

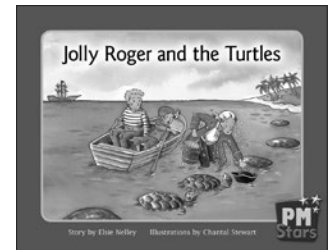
Jolly Roger and the Turtles

PM Level 11

Blue

Text Type Narrative

Running Words 195



Preparing for Guided Reading

Orientation to the Text

- Re-read *Jolly Roger and the Coconuts* (PM level 8).
- Study the illustrations. Discuss why the pirates need fresh water. Draw students' attention to Jolly Roger's new red boots. Use details evident in the illustrations to infer meaning. Talk about why the turtles look like rocks in the water and why the appearance of things viewed from a distance can differ when they are viewed up close. Discuss why Jolly Roger does not get back in the little boat.

Prior Knowledge

- This is another humorous story in the series about the fictitious pirate captain, Jolly Roger. In this story, the pirates must go over to the island to get more fresh water.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

do, over, take

Content Words

beach, bucket, island, rocks, stepped, water

Decoding

- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

Fluency and Phrasing

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

Focusing on the Book – Guided Reading

- Invite students to retell events in their own words. Model how to include details that elaborate on main events.
- Write sentences that use the helping verb *will* on a whiteboard, e.g. *We will have to ... I will get ...* Explain that *will* is used when something has not yet happened.
- Discuss feelings portrayed by the main characters as events unfolded. Distinguish between different feelings: happy, anxious, laughing, concerned,

determined. List students' ideas. Invite them to share situations when they have experienced these feelings.

- Find words in the story that begin with the blends *dr, fr, st, sp* and *cl*. Use the books *dr, fr, st, sp* and *cl* in the **PM Alphabet Blends** series to identify other words beginning with the same sounds.
- Identify the digraph *sh* in initial and final positions, i.e. *ship, splash*.
- Note the digraph-vowel-consonant pattern in these words: *then, ship*. Form new words by changing the medial vowel, e.g. *then, than; ship, shop*.
- Revise the sound made by *-ay*, e.g. *today, stay*.
- Identify words that end with the *-ck* pattern: *bucket, rock, back*.
- Discuss the *-s* plural ending for some nouns, e.g. *rocks, boots*.
- Find examples of compound words, e.g. *today, without*.
- Draw students' attention to silent letters, e.g. *island, climb*.
- Identify contractions in the book, i.e. *let's, it's, I'm*. Ask students to write these words in expanded form. Use the contractions in sentences.
- Identify exclamation marks in the book. Notice that some have been used to convey the speaker's reaction, e.g. "*Oh, no! ... This is not a rock. It's a turtle!*"

Comprehension

- Why did Jolly Roger and the pirates have to go over to the island? (*Literal*)
- What were they going to carry the water in? (*Literal*)
- Why did Jolly Roger walk on the rocks? (*Literal*)
- Why did the turtles look like rocks in the water? (*Inferential*)
- Why did Big Pirate and Little Pirate laugh at Jolly Roger? (*Inferential*)
- How did Jolly Roger get to the beach? (*Inferential*)

Follow-up Activities

- Share the writing of a couplet or short poem about turtles. Encourage students to suggest some alliteration that could be included.

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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 re-read 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