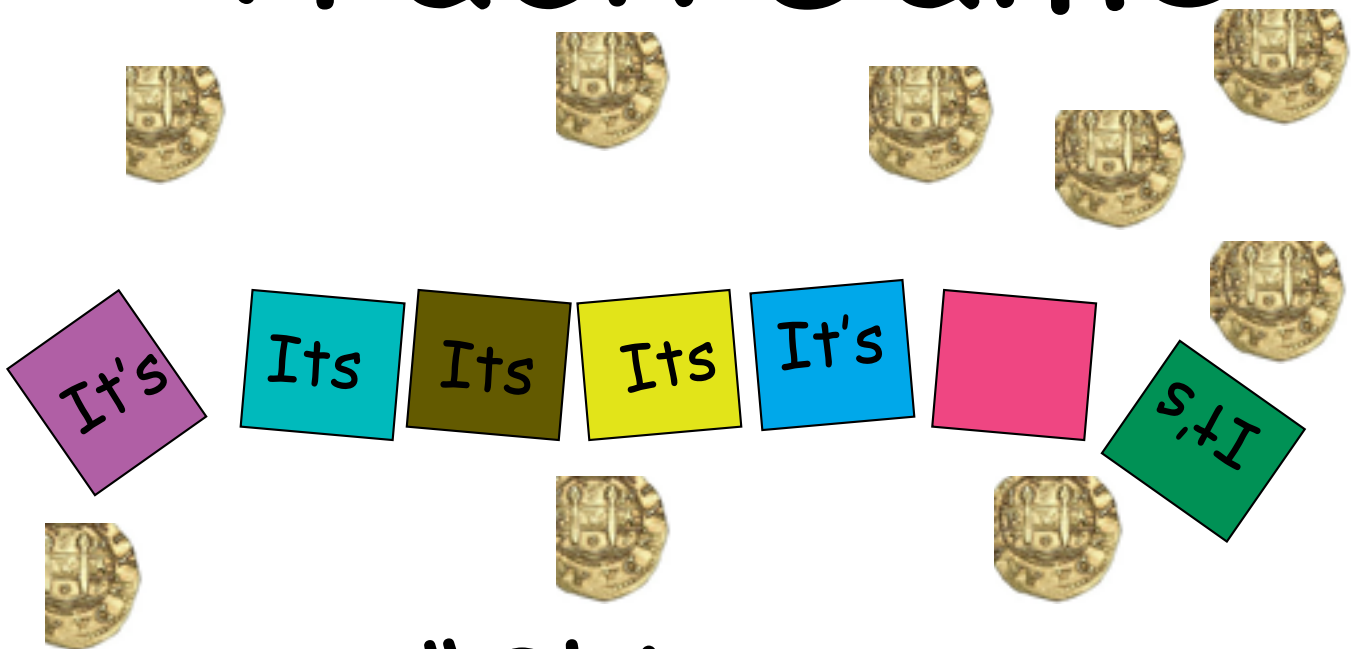


# It's the Pirate (and his mates) Track Game



"Shiver me  
timbers, \_\_\_\_\_ cold  
today."

its or it's??

# It's the Pirate (and his mates)!

Thought up by Ruth Wells and Heather Millington, consultants in Medway, to celebrate pirate week and provide practice on when to use its or it's. The game board needs to be enlarged to A3. Your class might like to construct a more attractive one. Maybe you can find mini pirate ships to use instead of counters. Your class could make them out of playdough. We have provided pupil instructions for one way to play, but you will no doubt think up lots of other ways. We have provided cards, but your class will think up better ones. Please send them to share with others.

Last updated 17th October 2020

The webaddress for this activity is  
<http://www.collaborativelearning.org/itsthepirate.pdf>

**Good for all pupils!**  
**Vital for EAL pupils!**

**It's empowering to talk an idea through before you write about it!**

**Basic principles behind our talk for learning activities:  
Oracy in curriculum contexts!**

**Build on children's own prior knowledge.  
Move from concrete to abstract.  
Ensure everyone works with everyone else.  
Extend social language towards curriculum language.  
Provide motivating ways to go over the same knowledge more than once.**

## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

# It's the Pirate (and his mates)!

This game is for two to four players.



You need a counter each and one or two of these special pirate dice. (Actually any dice will work!)

Shuffle the "Its" and "It's" cards and place them in a pile face down.

Place your counters on "Start". First player to throw a six begins. Take turns to throw and move around the board in a clockwise direction. If you land on an "Its" or "It's" square you should take a card from the pile.

If the card needs the same "its" as the space you can take a doubloon. If it needs a different "its" you must place the card back under the pile.



First player to collect nine doubloons is the winner.







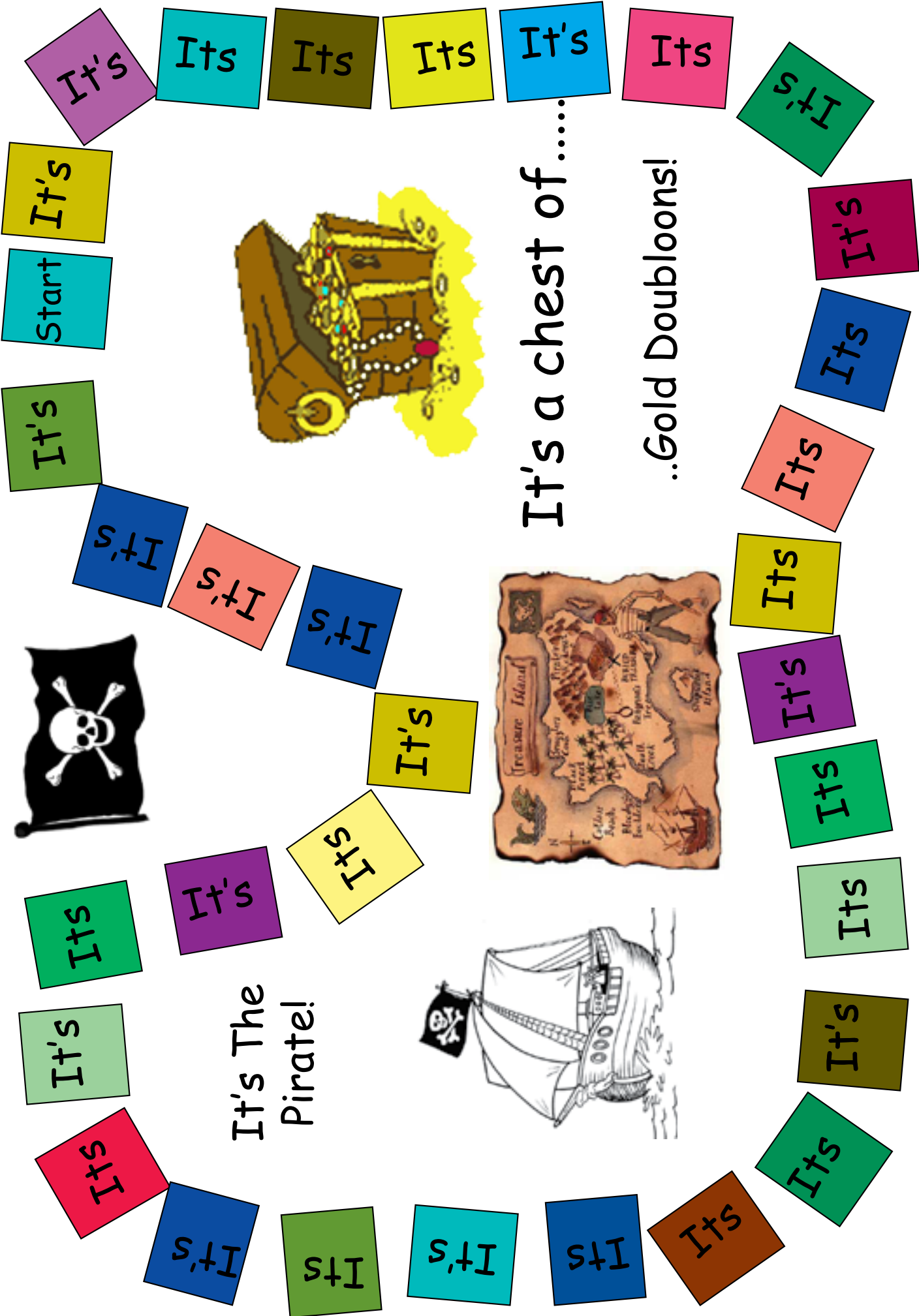
Don't lose your treasure map!



Follow the instructions to play the game and win the treasure.

It's a chest of....  
 ..Gold Doubloons!

It's The  
 Pirate!



It's the Pirate (and his mates)! Gold Doubloons - either find a patient person who loves cutting round these or trim them into squares on the guillotine.



Jack gave the  
ship's cat \_\_\_\_\_  
dinner.

\_\_\_\_\_ been fourteen  
days since we saw  
land.

"\_\_\_\_\_ over there!"  
shouted Jack.

The sail left \_\_\_\_\_  
guiding rope.

That parrot needs  
to watch \_\_\_\_\_  
language

Hold tight when  
\_\_\_\_\_ stormy.

Two sailors on the  
wheel when \_\_\_\_\_  
windy.

The ship lost \_\_\_\_\_  
way in the fog.

Jack the cabin boy  
is always sick when  
\_\_\_\_\_ stormy.

"\_\_\_\_\_ the end of my  
sword or the plank  
for you my boy."

Stealthily the ship  
slipped from \_\_\_\_\_  
mooring.

The ship sank with  
all \_\_\_\_\_ treasure.

\_\_\_\_\_ called a galley  
not a kitchen.

Sleeping in a  
hammock is tricky  
when \_\_\_\_\_ a rough  
sea.

"Shiver me  
timbers, \_\_\_\_\_ cold  
today."

"Abandon ship!  
\_\_\_\_\_ sinking fast."

" \_\_\_ time to turn  
tail and flee, me  
hearties."

The ship lowered  
\_\_\_ anchor.

The sail flapped  
uselessly because  
rats had gnawed  
through \_\_\_ rope.

We knew it was a  
pirate because the  
Jolly Roger flew  
from \_\_\_ topmast.

The ship turned to  
face its enemy and  
fired \_\_\_ cannons.

"Ship's taking in  
water. \_\_\_ going  
to sink."

"We can't go  
there, \_\_\_  
quicksand," warned  
Bill.

"There's no way  
through. \_\_\_ a  
jungle."



The cooking pot  
bubbled, awaiting  
\_\_\_\_\_ next victim.

\_\_\_\_\_ your turn in  
the crow's nest.

"Shiver me  
timbers! \_\_\_\_\_ too  
foggy to steer by  
the stars."

The ship carried  
\_\_\_\_\_ haul of stolen  
treasure through  
the reef.

\_\_\_\_\_ thought that  
tortoiseshell cats  
scare away storms.

"Ship's taking in  
water. \_\_\_\_\_ going  
to sink."

"This ship's too  
slow. \_\_\_\_\_ bottom  
is covered in  
barnacles."

"\_\_\_\_\_ mutiny,  
Captain. We're  
leaving you on the  
island."