

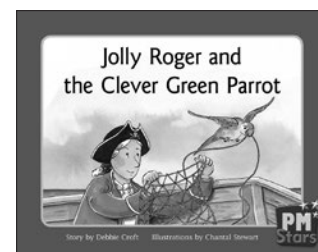
Jolly Roger and the Clever Green Parrot

PM Level 14

Green

Text Type Narrative

Running Words 254



Preparing for Guided Reading

Orientation to the Text

- Read the title of the book and introduce the green parrot. Inform students that parrots are thought to be very intelligent birds.

Prior Knowledge

- This is a new story in the series about the fictitious pirate captain, Jolly Roger.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *“If you don’t feed us, Jolly Roger, we will not work for you!” said Little Pirate.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

across, didn’t, feed, himself, maybe, past, tried, try, what

Content Words

bait, beak, cheered, coconuts, laughed, line, mast, rope, seaweed, worm, work

Decoding

- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Study the illustrations in the book. Identify Jolly Roger’s problem, i.e. the pirates will stop working if he does not catch some fish for lunch. Discuss

the tension that this creates. Share reasons why Jolly Roger’s attempts to solve the problem are not successful.

- Draw students’ attention to the parrot sitting on the mast and notice how he moves his position as events unfold. Identify the events on pages 12–13. Discuss the concept of cooperation. Talk about how much easier it is to complete a task when everyone helps.
- Link the parrot’s words in the speech bubble on page 16 with the title. Talk about how the parrot’s position on the mast meant that it had a ‘bird’s-eye view’ of what was happening.
- Invite students to retell events in their own words. Model how to include details that elaborate on main events.
- Locate these adjectives: *this little net; a bigger net*. Make a list of words that have opposite meanings, e.g. *bigger, smaller; over, under*.
- Discuss irregularly formed verbs, e.g. *try, tries, tried; fly, flies, flew; make, makes, made*.
- Revisit the -st blend at the end of words, e.g. *past, mast*.
- Locate and discuss these words: *himself, myself*.
- Identify words that begin with the prefix a-, e.g. *away, across*.
- Draw students’ attention to words that begin with kn-, e.g. *knot, knee, knock*.

Comprehension

- Why were the pirates on Jolly Roger’s ship hungry? (*Literal*)
- How did the green parrot help Jolly Roger? (*Literal*)
- Why did the fish swim past the bait on Jolly Roger’s fishing line? (*Inferential*)
- What does the word *cheered* mean in this story? (*Inferential*)
- Why has the parrot been called the *clever green parrot* in the title? (*Inferential*)

Follow-up Activities

- Discuss the concept of cooperation and how it relates to what happens in the classroom. Follow up this discussion by recording students’ ideas on a chart.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up