

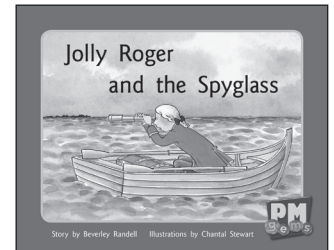
Jolly Roger and the Spyglass

PM Level 11

Blue

Text Type Narrative

Running Words 194



Preparing for Guided Reading

Prior Knowledge

- Discussed spyglasses (old name for small telescopes) and how they enlarge things that are far away.
- Have students share their ideas about pirates and their ships.

Orientation to the Text

- In this story, Jolly Roger's ship is taken over by bad pirates and he is cast adrift. Fortunately, he has his spyglass with him and warns the pirates of some dangerous rocks. The grateful pirates return Jolly Roger's ship and treasure.

Key Language Structures

- Irregular past tenses: *had, said, did, made, ran*
- Adjectives add meaning to the nouns in the text, e.g. *little boat, old box, little eye, big rocks*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

climb, did, had, have, now, old, open, take, that, then

Content Words

Jolly, Roger, treasure, pirates, boat, spyglass, rocks, ladder, wheel, saved

Decoding

- Recall 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.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover illustration. Ask students what job Jolly Roger does, and why he would need a spyglass to do it.
- Ask, *How do you think Jolly Roger feels about the other pirates taking his treasures on p. 2?*

- Ask, *Do you think Jolly Roger is happy that the bad pirates have given him a little boat and his old box? Why/why not?*
- Jolly Roger finds his spyglass in the box. Ask students what else they can see in the box.
- Jolly Roger sees some big rocks through his spyglass. Ask, *Why do you think Jolly Roger tells the pirates about the rocks?*
- Ask, *How do the bad pirates cooperate with Jolly Roger when he is finally back on the ship?*
- The pirates give Jolly Roger his ship and treasure back. Ask, *Are the pirates as bad as Jolly Roger first thought?*
- Talk about the consonant/vowel/consonant pattern in these words: *can, ran; lot, got; had, bad; get, let*.

Comprehension

- Why do you think the pirates had to let Jolly Roger back on the ship? (*Inferential*)
- What do you think was the best treasure – jewels or the spyglass? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: using initial letters to write rhyming words; writing missing words to complete sentences from the story; using provided words to write sentences that match pictures from the book; drawing a picture to match a passage from the book.
- Have students imagine they are Jolly Roger on the little boat. Ask, *What items would you want to find when you open the box?* Have students do a drawing of the open box, with all the things they would like to see inside it.
- Have students think of other things that Jolly Roger could do with the spyglass, e.g. looking at the stars at night, looking for land in the distance. Have students choose one specific purpose, and write about how they would use the spyglass to do this.

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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