

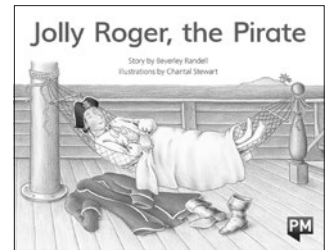
Jolly Roger, the Pirate

PM Level 6

Yellow

Text Type Narrative

Running Words 132



Preparing for Guided Reading

Orientation to the Text

- Look at the illustrations in the book, *Pirate Ship Makeover* (PM level 15) or use a similar picture book. Encourage students to think of interesting words to describe the pirate in the book. Write these words onto strips of heavy paper. As a group, draw the pirate on a large piece of paper. Glue a variety of fabrics, or coloured paper, onto the picture to form a pirate collage. Glue or staple students' descriptions of the pirate around this collage.

Prior Knowledge

- Students will enjoy this humorous story about Jolly Roger, the fictitious pirate captain, and the jokes played on him by the other pirates.
- Continuous dialogue involves the reader and describes the events as they happen.

Key Language Structures

- Structural changes in some sentences provide opportunities for the young reader to integrate meaning, syntax and visual cues.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

his, they, Where, will

Content Words

asleep, pirate, hide, coat, boots, woke, big, hat, sea

Decoding

- Locate and read most high-frequency 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

- Look closely at the cover picture. Encourage students to talk about the pirate, his clothes and the ship.
- Look at the illustration on pp. 2–3. Ask students to tell you what they think the pirates are up to.

Talk about how the pirates are teasing Jolly Roger. Encourage students to recount any episodes when they've teased their Dad or Mum, or how their parents tease them.

- Read pp. 10–11 together. Ask students, *Where is Jolly Roger's hat?* Ensure that all children realise that Jolly Roger is searching for his hat, but it is on his head.
- After reading p. 12, ask students what they think will happen if Jolly Roger leans over the side of the ship and looks in the sea. (You may like to demonstrate this to students by wearing a hat yourself and bending over). Help students to understand that the other pirates know exactly what will happen on p. 15.
- On pp. 14–15 students' predictions are confirmed. Ensure that students are able to tell you why Jolly Roger's hat ended up in the sea.
- Discuss the characters in the story. Ask students, *Were the pirates friends with Jolly Roger? Why did the pirates play tricks on Jolly Roger?*
- Observe students as they read the story independently.

Comprehension

- When Jolly Roger woke up, what did he look for first? (*Literal*)
- Why did the pirates tell Jolly Roger to look down at the sea? (*Inferential*)

Follow-up Activities

- Have an alphabet treasure hunt using initial consonants or letter sounds. Ask students to find objects that begin with ... or sound like ...
For example, *Can you find something beginning with c?* *Can you find something beginning with sh?*
- Talk about where the pirates in the story might be going and what they might be looking for. 'Age' a large sheet of paper by painting lightly with weak coffee and burning the edges. Draw a class treasure map on this paper using charcoal or a soft lead pencil. Encourage students to talk about what might be on the map.
- Have a pirate day. Students and teachers could wear costumes and eat 'pirate' food. For example, green jelly, bread and butter, water. Students might be able to suggest a suitable menu that they could help to prepare. Write the menu together on a large chart and decorate appropriately.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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