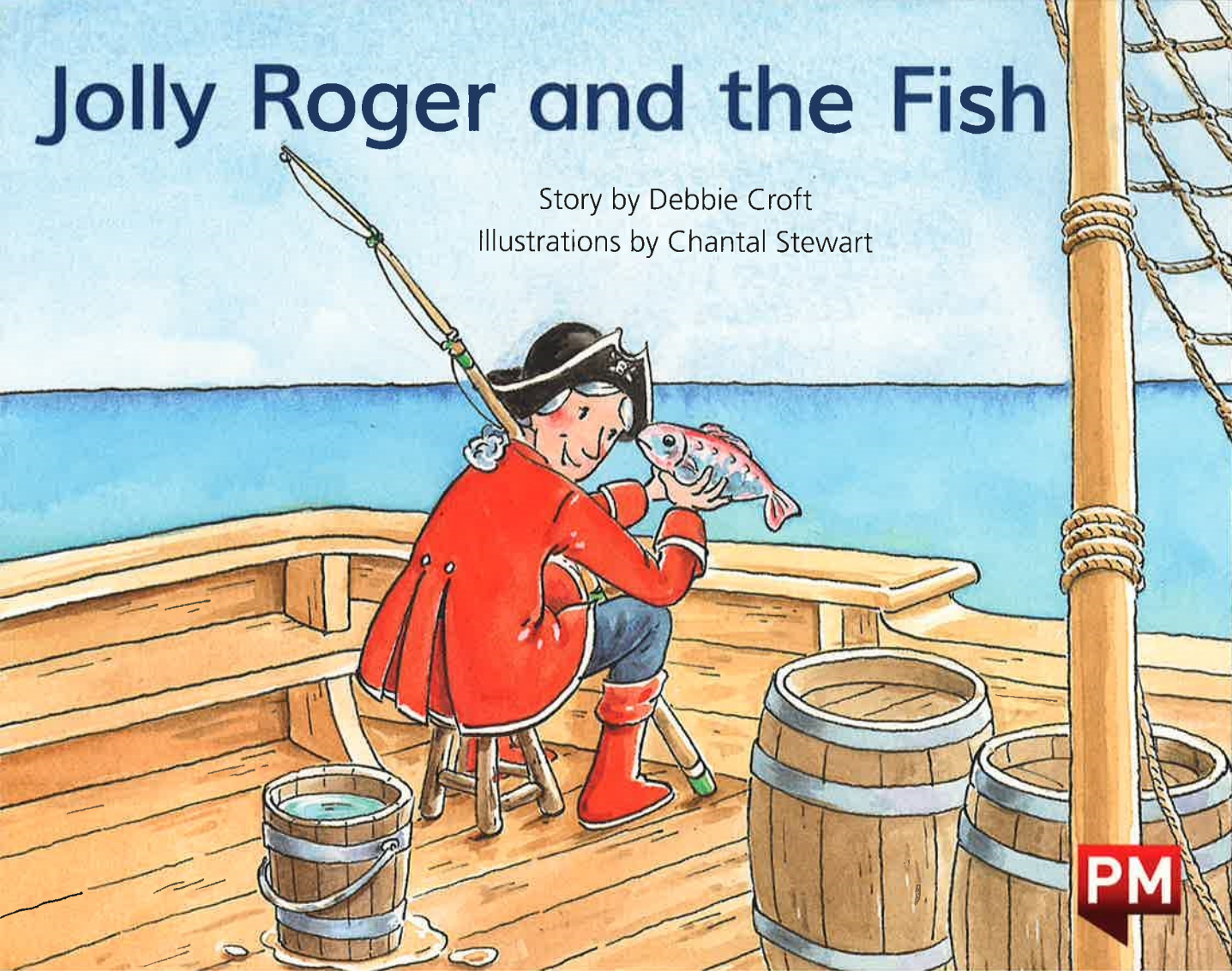
Jolly Roger and the Fish

Story by Debbie Croft
Illustrations by Chantal Stewart



PM

For teachers' inspection ONLY

Jolly Roger and the Fish

Level 10 **Running words** 193

Key High-frequency Words

did, gone, laughed, Now, saw, Then

Key Teaching Points

Study the picture on page 16. Remind students that Jolly Roger is still very hungry. Discuss his feelings when he sees the cat licking its paws.

Reinforce this point by reading the word *You* with emphasis.

Key Questions

Why did Jolly Roger think that Big Pirate and Little Pirate had eaten his fish? *(Inferential)*

Who had eaten Jolly Roger's fish? *(Literal)*

Word Study

Revise questions and answers.

Discuss irregular past tense verbs: *get, got; see, saw; come, came; go, gone; have, had.*

Change each adjective to convey a similar meaning within the context of the story: *big fish; little fish.*

Links with other PM Books

PM Guided Reading	Level 6	*Jolly Roger, the Pirate*
PM Stars	Level 8	*Jolly Roger and the Coconuts*

For teachers' inspection ONLY

Jolly Roger sat on the deck
with his fishing line.
He had one little fish
in his bucket.

"I am **very** hungry today,"
he said.



For teachers' inspection ONLY

Then, Jolly Roger got a big fish.

"Now I have a big fish
and a little fish," he said.

For teachers' inspection ONLY



For teachers' inspection ONLY

Jolly Roger looked in his bucket.

"Little Pirate," he said.

"Where is my little fish?

Did **you** eat it?"

"No!" said Little Pirate.

"I had lots of berries to eat!"

For teachers' inspection ONLY



For teachers' inspection ONLY