

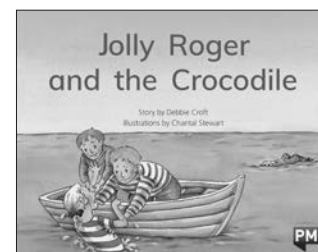
Jolly Roger and the Crocodile

PM Level 9

Blue

Text Type Narrative

Running Words 165



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of what a pirate is and where pirates live.
- Students should be familiar with what a crocodile is and the fact that crocodiles can be mistaken for logs.

Orientation to the Text

- It's such a hot day that Jolly Roger decides to go for a swim. Imagine his surprise when the log he is swimming towards turns out to be a crocodile!

Key Language Structures

- Apostrophes in contractions are introduced – *I'm, Let's, It's*.
- Pronouns are also used throughout the text – *He, it, we*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

but, have, I'm, It's, Let's, made, swim, swimming, very

Content Words

boat, crocodile, Pirate, safe, splash, water

Decoding

- Encourage students to think about words they know that are similar to words they have difficulty with.
- Look at the word *Pirate* on page 2. Ask, *What smaller word is at the end of Pirate?* Talk about the difference in the pronunciation of *ate* by itself and then in *Pirate*.

Fluency and Phrasing

- Preview some of the more difficult words, such as *Pirate* and *crocodile*, with students before you start reading, to increase their fluency and accuracy.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Talk with students about who Jolly Roger is and what they can see happening in the picture on the front cover.
- Read page 2. Model reading the exclamations with and without expression for students.

- Continue to page 7. Ask students to review the text and pictures and predict what will happen when Jolly Roger starts swimming.
- Read page 8. Ask, *What do you notice about the words **Snap! Snap!**?* Discuss how this changes the way the words are read.
- Continue to page 10. Ask students to practise Little Pirate's exclamations with appropriate expression.
- Look at pages 14–15. Invite students to describe what the problem in the story was and how it was solved.
- Count the exclamation marks as you re-read the text together. Ask, *Why do you think the author used so many exclamation marks in the book?*

Comprehension

- Why didn't Little Pirate go for a swim? (*Literal*)
- How did Jolly Roger feel when he saw the crocodile? (*Inferential*)
- What might have happened if Little Pirate and Big Pirate hadn't helped Jolly Roger? (*Inferential*)

Follow-up Activities

- Talk with students about what they need to do to stay safe in or near the water. You may also like to watch a video about the topic online. Support students to write a sentence about water safety and have them illustrate their work. Put the pages together in a water safety book to share with other students.
- Ask students to think about what they would like to ask Jolly Roger if they met him. Have students discuss their ideas with a partner before sharing their questions with the group. Make a list of the questions and allocate one to each pair of students. Ask students to talk about and share what they think Jolly Roger would say in response to their question.
- Explain that many made-up stories have elements of truth to them. Look at some other pictures of crocodiles in the water and discuss whether students think that people might really mistake a crocodile for a log. Talk about whether or not the other main events in the text could have happened in real life.
- Ask students to close their eyes and think about what they read in the text, then invite them to look at the book and choose their favourite word or phrase. Discuss the reasons for students' choices, encouraging them to explain why they felt the words were important in the text.

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Learning Intentions

- We are learning to summarise what we have read.
- We are learning to read with expression.

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Success Criteria

- I can retell the main events from the story in order.
- I can change my voice when I read an exclamation.
- I can use expression when reading bold words.

• _____

Guided Reading Notes

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