

Pirate Poems

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Vocabulary chart

PIRATE POEMS	Rhymes and spelling patterns
I Wish I was a Pirate	down/brown eye/fly wrecks/X school/rules me/tea
Pirate Chief	crew/you mate/Kate Sally/galley Bristol/pistol bright/right pirate/fire it decks/wrecks sea/me Frank/plank
Pirates	east/feast lemonade/raid lead/bed breeze/teas
Pirate Song	bones/moans pull/full gold/hold gold/cold moon/soon cloud/loud roar/shore
The Smugglers	glide/tide light/tonight door/ashore glide/hide word/heard sand/hand away/day
Snip the Sneak	did/hid out/about week/Sneak
Wanted: Smugglers	experience necessary applicants excellent
Smugglers	lie-in money-boxes shoe-box
There was an Old Pirate	Pete/fleet scared/spared

Guided/Group reading activities

Objective To be aware of authors and to discuss preferences and reasons for these.

The Smugglers/Smugglers

- Read “The Smugglers” on pages 10–11. Look at the pictures and how the numbers show the order of the pictures and verses.
- Read the poem and talk about the story it tells.
- Ask the children: *Which words show that the pirates do not want to be noticed?* e.g. “Whispering”, “crouch and hide”.
- Ask: *What do you like about this poem?* Praise children for giving their opinions and reasons for them.
- Point out the author’s name.
- Turn to pages 14–15. Read “Smugglers”, and ask: *Is this poem about real smugglers? How can you tell?*
- Ask: *What do you like about this poem?*
- Ask: *Who is the author of this poem?*
- Ask: *Which poem did you prefer? Why?*
- Talk about any other poems by John Foster that the children have read. Ask: *Do you always like his poems, or only some of them?*

Observing Are the children able to discuss the poems and say what they like about them? Can they give reasons for their preferences? Are they aware of other poems by the same poet?

Independent/paired activities

- Ask the children to look for poems by John Foster in other Glow-worms poetry books. Ask them to decide which ones they like and to give reasons.
- Ask them to look through *Pirate Poems* and find their favourite poem. Ask: *Who is the poet?* Let them look for another poem by the same author in a different Glow-worms poetry book and decide whether they like that poem as much.

Speaking and listening activities

Objective To use some drama strategies to explore stories or issues.

Pirate Song

- Ask the children if they have heard of sea shanties (the songs sailors used to sing while they were working). The songs had a strong rhythm so that the sailors kept in time with each other when they were hauling on ropes.
- This poem has been written in the style of a sea shanty. Read the poem together, and notice the strong rhythm.
- Talk about ways to read with expression. Try out ways to read various lines, e.g. “Yo ho ho, we’re off to sea” and decide which way is best.
- When you have read the poem through, ask different readers to read a verse each. Ask everyone to read the chorus together.
- Ask the children reading one verse each to practise so that they know their own verse by heart.
- Before you present the poem to an audience, ask the children if anything could be improved. Is the expression right? Are there gaps while people remember who is next?

Observing Are the children able to read with expression and decide which way sounds best? Can they suggest ways to improve their own performance? Do they present the poem to an audience?

Writing

Objective To write book reviews for a specified audience, based on evaluations of plot, characters and language.

I Wish I was a Pirate

- Read the poem and then ask the children to look for all the phrases that describe the pirate.
- Ask: *Do you think this pirate is an exciting character?*
- Ask: *Which lines do you think build a picture of the pirate?*
- Re-read the whole poem. Ask: *Would you recommend this poem to children in another class? Which class do you think would enjoy reading it?*
- Use questions to help children to write a review of the poem, e.g. *Why does the writer want to be a pirate? Which lines do you like best? What would children in another class enjoy about this poem?*
- Discuss these questions and then ask the children to write their reviews independently.

Observing Can the children write a review, recommending this poem to a particular audience?

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