

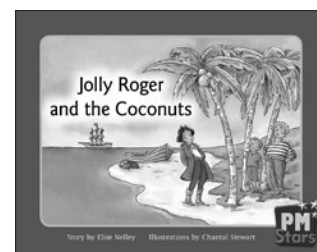
Jolly Roger and the Coconuts

PM Level 8

Yellow

Text Type Narrative

Running Words 151



Preparing for Guided Reading

Orientation to the Text

- Re-read *Jolly Roger and the Treasure* (PM level 7). Discuss the characters.
- Discuss the cover illustration. Talk about where coconuts grow, what they look like and how you would pick them. Invite students to give reasons why a coconut palm would not be easy to climb.

Prior Knowledge

- This is another humorous story about the fictitious pirate captain, Jolly Roger. Big Pirate, Little Pirate and Jolly Roger are hungry, but their attempts to catch some fish are unsuccessful. Luckily, Jolly Roger sees, through his spyglass, some coconuts growing on a nearby island. But coconut palms are not easy to climb.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

all, out, two, very

Content Words

boots, coat, coconuts, hungry, Jolly Roger, pirate

Decoding

- Encourage students to apply their phonemic awareness to decode unfamiliar words by blending a sequence of sounds, e.g. *f-i-sh*, *c-oa-t*.
- Locate the words *cried*, *tree*, *please* and *splash*. Use the books *cr*, *tr*, *pl* and *spl* in the **PM Alphabet Blends** series to identify other words that begin with the same sounds.
- Note the digraph *sh* in initial and final positions, e.g. *shouted*, *fish*, *splash*.
- Direct students' attention to the sound made by *-y* at the end of *Jolly*, *hungry*, *dirty*.

Fluency and Phrasing

- Explicitly teach students to recognise time and sequence words that tell when the events happened, e.g. *today*.
- Reinforce the importance of using dialogue to assist meaning. Locate examples of informal dialogue in the book, such as "I'm very hungry," said Little Pirate, and persuasive dialogue, such as "Please get us some coconuts."

Focusing on the Book – Guided Reading

- Study the illustrations before reading the text. Encourage prediction about what might happen as the events unfold. Look at pages 6–9 and discuss Little Pirate's and Big Pirate's inability to climb the coconut palm. Talk about the tension this brings to the story when it appears that Jolly Roger is not going to come to their rescue.
- Write sentences from the book that have pronouns in them on a whiteboard, e.g. *Please get us some coconuts*. Assist students to make connections between these words and the nouns they replace. Explain that the pronouns *we* and *us* refer to plural subjects.
- Write the saying verbs *said*, *cried* and *shouted* on a whiteboard. Talk about how these words convey the speaker's feelings towards an event.
- Note the use of the helping verb *will*, e.g. *I will get the coconuts*. *My coat and my boots will get dirty*. Explain that *will* is used when something has not yet happened.
- Discuss what a spyglass is and how it enlarges things that are far away.
- Reinforce regular past-tense verb endings, e.g. *look*, *looked*; *shout*, *shouted*.
- Note the consonant-vowel-consonant pattern in these words: *can*, *not*, *get*. Encourage quick recognition of words formed by changing the onsets, e.g. *can*, *man*, *ran*.

Comprehension

- Why did Jolly Roger and the pirates take the little boat over to the island? (*Literal*)
- Why didn't Jolly Roger want to go up the tree? (*Literal*)
- How did Jolly Roger know that coconuts were growing on the island? (*Inferential*)
- Why did Big Pirate call out "Look out!" as he began to slide down the tree? (*Inferential*)
- Why did Jolly Roger keep the biggest coconut for himself? (*Inferential*)

Follow-up Activities

- Invite students to retell the story in their own words. If necessary, model how to include details that elaborate on main events.

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Learning Intentions

- We are learning to make predictions while reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can make predictions based on what I have read.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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