



# Eye, Eye, Captain!

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## BOOK BAND: GOLD

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### BEFORE YOU START

Prepare a **group journal** to help you record group discussions and responses to the text as you work through the book.

Prepare an outline of the character Captain Cutlass, ready to complete using the **Role on the Wall** technique.

You could create a glossary of new **vocabulary** as you read the book – you may want to prepare a format for doing this. As you go through the book, ask the group to pick out words they are unfamiliar with or do not fully understand, especially given the piratical and nautical context of this text. Prepare photographs and video sources to bring these words to life and to help the pupils use them in context.

# SESSION 1: CHAPTER ONE



## Focus: Thinking Aloud, Predicting and Questioning

Read the title of the book and share the front cover illustration. Ask the children to predict what the story could be about. Encourage them to justify their responses, drawing out any **connections** they make to other stories. Record the children's responses in the **journal**. Once you have recorded their predictions you can return to these as you read the book, comparing the children's initial thoughts to how the story actually unfolds.

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Support the children in making personal connections to the text by asking them to discuss and share their own knowledge of pirates and other books or films about pirates.

- What do you notice about the picture on the cover?
- Who do you think this person might be?
- What clues do you have to make you think that?
- What do you know about pirates?
- Do you know any films or stories about pirates?
- What are pirates famous for doing?
- What reputation do pirates have, especially their leaders?
- What might a pirate captain do to keep his crew under control and take advantage of other ships?

Read Chapter One and encourage the children to explore their responses to the start of the book with the help of the **four basic questions**. These questions can be used as a basis for discussion throughout the sessions.

- Tell me... was there anything you liked about this text?
- Was there anything that you particularly disliked... ?
- Was there anything that puzzled you?
- Were there any patterns... any connections that you noticed... ?

As children respond it can be useful to write down what they say under the headings 'likes', 'dislikes', 'puzzles' and 'patterns'. Record the children's responses in the **journal** and return to any queries as the sessions continue.

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Ask the children to predict what they think will happen next.

- Why do you think Captain Cutlass is worried about his crew seeing him in glasses?
- What do you think the phrase 'walk the plank' means?
- Do you or does anyone you know wear glasses? How does it affect you or them when they don't wear their glasses?
- What do you think might happen if Captain Cutlass and his crew don't wear their glasses?



## SESSION 2: CHAPTER TWO



### Focus: Summarising, Questioning and Clarifying

Read Chapter Two, and ask the children to summarise what has happened.

- Why do you think Captain Cutlass mistakes the albatross for a cloud, and its mess for dirt?
- Why do you think he mistakes the octopus's tentacles for seaweed?
- Why do you think none of his crew correct his misunderstanding?
- Why do you think Peggle is the only one to put him straight?

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Introduce the outline of Captain Cutlass to be added to using the **Role on the Wall** technique. Ask the children to come up with words or phrases to describe Captain Cutlass's feelings and personality or his outward appearance and behaviour. For example, they might comment on how he is worried about his crew thinking he will be a less successful pirate leader if he admits to having bad eyesight but that he is determined to carry on the piratical activity of treasure hunting. Revisit the **Role on the Wall** outline at key points in the story as the children find out more about Captain Cutlass.

### Vocabulary

Encourage the group to pick out **vocabulary** they are unfamiliar with or do not fully understand in context, such as *barracuda*, *cutlass* or *albatross*. Ask the group to note these words down and use photographs or videos to bring them to life. You could add them to the glossary if you have made one.

Support the children in finding and discussing examples of piratical language, including pirates' distinctive accent and phrases such as 'walk the plank', 'lily-livered layabouts' and 'swab the decks, yer scurvy scallywags'.

## SESSION 3: CHAPTERS THREE AND FOUR



### Focus: Clarifying, Thinking Aloud and Empathising

Read Chapters Three and Four, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

- What further events suggest Captain Cutlass has poor eyesight?
- What consequences do these events have for the crew, e.g. mistaking the whale for a ship or being unable to read the treasure map? How do you think the crew might be feeling about Captain Cutlass?
- Do you think Captain Cutlass is aware of his mistakes?
- Why do you think he will not wear his glasses, and does not want his crew to wear theirs?

Return to the **Role on the Wall** for Captain Cutlass and discuss any new information about him. Consider particularly how reluctant he is to wear his glasses except when he is out of sight of the crew, and the impact his refusal to wear glasses has on his crew, resulting in their mutiny.

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Use this as a springboard to talk to the children about things they find challenging or difficult to admit, and weaknesses or flaws they might not like to share. Share your own experiences of things you have found hard and what made them easier for you.

Use this discussion as a stimulus to **shared write a note of advice** to Captain Cutlass to help him cope with his poor eyesight and admit to his crew that he wears glasses. You may want to return to the sections in the book in which he makes a mistake because he can't see clearly and Peggle tells him to wear his glasses. Read the letter as you write and again as a whole when it is finished so that the children hear what a **note of advice** sounds like.



## SESSION 4: CHAPTER FIVE



### **Focus: Questioning, Re-reading and Close Reading**

Read Chapter Five, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

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Identify key turning points in the story, such as the pirates wrestling with the giant squid Captain Cutlass mistakes for seaweed (pages 17-18); Captain Cutlass landing in the crow's nest after attempting to board the whale (pages 24-25); the crew's mutiny (pages 34-37), and the discovery of the treasure (pages 40-44). Invite the group to create **freeze frames** to represent Captain Cutlass and his crew at these different moments in the story.

**Thought-track** each scene and record Captain Cutlass and his crew's feelings in the **journal**. Consider photographing each of the **freeze frames** and allowing children to access these on a computer. They could add speech and thought bubbles to capture the voices from the **freeze-framing / thought-tracking** activity.

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Reflect on the final sentence: "Pirates don't take baths!" and discuss the children's responses to this.

- Why do you think the pirates roar with laughter at Peggle's suggestion?
- What do you think Captain Cutlass has learnt over the course of the story?
- Do you think that the pirates will start to take baths?

## SESSION 5: WHOLE BOOK



### Focus: Re-reading, Empathising and Summarising

Re-read the whole text from the beginning. Discuss the children's responses to this ending with the help of the **four basic questions**.

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Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, such as: *the most memorable part of the story was... because... ; my top moment in the story was... because...* and ask them to discuss their favourite part of the narrative in pairs. Encourage children to give reasons for their choices and invite some children to share these.

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Discuss how the children felt about the book compared to their original expectations.

- When you first saw this book, what kind of book did you think it was going to be? What made you think this?
- Now you've read it, was it as you expected?
- Have you read other books like it? How is this one the same? How is it different?
- Would you recommend this book to a friend?



# IDEAS TO SUPPORT THE SESSIONS



These are areas you could further develop depending on your professional judgement of the children's learning needs and their interests.

## **Developing wider reading experiences**

Read and explore other books about pirates, such as:

- *Ten Little Pirates* by Mike Brownlow, illustrated by Simon Rickerty – Orchard
- *The Pirates Next Door* by Jonny Duddle – Templar
- *Pirate Diary* by Richard Platt, illustrated by Chris Riddell – Walker
- *The Friendly Pirates* by Saviour Pirotta, illustrated by Erica Salcedo – Bloomsbury
- The Captain Pugwash series by John Ryan – Puffin

## Supporting reading fluency

- While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, 'thinking aloud', interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).
- Occasionally, you could hide some words with a sticky note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.
- You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.
- You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.

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## Vocabulary building

- Make **word collections** based on the text. Children can make collections of words that describe a particular character, their feelings, a place, an event or a situation. Collecting words in this way helps children to have a more focussed awareness of the ways language affects our perceptions and understanding and the ways in which the author creates the readers' response.
- There is also an opportunity to explore subject-specific **vocabulary**, e.g., *barracuda, compass, albatross, squid, tentacles, crow's nest*.
- There are opportunities to explore the distinctive language of the pirates. The characters also have alliterative names: Captain Cutlass, Fearsome Fergus, Salty Sally. Children could experiment with making up their own alliterative pirate names for themselves and each other.

## Opportunities to revisit the text independently

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.
- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
- Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.
- Use **hot-seating** to explore the characters further. One member of the group **role-plays** a character and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses.
- Make a **story map** as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.
- Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the 'Tips for grown-ups' pages to support their discussions.

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## Experiences linked to the text

- Encourage children to **role play** as pirates. You could design a treasure hunt for them or give them the opportunity to make their own treasure maps, telescopes or pirate pets. Further ideas and resources can be found here: *Pirates* – CBBC: [www.bbc.co.uk/cbeebies/topics/pirates](http://www.bbc.co.uk/cbeebies/topics/pirates).

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These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

[www.bloomsburyguidedreading.com](http://www.bloomsburyguidedreading.com)

[www.clpe.org.uk](http://www.clpe.org.uk)

