

# English : The Pirates Next Door

	Teach	Activities
<b>Lesson 1</b>	<p><b>Outcome: To be able to write a setting description.</b></p> <p>Mr McKinley has read the story out loud on the Stillness Infants website. You can watch this a couple of times so your child really understands what's going on.</p> <p>If you have time you can discuss the book together. Ask the children: What did they like about the book? What was their favourite part? Show first picture on ppt. What do you think Dull on Sea looks like? Would you like to live there? Why? Show the second slide. What season do you think the picture is in? How do they know? Look at the colour of the trees, is it dark and gloomy or sunny?</p> <p><b>Teach -</b> Explain today the children are going to describe what Dull on Sea looks like now the Jolley-Rogers have moved in.</p> <p>To describe something we need to use adjectives. Discuss what adjectives are and why they are useful. An adjective is a describing word. It gives us more information about the person, place or thing it is describing. e.g. small violin</p>  <p>You might like to use more than one adjective to describe something and this is known as an expanded noun phrase. When you use two adjectives you must use a comma in between each adjective. e.g. big, black hat.</p>	<p>Chn to write 3 sentences:</p> <p>I can see... I can hear... I can smell...</p> <p>Example - I can see big raindrops falling.</p> <p>If you can try and give more details e.g. I can see huge raindrops falling from the black clouds in the sky.</p> <p>Ext: Children to draw their own picture showing the setting for Dull-On -Sea from what they have written.</p> <p>(You don't need to print out the paper you can write up straight into your book.)</p>

Go through some pictures from the book on powerpoint and see if the children can describe what they see, smell and hear. Can they remember from the book anything that might help them? Look at example together.

## Lesson 2

**Starter:** practise spelling because and would. Can you come up with a funny poem to remember how to spell both words?

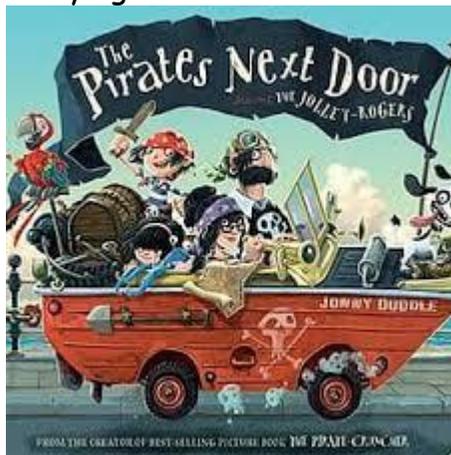
Eg.

Because - Big elephants can always understand small elephants

Would - W oh you lucky duck

**Outcome:** To be able to construct simple sentences using your own opinions based on a story.

Have a look at the front cover of the story. Read the blurb together if you have time. How does Matilda feel about the pirates moving in? How do you think the people of Dull on Sea felt with the pirates moving in? Discuss what it would be like to live next door to a pirate. Share ideas and then listen to Mr McKinley reading the story again.



**Teach:**

Tell children they are going to answer 2 questions using their own opinions.

**Children to write simple sentences to answer both questions.**

**All children to focus on making sure they use capital I, FS and give 1 opinion.**

**Q1) How would you feel living next door to a pirate?**

**You can use sentences like:**

**I would feel ....**

**I would like to..**

**I would not like to live next door to a pirate...**

**e.g I would feel scared.**

	<p>How would you feel living next door to a pirate?          What would you do if you lived next door to a pirate?</p> <p>Discuss what it would be like living next door to a pirate. The children should have more ideas from the story. Ask the children how they would feel living next door to a pirate. Write/discuss words of feelings/ ideas down in your book. - scared, angry, annoyed, excited...</p> <p>Discuss how every person may feel differently about living next door to a pirate and that this is their OWN opinion. An opinion is a view or belief in something. It isn't necessarily right or wrong as everyone can believe what they like.</p> <p>Next ask the children what they would do if they lived next to a pirate. Share ideas and write down if you wish.</p> <p>Next use the children's feelings/ideas to construct the sentences. Focus on the use of I, remind the children it should always be a capital, because it is their own opinion.</p> <p>(N.B. You may like to do this in two separate parts answering both questions separately.)</p>	<p>Try to use the word 'because' to expand the sentences - I would feel worried <u>because</u> they may be very noisy.</p> <p>Q2) What would you do if you lived next door to a pirate?</p> <p>You can use sentences like:</p> <p>If I lived next door to a pirate I would want to be their friend (* add more details if possible- because they go on exciting adventures).</p> <p>If you don't wish to write sentences for the second question then maybe your child can draw what they would do in the box.</p>
<p><b>Lesson 3</b></p>	<p><b>Outcome:</b> To be able to give arguments for and against the pirate staying in Dull-On- Sea</p> <p>Explain today the children are the Mayor of Dull on Sea. You have gathered up all the complaints from the townspeople. The mayor gets to decide whether the pirates are allowed to stay or have to leave town. Discuss whether the pirates will be allowed to stay in Dull ON Sea. You can maybe</p>	<p>Children to write up their for and against arguments on their won chart and then write</p>

	<p>start a bit of a debate. Discuss and write arguments for and against the pirates staying and write down. Ask a child to say something about the pirates.          Example - 'They are noisy'. Discuss whether this is a good or a bad thing. If its good it means it goes in the for column, and if its bad it goes in the against column.  <b>Try and add more details for both arguments e.g they are noisy because they fire cannonballs from their ship.</b></p> <p>Final sentence " As Mayor of Dull on Sea, I think that the Jolley-Rogers should...."</p> <p>All chn can try and give reasons using because and the for and against arguments written up.</p>	<p><b>final sentence as Mayor whether they should stay or not.</b></p>
<p><b>Lesson 4</b></p>	<p><b>Outcome: To be able to write a character profile on Jim</b></p> <p>Today the children are going to write a character profile on Jim. What is a character profile? A character profile tells us exactly what a character is like. It gives us more information about them. Work through the profile and write ideas in your book. You may wish to look through the story again and stop intermittently to write down more ideas. Encourage the children to look at the pictures to get more ideas e.g. Jim likes swinging on ropes from tall trees.</p> <p>If they like, children can come up with their own ideas as to what they think Jim would like doing based off the book.</p>	<p><b>Childrenn to fill out character profile worksheet.</b></p>
<p><b>Lesson 5</b></p>	<p><b>Outcome: To write a letter to Jim from Matilda</b></p> <p>Look at the last page in the book. Jim wrote to Matilda to say they were going to pick her up for a special pirate trip. Today you are going to pretend to be Matilda and write a letter back to Jim to say thank you for the adventure.          Come up with some ideas what should go into your thank you letter. How do you start a letter? What did you do on your pirate adventure?          Look at the example on how to write a thank you letter to Jim including how you would end the letter.</p> <p><b>(If you like you can tea stain your letter and put it in a bottle and test it in the bath!)</b></p>	<p><b>Children to write letter to Jim thanking him for the pirate adventure.</b></p> <p><b>Try and add more adjectives and because in their letters.</b></p>

