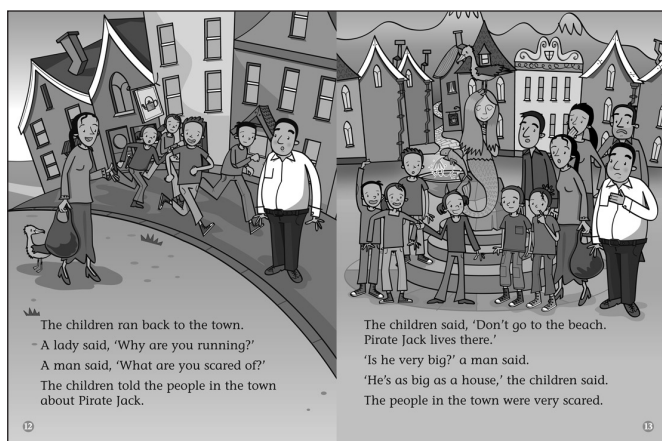
Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

After reading

- Invite eight children to the front of the class. Give each child a wordcard in random order. Use: *The, children, were, scared, of, pirate, Jack.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The children were scared of Pirate Jack.* When the children are in the correct order, write the sentence on the board.
- Rub out *Pirate Jack* and ask the class to suggest other things to go in the space, e.g. *spiders, snakes, the bird* etc.
- Write *day, play* and *away* on the board. Ask *What letters are the same? Do they sound the same?* Elicit other *ay* words from the children, e.g. *pay, way, say, stay* etc.

Pages 12 and 13



Word list

a, about, are, as, back, beach, big, children, don't, go, he, he's, house, in, is, Jack, lady, lives, man, of, people, pirate, ran, running, said, scared, the, there, to, told, town, very, were, what, why, you

Language summary

past simple tense, present continuous tense, *Wh* questions, present simple tense, adjectives, comparisons as ... as

Preparation

Wordcards: 1, 2, 3, 8, 10, 15, 17, 19, 25, 34, 43, 49, 51, 59, 63, 66, 71, 73, 77, 82, 96, 101, 105, 111, 117, 119, 123, 134, 135, 139, 144, 145, 146, 148, 156, 157, 159, 163, 165, 166, 167, 169, 170

Before reading

- Before looking at the pages, teach *town*, *people* and *lady*. Write one word on the board at a time and elicit or explain what it means. Ask *How many people are in this room?* and count with the children. Then ask *Is there a lady in this room?* (you, if you are a female teacher) *What is the opposite of lady?* (man). Then elicit the names of some local towns from the children.

- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 12. Ask *Where are the children? How do you know it's the town? Are the children still scared? What is the lady saying?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 13. Ask *Are the children still running? What are they doing? What are they saying to the people?* and elicit suggestions from the children. Then ask *Are the people scared? How many children are there now? Are they all talking or are some listening with the people? Where is the bird?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the word town? Can you see the word lady? Can you see the word man? Can you see the word people?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *as big as a house*. Make sure the children understand that *don't* is the contraction of *do not* and *he's* is the contraction of *he is*.
- Invite three children to be the narrator, the lady and the man. The rest of the class can be the children. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 12. Say the following sentences and encourage the children to complete them:
The children ran back to the
The children told the people in the town about
- Ask *What did the lady say? What did the man say?* and encourage the children to read the text inside the speech marks. Elicit why we use speech marks.
- Tell the children to look at the text on page 13. Ask:
Why did the children say, 'Don't go to the beach'?
What did the man ask?
What did the children say?
How did the people feel?
- Ask *Which word on page 12 sounds the same as Jack?* (back).
- Say *Find the word children. How many can you see?* Repeat for: *town, said, people, man, big, scared.*
- Ask *How many questions can you see?* Count the question marks to check.
- Write *house* and *about* on the board. Ask *What letters are the same? Do they sound the same?*
- Write *told* on the board. Rub out the *t* and elicit other letters to add the beginning to make new words, e.g. *c* (cold), *g* (gold), *f* (fold), *h* (hold).
- Ask *What will happen next? What will the people do?*

Wordcard activities

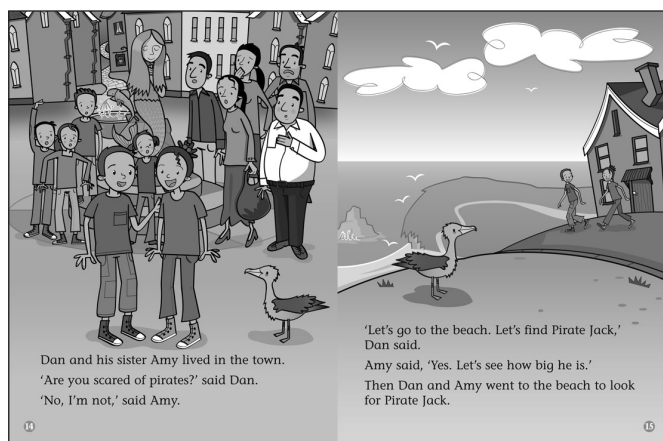
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 40 in the Comprehension and Vocabulary Workbook.

After reading

- Write *Don't go to the beach.* on the board and ask the class to read it. Rub out *go to the beach* and brainstorm things we should not do, beginning with *Don't*, e.g. *Don't run across the road. Don't shout in the classroom.* etc.
- Write *He's as big as a house.* on the board and ask the class to read it. Ask *Who is as big as a house?* and elicit *Jack*. Then ask *Is it true? Is Jack as big as a house?* Elicit things that are as big as a house. Then rub out *big* and elicit the opposite word from the children. Write *small* in the space. Then rub out *house* and elicit other words that could go in the space to make new sentences, e.g. *mouse, fly* etc.

Pages 14 and 15



Word list

Amy, and, are, beach, big, Dan, find, for, go, he, his, how, I'm, in, is, Jack, let's, lived, look, no, not, of, pirate, pirates, said, scared, see, sister, the, then, to, town, went, yes, you

Language summary

past simple tense, adjectives, present simple tense, *Let's*

Preparation

Wordcards: 6, 7, 9, 17, 19, 31, 39, 41, 43, 49, 57, 60, 62, 63, 65, 71, 74, 76, 78, 92, 93, 96, 104, 105, 119, 123, 125, 127, 134, 138, 144, 146, 155, 162, 163, 165, 166, 167, 169, 170

Before reading

- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 14. Focus on the children and the people in the background. Ask *Who are they looking at? Are they surprised or scared?* Point to the two children at the front. Ask *What are they saying?* Point out that whatever they are saying, it has surprised the rest of the people. Ask *Are the two children scared?*

- Tell the children to look at the picture on page 15. Ask *Are the children leaving the town? Where does the road go? Where are they going? Why? Are they scared? Is the seagull still watching them?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Amy and Dan.
- Ask *Can you see the word scared? Can you see the word pirates? Can you see the word beach?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *Let's find, to look for*. Make sure the children know the contraction *I'm* (I am).
- Invite three children to be the narrator, Dan and Amy. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 14. Ask the following questions. Encourage the children to refer to the text in their answers:
What are the names of the two children?
Is Dan Amy's brother?
Where do they live?
What did Dan ask?
What did Amy say?
- Tell the children to look at the text on page 15. Say the following sentences and encourage the children to complete them:
'Let's go to the
Let's ... Pirate Jack,' Dan said.
Amy said, 'Yes. Let's see how ... he is.'
Then ... and ... went to the ... to look for

- Say *Find all the words with two letters*. When the children have found them all, encourage them to read them out loud (in, of, no, I'm, go, to, he, is). Repeat with three-letter words.
- Point to words at random and ask the class what they say.
- Elicit why we use the different punctuation marks on pages 14 and 15.
- Play the word-changing game (page 6, **After reading**) with the word *not* (hot, hat, had, bad, bat, cat).
- Ask *Are Amy and Dan silly to look for Pirate Jack on their own? Where will they look? Will they find him?*

After reading

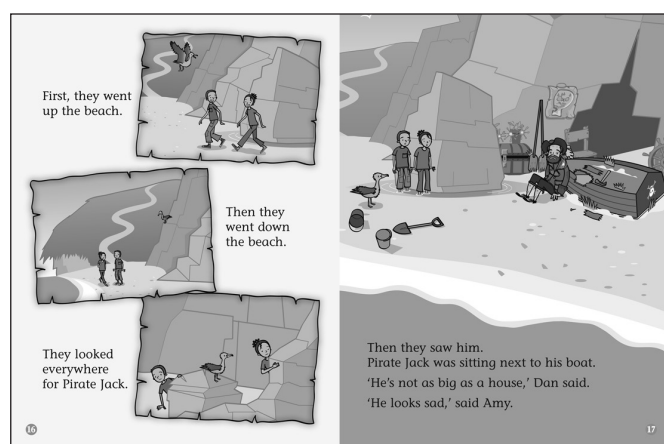
- Invite ten children to the front of the class. Give each child a wordcard in random order. Use: *Dan, and, his, sister, Amy, lived, in, the, town*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Dan and his sister Amy lived in the town*. When the children are in the correct order, write the sentence on the board.
- Write *Are you scared of pirates?* and *No, I'm not.* and *Yes, I am.* on the board. Ask the class to read them. Rub out *pirates* and write in other words one at a time, e.g. *snakes, spiders* etc. Ask different children to read the new question each time and another child to choose and read the response that is true for them.
- Write *Let's go to the beach.* on the board and ask the class to read it. Rub out *the beach* and ask the class to suggest other endings for the sentence that would make sense, e.g. *the shops, school, home, the park, the swimming pool* etc.
- Write *look for* and *find* on the board. Ask the class to read them. Then elicit if any of the children have looked for something interesting and whether they found it or not.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 41 in the Comprehension and Vocabulary Workbook.

Pages 16 and 17



- Tell the children to look at the pictures on page 16. Ask *What are Amy and Dan doing? Who are they looking for? Where are they looking? Can they see Pirate Jack?*
- Tell the children to look at the picture on page 17. Ask *Can Dan and Amy see Jack now? Are they scared? What are they thinking?* and elicit suggestions from the children.
- Then ask *Where is Pirate Jack sitting? What is he doing? (crying) Why is he crying? Can he see the two children?*

Word list

a, Amy, as, beach, big, boat, Dan, down, everywhere, first, for, he, he's, him, his, house, Jack, looked, looks, next, not, pirate, sad, said, saw, sitting, the, then, they, to, up, was, went

Language summary

past simple tense, prepositions, past continuous tense, comparisons as ... as, adjectives

Preparation

Wordcards: 1, 6, 10, 17, 19, 20, 31, 35, 37, 40, 41, 50, 51, 56, 57, 59, 71, 79, 80, 89, 93, 105, 118, 119, 122, 128, 134, 138, 141, 142, 144, 147, 149, 155, 165, 166, 169, 170

Before reading

- Before looking at the pages, teach *first* and *everywhere*. Write them on the board one at a time. Explain what they mean and encourage the children to repeat them after you. Point out that *everywhere* is a compound word made of two smaller words joined together.
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. Make sure the children are looking at the correct picture for each sentence.
- Ask *Can you see the word beach? Can you see the word everywhere? Can you see the word first?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite three children to be the narrator, Dan and Amy. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 16. Say the following sentences and encourage the children to complete them:
First, they went ... the beach.
Then they went ... the beach.
They looked ... for Pirate Jack.
- Tell the children to look at the text on page 17. Ask:
Where was Jack sitting?
What did Dan say?
What did Amy say?

- Ask the children to find some opposites on pages 16 and 17. Say *What is the opposite of up?* Repeat for *small, happy, last*.

After reading

- Write *first, then* on the board. Ask the class to read them. Give an individual child a sequence of three instructions to follow, e.g. *First, pick up your book. Then put it on my desk. Then sit down.* Repeat with different instructions and different children.
- Write *Pirate Jack was sitting next to his boat.* on the board. Ask the class to read it. Underline *next to* and encourage the children to make sentences about things in the classroom using *next to*, e.g. *(name) is sitting next to (name)*.
- Invite four children to the front of the class. Whisper an adjective to one child and ask him/her to show the expression on their faces, e.g. *sad*. Say *She/He looks sad*. Whisper an adjective to the other children in turn and elicit the correct sentences from the class, e.g. *happy, angry, tired, surprised*.
- Play some word games with the children. Write *down* on the board. Change the *d* to *t* and elicit what new word has been made. Then write *saw* on the board and elicit what word you get if you write it the other way around (was).
- Ask *What will happen next? Will Dan and Amy run away? What will they do?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 42 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



- Tell the children to look at the picture. Ask *Where are Dan and Amy? What are they doing? Who is talking, Dan or Amy? How do you know? What is Dan asking Jack?* and elicit suggestions from the class. Ask *Is Jack still crying? What is he pointing at? What is he saying to Amy and Dan?* and elicit suggestions from the children.
- Ask the children to describe what else they can see in the picture (crab, bird, fish, dead flowers, a map, a chair, a treasure chest).

Word list

a, Amy, and, are, asked, big, boat, crying, Dan, he, hole, I'm, in, Jack, my, pirate, ran, sad, said, there's, to, very, why, you

Language summary

past simple tense, present continuous tense, adjectives, present simple tense, prepositions, *Wh* questions

Preparation

Wordcards: 1, 6, 7, 8, 11, 19, 20, 29, 31, 49, 58, 62, 63, 71, 87, 105, 111, 118, 119, 140, 144, 148, 159, 163, 165, 166, 167, 169, 170

Before reading

- Before looking at the pages, teach *crying*. Say *I am sad.* and pretend to cry. Then say *I'm crying.* Write *crying* on the board and encourage the children to repeat it after you. The children can pretend to cry, too. Ask *Do you cry? Why?*
- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Dan and Jack.
- Ask *Can you see the word crying? Can you see the word sad? Can you see the word hole? Can you see the word boat?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *asked*. Make sure the children know that *there's* means *there is*.
- Invite three children to be the narrator, Dan and Jack. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on both pages. Ask the following questions and encourage the children to use the text to answer them:
Did Dan and Amy walk to Jack?
What did Dan ask Jack?
What did Jack say?
- Ask *Whose name sounds the same as ran?*
- Point to different words at random and ask the children what they say.

After reading

- Write *There's a big hole in my boat.* on the board and ask the class to read it. Then point to the classroom door and say *There's the door.* Point to other things around the classroom that the children know in English, e.g. *a book, a cupboard, the table* etc. Encourage the children to use *There's* when they say what it is.
- Write *crying* on the board and ask the class to read it. Rub out the *ing* suffix and ask the children to read the word that is left (*cry*). Then rub out *cr* and write in *wh*. Ask the children to read the new word (*why*). Elicit other words that sound the same, e.g. *dry, try, fly* etc.
- Write *Why are you crying?* on the board and ask the class to read it. Point to *why* and to the /w/ sound at the beginning. Point out that we don't pronounce the *h*. Explain that it is a question word. Ask the children to make some *Why* questions about the story to ask the class, e.g. *Why did Dan and Amy go to the beach? Why is Jack sad? Why is there a hole in his boat?* If you wish, teach *because* for the children to use in their answers.
- Elicit other question words that start with *wh*, e.g. *what, when, who, where*. Ask the children to make up questions about the story beginning with these words.
- We often use our hands to express things or to help us say things. Ask the children to show you what gestures Dan and Jack used. They can look at the picture again if necessary. Make some different hand gestures and ask children to say what they mean e.g. *be quiet, come here, sit down, stop* etc.

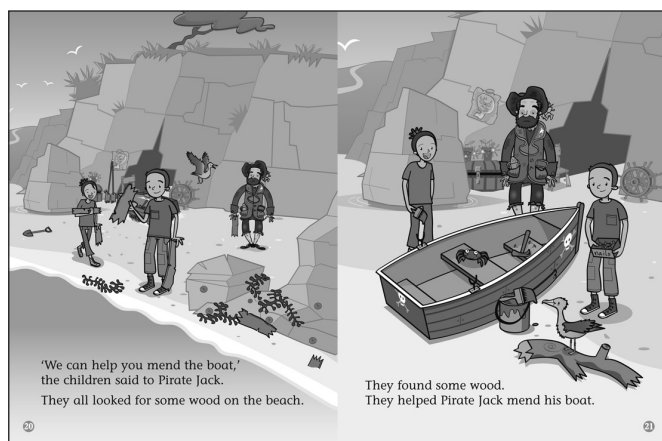
- Ask *What will happen next? What will Amy and Dan do?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 43 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



Word list

all, beach, boat, can, children, for, found, help, helped, his, Jack, looked, mend, on, pirate, said, some, the, they, to, we, wood, you

Language summary

can, past simple tense, prepositions

Preparation

Wordcards: 4, 17, 20, 22, 25, 41, 42, 53, 55, 57, 71, 79, 84, 98, 105, 119, 130, 134, 142, 144, 153, 160, 163, 165, 166, 169, 170

Materials

a piece of wood, nails

Before reading

- Before looking at the pages, teach *wood*, *nails* and *mend*. Hold up the piece of wood and say *wood*. Encourage the children to repeat it after you. Write it on the board. Ask *Can you see something made from wood?* and encourage the children to point to things around the room. Ask *What is Jack's boat made from?* (wood).
- Hold up the nails and say *nails*. Write it on the board and encourage the children to repeat it after you.

- Then write *mend* on the board and explain what it means. Encourage the children to repeat it after you. Ask *What does Jack want to mend?* (his boat) *What can he use?* and elicit wood and nails.
- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 20. Ask *What are Dan, Amy and Jack holding?* (wood) *What are they going to do with the wood?* *Is Jack happy now?* (no).
- Tell the children to look at the picture on page 21. Ask *What is Dan holding?* *Can you see the hole in the boat?* *What happened to it?* *Is the boat still brown?* *What colour is it now?* *Who painted it?* *How do you know?* *Are Dan and Amy happy?* *Why?* *Is Jack happy?* *Why not?* Elicit what Jack might be unhappy about now.

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for the children.
- Ask *Can you see the word wood?* *Can you see the word mend?* *Can you see the word nails?* (in the artwork).
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *all*. Make sure the children understand that *found* is the past form of *find*.
- Invite three children to be the narrator and the two children. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on both pages. Say the following sentences and encourage the children to complete them:
'We can help you ... the boat,' the ... said to Pirate Jack.
They all looked for some ... on the beach.
They ... some wood.
They ... Pirate Jack mend his
- Say *Find all the words with four letters.* When the children have found them, encourage them to read them out loud (help, mend, boat, said, they, some, wood, Jack). Then ask *What is the longest word on pages 20 and 21?* (children).
- Write *wood* on the board and ask the class to read it. Ask them to find another *oo* word on page 20 (looked).
- Write *wood* on the board. Change the *w* to *g* and ask the class to read the new word (good).
- Write *all* on the board. Elicit words that end in *all* from the children, e.g. *ball, call, small, tall* etc.
- Ask *Will Jack be happy now? Why not? What will Dan and Amy do?*

Wordcard activities

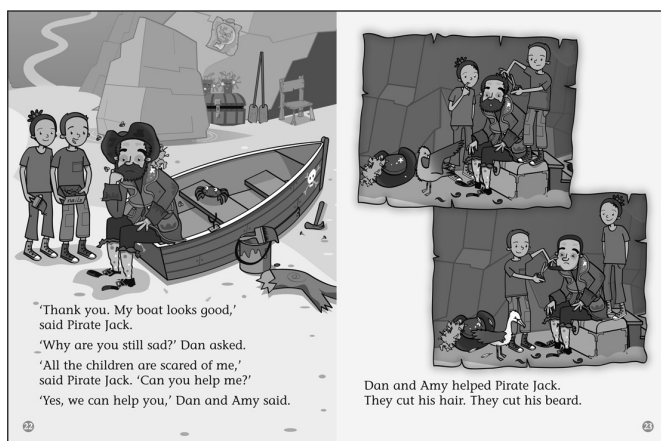
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 44 in the Comprehension and Vocabulary Workbook.

After reading

- Ask *Were Dan and Amy kind to Jack? How?*
Elicit ways in which they can help others at school and at home.
- Ask *What did Dan and Amy find on the beach?*
Ask the children to list the sorts of things they might find on a beach.
- Invite ten children to the front of the class. Give each child a wordcard in random order. Use: *They, all, looked, for, some, wood, on, the, beach.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *They all looked for some wood on the beach.* When the children are in the correct order, write the sentence on the board.
- Rub out *wood* and elicit other things they might look for on the beach, e.g. shells etc. The children can think back to the list they thought of earlier.

Pages 22 and 23



Word list

all, Amy, and, are, asked, beard, boat, can, children, cut, Dan, good, hair, help, helped, his, Jack, looks, me, my, of, pirate, sad, said, scared, still, thank, the, they, we, why, yes, you

Language summary

present simple tense, past simple tense, *can*, adjectives

Preparation

Wordcards: 5, 6, 7, 8, 11, 18, 20, 22, 23, 25, 30, 31, 44, 46, 53, 55, 57, 71, 80, 83, 88, 96, 105, 118, 119, 123, 132, 133, 134, 142, 152, 159, 162, 163, 165, 166, 167, 169, 170

Material

a picture of a man with a beard, scissors

Before reading

- Before looking at the pages, teach *hair*, *cut* and *beard*. Point to your hair and ask *What is this?* Elicit *hair*. Then say *Point to your hair*.
- Ask *Have you got hair on your face? Has your dad got hair on his face?* Hold up the picture of the man with the beard and say *beard*. Encourage the children to repeat it after you. Write *beard* on the board. Ask *Who has got a beard in the story?*

- Hold up the scissors and elicit what they are used for. Pick up a piece of paper and cut it. Say *cut*. Encourage the children to repeat it after you. Ask *What do we cut?* and try to elicit *hair*. Ask *Where do you have your hair cut?* Talk about different hair colours and hair styles. Introduce appropriate adjectives e.g. *long, short, straight, curly* etc.
- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 22. Ask *Are Dan and Amy happy? Is Jack's boat mended? Is he happy now? Why not?*
- Tell the children to look at the pictures on page 23. Point to the first one and ask *What are Dan and Amy cutting?* Then point to the second picture and ask the same question. Ask *Why are Dan and Amy cutting his hair and beard?* Then ask *What is the bird doing in the pictures? (cleaning itself).*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the word hair? Can you see the word cut? Can you see the word beard?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *still*.
- Invite four children to be the narrator, Jack, Dan and Amy. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on both pages. Ask the following questions and encourage the children to use the text to answer them:
Was Jack polite? What did he say?
What did Jack say about his boat?
Why is Jack still sad?
How did the children help Jack?
- Ask *Which two words end with two ls?* (still and all).
- Play the word-changing game (see page 6, **After reading**) with *cut* (cat, can, Dan, Dad, bad etc).
- Ask *Will having his hair and beard cut help Jack? How? What will happen next?*

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

After reading

- Set up some situations in the classroom which the children will be able to help you with, e.g. giving out some books, cleaning the board.
- Write *Can you help me?* on the board and ask the class to read it. Then write *Yes, I can help you.* on the board and ask them to read it.
- Go to the books and ask a child *Can you help me?* Elicit the response *Yes, I can help you.* and encourage the child to get up and help you. Repeat with the other situations you have set up.
- Invite seven children to the front of the class. Give each child a wordcard in random order. Use: *Dan, and, Amy, helped, Pirate, Jack.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Dan and Amy helped Pirate Jack.* When the children are in the correct order, write the sentence on the board.
- Ask the two children holding *Dan* and *Amy* to change places. Ask the class if the sentence still means the same. Then ask the children holding *Pirate Jack* and *Dan* to swap places. Ask the same question.

Pages 24 and 25



Word list

a, bath, clothes, had, his, Jack, like, looked, pirate, soon, then, they, this, washed

Language summary

past simple tense

Preparation

Wordcards: 1, 16, 26, 45, 57, 71, 75, 79, 105, 131, 138, 142, 143, 150, 165, 166

Materials

some clothes

Before reading

- Before looking at the pages, teach *washed*, *clothes* and *bath*. Hold up the clothes and say *clothes*. Encourage the children to repeat it after you. Then point to your own clothes and identify each item, e.g. *skirt*, *shirt* etc. Say *I am wearing a skirt, a shirt* etc. Ask an individual child *What clothes are you wearing?* Repeat with other children.
- Write *washed* and *bath* on the board. Explain what they mean and encourage the children to repeat them after you.
- Ask *Which word has got /ʃ/ in it? Which word has got /ð/ in it? Which word ends in /θ/?*

- Tell the children to open their books to pages 24 and 25. Open your own book and hold it up to show the class.
- Tell the children to look at the top picture on page 24. Ask *What are Dan and Amy doing?* Try to elicit *washing clothes*. Ask *What clothes can you see in the water? Whose clothes are they?*
- Tell the children to look at the bottom picture. Ask *Who is in the water now? Why? Is the water hot or cold? How do you know? Does Jack like being in the warm water? How do you know? What is on the line? Are the clothes clean or dirty? Is the bird clean or dirty?*
- Tell the children to look at the picture on page 25. Ask *Is Jack happy? Does he look better now?* Tell the children to turn back to page 7 to look at the picture of Jack. Ask *Which picture is better?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word washed? Can you see the word bath?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite different children to read both pages out loud.
- Read both pages again together as a class.
- Ask *What happened first? What happened next?*

- Say *Find the words that start with /ð/. When the children have found them encourage them to read them out loud (they, then, this).*
- Say *Find the word they. Who is they? and elicit that it refers to the children. Repeat for his (Jack's).*
- Say *Find a word that sounds the same as sad.*

After reading

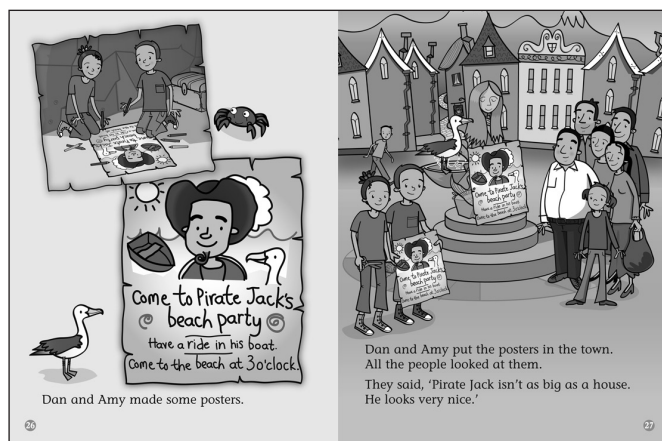
- Ask *How are your clothes washed at home? What happens in a washing machine? How are your clothes dried at home?*
- Write *his* on the board and ask the class to read it. Add a *t* to the beginning and elicit the new word *this*.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 45 in the Comprehension and Vocabulary Workbook.

Pages 26 and 27



- Tell the children to open their books to pages 26 and 27. Open your own book and hold it up to show the class.
- Tell the children to look at the pictures on page 26. Point to the poster and ask *Who made the poster? How do you know? (the top picture shows them drawing it) What pictures have Dan and Amy put on the poster? Do you like the poster? Why have Dan and Amy made the poster?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 27. Ask *Are they on the beach or in the town? How many posters can you see? Who is looking at them? Are the people scared now?*

Word list

a, all, Amy, as, at, beach, big, boat, come, Dan, have, he, his, house, in, isn't, Jack, Jack's, looked, looks, made, nice, o'clock, party, people, pirate, posters, put, ride, said, some, the, them, they, to, town, very, 3

Language summary

past simple tense, present simple tense, comparison as ... as, adjectives

Preparation

Wordcards: 1, 5, 6, 10, 12, 17, 19, 20, 27, 31, 48, 50, 52, 59, 63, 67, 71, 72, 79, 80, 81, 90, 95, 100, 101, 105, 107, 109, 112, 119, 130, 134, 136, 142, 144, 146, 148, 165, 166, 169, 170, 171

Before reading

- Before looking at the pages, teach *party, ride, poster* and *nice*. Write each word on the board one at a time and explain what they mean. Encourage the children to repeat each one after you.
- Ask *Which two words start with /p/? Why do we have parties? What do we eat and drink at parties? What do we do at parties?*
- Then ask *What does pirate Jack ride in?* and elicit *boat*.

During reading

- Read the text on both pages to the class slowly and clearly, including the text on the poster on page 26. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word poster? Can you see the word party? Can you see the words ride? Can you see the word nice?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions. Make sure the children know that *isn't* is the contracted form of *is not*.
- Invite one child to be the narrator and the rest of the class can be the people. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the poster on page 26. Say the following sentences and encourage the children to complete them:
Come to Pirate Jack's
Have a ... in his
Come to the beach at

- Tell the children to look at the text on page 27. Ask the children these questions and encourage them to use the text to answer:
Where did Dan and Amy put the posters?
Who looked at the posters?
What did the people say?
- Say *Find the word* them. *What is* them. and elicit that it refers to the posters. Repeat for: *they* (the people), *he* (Jack).
- Point to words at random and ask the children to read them.
- Ask *What is the poster on page 26 telling people about? Does it sound exciting? Why? What can the people do? Did it change what the people thought about Jack? Will the people go the party?*

Wordcard activities

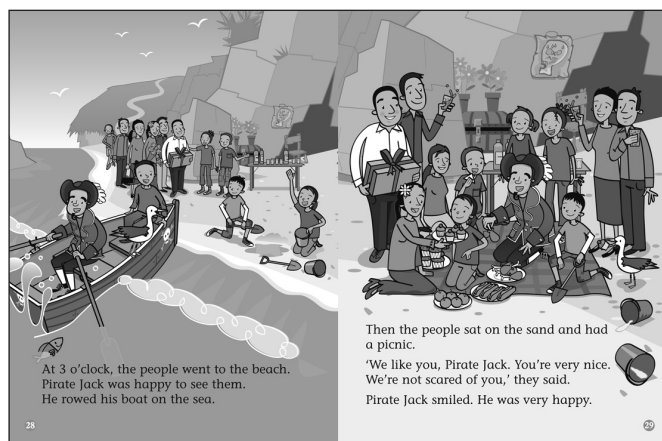
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 46 in the Comprehension and Vocabulary Workbook.

After reading

- Write *Dan and Amy made some posters.* on the board. Ask the class to read it. Rub out *posters* and write in *cakes*. Ask the class to read the new sentence.
- The poster has got several imperatives in it. Play the imperatives game. Invite four children to the front of the room. Give them some commands using imperatives, e.g. *Shut your eyes. Hop on one foot. Shake your arm.* etc. All of the children must do the action immediately. The last one to react is out. Ask the rest of the class to watch closely to see who is last.
- Talk about how posters are used to tell people that something is happening and how they can make something sound interesting or exciting. Ask the children if they have seen any good posters recently.

Pages 28 and 29



- Tell the children to look at the picture on page 28. Ask *Did the people go to Jack's Party? Are the people scared of Jack? How do you know? What is the man carrying? Who is it for? Is Pirate Jack happy now? What is he doing? Are the flowers OK now?*
- Tell the children to look at the picture on page 29. Ask *What is happening?* and try to elicit *They are having a picnic.* Ask *Are they all happy? Is Pirate Jack happy? What food and drink can you see? What is the bird eating?*

Word list

a, and, at, beach, boat, had, happy, he, his, Jack, like, nice, not, o'clock, of, on, people, picnic, pirate, rowed, said, sand, sat, scared, sea, see, smiled, the, them, then, they, to, very, was, we, we're, went, you, you're, 3

Language summary

past simple tense, adjectives, present simple tense, prepositions

Preparation

Wordcards: 1, 7, 13, 17, 20, 45, 47, 50, 57, 71, 75, 90, 93, 95, 96, 98, 101, 102, 105, 115, 118, 120, 121, 123, 124, 125, 129, 134, 136, 138, 141, 144, 148, 149, 153, 154, 155, 163, 164, 165, 166, 169, 170, 171

Before reading

- Before reading, teach *picnic* and *smiled*. Write the words on the board, say them and explain what they mean. The children will probably already know *smile* so explain that *smiled* is the past form. Encourage the children to repeat them after you.
- Ask *What makes you smile? What makes you happy?*
- Tell the children to open their books to pages 28 and 29. Open your own book and hold it up to show the class.

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word picnic? Can you see the word smiled?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions. Make sure the children know that *you're* is the contracted form of *you are*, and that *we're* is the contracted form of *we are*.
- Invite one child to be the narrator. The rest of the class can be the people. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on both pages. Say the following sentences and encourage the children to complete them:
At 3 o'clock, the ... went to the
Pirate Jack was ... to see them.'
He ... his boat on the
Then the people sat on the ... and had a
- Ask *What did the people say to Jack?*
- Say *Find the word happy. How many can you see? (2).* Repeat for: *the (5), was (2), he (2), people (2), on (2), you (2), very (2).*

Pages 30 and 31

A hole in my boat

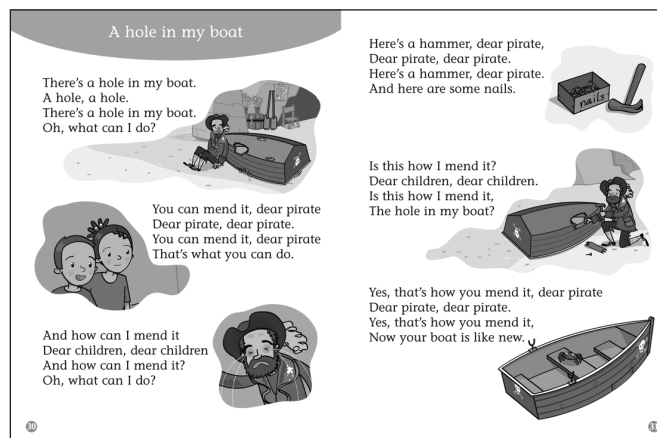
After reading

- Write *see* and *sea* on the board and ask the class to read them. Ask *Do they have the same letters? Do they sound the same?* (they are homophones). Ask the children to explain the difference in their meanings.
- Ask *Did you like the way the story ended? Why?*
- Give the children an opportunity to read the whole story through again either individually or with a partner.

Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 47 in the Comprehension and Vocabulary Workbook.



- Read the rhyme on pages 30 and 31 to and with the class. Talk about how the pictures help the children to work out what the words mean and explain any unfamiliar words.
- Divide the children into two groups. Tell one group to read Jack's verses out loud and the other group to read the children's verses.
- Do page 48 in the Comprehension and Vocabulary Workbook.

After reading

Response to the story

- Ask *Did you like the story? Why? (or why not?)*
Did you like the ending? Why?

Characters

- *Did you like Pirate Jack?*
- *Was he lonely?*
- *What did he do every day?*
- *Was he good at mending things?*
- *Did he want the people to like him?*
- *What was special about Dan and Amy?*
- *Were they brave? kind? thoughtful? helpful?*

Setting

- *Where did the story take place? Elicit both places from the children (the beach, the town).*
- *Where did Jack live? Was it a nice cave?*
- *Where did Dan and Amy live?*

Plot

- Encourage the class to re-tell the story simply in their own words.

Moral issues

- First impressions of people are often wrong. Some of the children from the town didn't like Pirate Jack at the beginning of the story because of the way he looked. But Dan and Amy teach us to get to know people and not to judge people from their appearance. They also teach us to be kind and thoughtful to others and help those who need it.

Vocabulary

- Use the **Word recognition record sheet** to check what sight vocabulary the children have learnt.

Follow-up ideas

Pirates Find out more about pirates and the sort of lives they led.

Helping others Talk about ways in which we can all help other people in practical ways, e.g. at home, at school etc.

At the seaside Talk about what sort of things we would see and do at the seaside. What smells would there be? What sounds would we hear? How many things can the children name that live in the sea?

Loneliness Pirate Jack was very lonely. Talk about what sort of people might be lonely and what it is like to be lonely. How can we all help? How can we make and keep friends?

Party Pirate Jack had a lovely party at the end of the book. Why not organise a class party? Talk about what food and drink you will have and what games you will play. Why not make posters and invite another class to join you?

Art Make some large sheets of paper by sticking together sheets of art paper. Put the children into pairs. One of the children can lie down on the paper and the other draws round his or her outline. The children can then make their own large picture of Pirate Jack. This could be painted or material could be stuck on for the clothes.

Drama The story can be acted out and there are several crowd scenes, so everyone should have a part to play!