

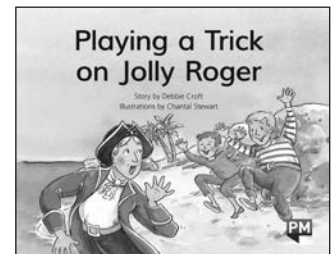
Playing a Trick on Jolly Roger

PM Level 13

Green

Text Type Narrative

Running Words 234



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the idea of playing a trick on someone. They should also have an understanding of friendly pirates and pirate ships.

Orientation to the Text

- Jolly Roger's boat has no water left, so he takes Big Pirate and Little Pirate to an island to get some water. While the pirates search for water, Jolly Roger has a rest. When the pirates see he's still sleeping, they decide to play a trick on Jolly Roger.

Key Language Structures

- Some basic complex sentences are introduced. *"Then we will have to go over to that island to get some," said Jolly Roger. "I'm very hot," Jolly Roger said, as they got to the beach.*
- The story is largely told through direct speech incorporating speech marks and other punctuation.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

any, drink, left, pleased, still, under

Content Words

beach, island, Pirate, trick, water

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *walked*. Ask, *What is the base word? How does adding 'ed' change the meaning?*
- Look at the word *Pirate*. Ask, *How many sounds are in the word? What are they?*

Fluency and Phrasing

- Look at the bold word on p. 2. Discuss how it changes expression and practise reading the page together.
- Model reading p. 3 without using punctuation and expression. Invite students to demonstrate how to read it more fluently.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration and ask students to share their experiences of playing tricks on people.
- Read p. 4. Say, *Think about the title of the book. What information on this page might be important to the story?*
- Ask students to read to p. 9. Ask, *How are Big Pirate and Little Pirate feeling? What do you think might happen next?*
- Read p. 12. Ask students to find the verbs ending in 'ed' on the page. Discuss how they are past-tense verbs.
- Read to the end of the text. Ask students to find all the past-tense verbs on p. 16.
- Ask students to retell the important points from the story in their own words.

Comprehension

- Why did the pirates go to the island? (*Literal*)
- How did Jolly Roger feel when he saw the boat was gone? (*Inferential*)
- Do you think Big Pirate and Little Pirate's trick was a good one? Why or why not? (*Inferential*)

Follow-up Activities

- Read the story again and discuss the different locations shown. In pairs, have students draw a map of the island using information in the story and their imaginations to guide them.
- Make a list of the important events in the story and discuss how Big Pirate and Little Pirate might have been feeling at each stage. Choose one of the characters and rewrite the story from their perspective together.
- Revise the concept of past-tense verbs with students. Ask each student to write two or three sentences about what they did yesterday using verbs ending in 'ed'. Have students illustrate their work and make a class book.

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Learning Intentions

- We are learning to decide what is important in a text.
- We are learning to identify past-tense verbs.

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Success Criteria

- I can find the parts of the text that are important to the story.
- I can find doing words ending in 'ed' in the text.

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Guided Reading Notes

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