

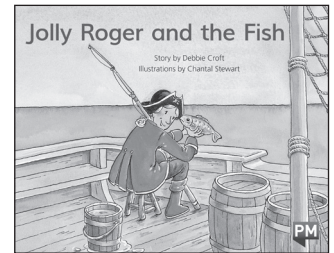
Jolly Roger and the Fish

PM Level 10

Blue

Text Type Narrative

Running Words 193



Preparing for Guided Reading

Prior Knowledge

- Jolly Roger, Little Pirate and Big Pirate are familiar PM characters. Little Pirate and Big Pirate often play tricks on Jolly Roger.

Orientation to the Text

- Jolly Roger was fishing on his ship. He caught a little fish and a big fish and put them in a bucket. The fish disappeared from the bucket. Jolly Roger thought that Little Pirate or Big Pirate had taken his fish. They discovered that the black cat had eaten the fish.

Key Language Structures

- More frequent use of conjunctions such as *but* to join two sentences, e.g. page 8, *He looked in the bucket, but the big fish had gone.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

did, gone, laughed, Now, saw, Then

Content Words

berries, bones, bucket, coconuts, hungry

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *laughed*. Encourage students to sound the word out. Ask, *What sound do the letters gh make in this word?*
- Look at the word *gone*. Encourage students to sound the word out. Ask, *What sound do the letters o-n-e make in this word?*

Fluency and Phrasing

- Locate familiar words to develop smooth reading.
- Encourage students to make appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration. Ask students to predict what the story might be about. Recall that Jolly Roger's pirate friends, Little Pirate and Big Pirate, often play tricks on him.
- Ask students to look through the illustrations to identify the orientation (page 2), complication (page 6) and resolution (page 16) using the illustrations. Discuss each component of the narrative. Note how the illustrations help to tell the story. For example, the cat's tail is visible behind the barrel on pages 5, 7, 9, and 11. Fish bones are also visible on pages 11 and 13 before the cat is unmasked as the fish thief on page 15.
- Read page 8 and page 10 aloud, modelling how the dialogue is spoken and the bold words (**very** and **you**) are emphasised.
- Read the whole story together, encouraging students to respond to the intonation (structure) cues – darkened (bold) print, question and punctuation marks.

Comprehension

- Why did Jolly Roger think that Big Pirate and Little Pirate had eaten his fish? (*Literal*)
- Who had eaten Jolly Roger's fish? (*Inferential*)

Follow-up Activities

- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Discuss alternate endings for the story from page 12. Write a wall story featuring an alternate ending.

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Learning Intentions

- We are learning that a narrative has an orientation, a complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- _____

Success Criteria

- I can identify the orientation, complication and resolution in the text.
- 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