

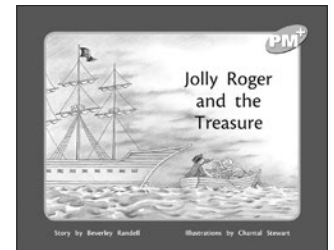
# Jolly Roger and the Treasure

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 129



## Preparing for Guided Reading

### Orientation to the Text

- Read *Jolly Roger, the pirate* (PM level 6). Establish that he is a fantasy character who is teased by his crew.

### Prior Knowledge

- Jolly Roger has trouble with his hat, again. However, this time it leads him to the treasure first.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

here, little, look, went

#### Content Words

treasure, Pirate, beach, shouted

### Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Read the title with students pausing at the word *Treasure*. Encourage them to use the language structure and visual cues when decoding this word.
- **Pages 2–3** An in-depth discussion about this illustration and the text is essential to set the scene for the remainder of the book.
- **Pages 4–7** Have students reason why Big Pirate didn't want Jolly Roger to hunt for the treasure with them.
- **Pages 8–11** Point out the strength of the wind as Jolly Roger chases his hat.
- **Pages 12–16** Enjoy the humorous ending to the story.

### Comprehension

- Who went to look for treasure? (*Literal*)
- Why did Little Pirate and Big Pirate want Jolly Roger to go away? (*Inferential*)
- How did Little Pirate and Big Pirate feel when Jolly Roger found the treasure? (*Inferential*)

### Follow-up Activities

- Predict what could be found in the pirates' treasure box. Give each of students a sentence beginner to complete, e.g. *I think that the pirates would find \_\_\_\_\_ and \_\_\_\_\_ in the treasure box because \_\_\_\_\_*. The finished sentences could be read out to the group. Encourage students to give reasons in order to justify their choices. Sentence beginners are helpful for more reluctant speakers.
- Adapt the story *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury (Walker Books, 1989) to *We're Going on a Treasure Hunt*. After role-playing different episodes, help students to write and illustrate the text for an enlarged book.
- Invite students to talk and write about real experiences that involved treasure hunts, e.g. at the school fete or at a friend's birthday party.

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## Learning Intentions

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

• \_\_\_\_\_

## 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.

• \_\_\_\_\_

## Guided Reading Notes

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