



A robber at Pop's

Bronwyn Tainui

Focus phonics

oo as in shoot, shooting, too, broom, loot, room, proof, soon

oo as in foot, looked, goodness, looking, shook, look, looks, good, woof

o as in Pop, top, Pop's, spots, rob, not, rotten, robber, Colin, from, odd, on, stops, pots, laptop, off, cannot

Tricky words

all, are, as, be, come, do, full, go, has, have, he, her, here, his, I, into, is, like, love, me, my, no, of, oh, old, one, out, pulls, pushed, put, said, she, so, some, the, there, they, to, today, was, we, were, what, when, you, your

Book summary

This graphic novel has the same characters as *One top dog* in Reading Road 1. Nick is shooting a film in which Pop stars as a robber. Unfortunately, the neighbours mistake Pop for a real robber and call the police. Nick finishes the film with the neighbours as stars, too.

Learning intention

Phonics: To decode words with the vowel digraph /oo/ as in *too* and /oo/ as in *foot* that feature in the story and extend to other known words with the same phoneme. Discuss and decode words in the story with the short /o/ sound, as well as words with adjacent consonants.

Comprehension:

- Retrieve key details from the text
- Explain the meaning of words in context
- Make inferences from the text
- Make connections

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: Who is the author? (Bronwyn Tainui) Have you read *One top dog* by Bronwyn in Reading Road 1? If so, say what you thought of it and why. Do you recognise any of these characters? Do you think this is a fiction or a non-fiction text and why? Look at the title page to compare the illustration to the cover. Ask: What do you notice in this illustration? Here are Nick, Pop and Ruff again. Look at the back cover. Read the blurb and discuss what it means. Flip through the book to get a sense of the story and the style, too. Discuss the graphic novel style and how it is slightly different to read. Ask: Who has read a graphic novel before? What is a graphic novel similar to? (a comic) Look at p 2 and discuss where to start reading. (Read the text at the top first and then the thought

bubble. Then read the next piece of text followed by the speech bubbles from the top down, then move to the top of p 3.) Notice that Ruff has a thought bubble. Read the words in the thought bubble just as you would a speech bubble, but remember these are Ruff's thoughts, not heard by anyone else.

Quick phonics warm-up: Read the words together on the inside front cover with the focus phonemes of /oo/, /oo/ and /o/. Flip through the story to find and read words with these same focus phonemes. Build the focus words *broom* and *shook* with letter or sound cards. Think of words that rhyme with *broom* and *shook*. List these to read together, e.g. loom, gloom, room; cook, book, look, brook, crook. Point out any with adjacent consonants like *gloom* and *crook*.

Vocabulary check:

loot p 2 stolen goods

lurking p 4 looking suspicious

Morphology: The suffix -ness means a state, condition or quality. *Goodness* means full of good. 'Thank goodness' means a feeling of happiness or relief that something has happened, e.g. on p 22 that the filming has finished. Are there any other words you know that end in -ess? (e.g. darkness, sadness, happiness, playfulness)

Etymology: *Robber* means a person who takes things that don't belong to him or her. *Rob* is the root word of *robber*. Late 12c from Anglo-French *robbere*, Old French *robeor*, agent noun from *rober* 'to rob, steal'.

Tricky word practice: Display the tricky words *you* and *your*. Ask: What are the tricky parts of these words? *ou* in *you* sounds like /oo/ as in moon. (/y/ /oo/) *our* in *your* sounds like /or/. (/y/ /or/) Practise saying and spelling these tricky words.

During reading

Read the story: Reading could follow one or more of the following approaches:

- Begin by reading the text together, making sure students change voices for each character's speech bubbles. Students carry on reading silently at their own pace; listen to each student in turn as they read a brief passage.
- Reread using a readers' theatre method where groups of students read different parts using appropriate intonation and emphasis and another group of students reads the story lines.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the focus phonemes of /oo/, /oo/ and /o/.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text. At the end of p 7, ask: What do you know about the characters so far? What is Ruff thinking about what has happened on p 8? On p 10, pause to discuss what Pop does to prove to PC Colin that he is not a real robber. (shows his identify card with his photo on it) Ask: What do you think PC is short for? (Police Constable - this is a name given to police officers) Ask: Why did PC Colin arrive? (Frank rang him because he thought Pop was a robber) Ask: What does *shooting* mean in the story? (Shooting means filming. They are synonyms, they have a similar meaning.) Ask: What is a synonym for *robber*? (burglar, thief)

After reading

Apply learning: Discuss the story. What new information have you learned about Pop? (Pop is good at acting, he is friends with his neighbours) Which page is your favourite? Why do you say that? How do you connect with it? What did Bronwyn (the author) need to know before writing this text? How does it compare to any of her other books? Is it similar or different? Ask: How does Pop feel at the end of the story? (happy with the film) Why are the neighbours there watching the film? (they were in the film, too) Ask: Who do you think is the star of the film and why?

Comprehension: What can you infer from the story? About Ruff? About Pop? Retell the story from Ruff's point of view. Read the thought bubbles in sequence. What can you say about Ruff? (he was concerned for Pop) Discuss the questions on the inside back cover.

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner. They speed-read the focus words from the inside front cover to encourage automaticity.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

page 24

Pop, Nick, Ruff, Flora and Frank look at the film.

Oh good job, Nick. This is a good film. I love it.

Flora, look at how you shook that broom! You are a star!

Thank you for ringing PC Colin. His car is so good in the film.

Woof! Woof!

You did a top job barking at that robber, Ruff! You are a star, too!

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Word sort. Create a table of definitions.

Worksheet 2: Comprehension

Answer questions about the story. Create a visual storyboard of events.

Worksheet 3: Film-making

Film-making vocabulary.

Worksheet 4: Script-writing

Write a script for Pop and Nick's film.

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Worksheet 1: Phonics

Name: _____ Date: _____

1. Word sort

Read the words below out loud. Listen carefully to the sound the 'oo' makes in the word.

Sort the words into the appropriate columns according to what sound the 'oo' makes.

**shoot, look, too, good, shook, broom,
shooting, looks, oops, loot, room, woof**

/oo/ as in shoot	/oo/ as in shook

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Worksheet 1: Phonics - continued

Name: _____ Date: _____

2. Fill in the table below.

Word	Meaning image	Child-created definition
shoot		
loot		
broom		
shook		
woof		

Meaning image is a small drawing which simply represents the meaning of the word.

Child-created definition is a definition of the word created by the student in their own words not from a dictionary.

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Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *A robber at Pop's*.

1. Who is the story about?

2. How would you describe the character, Pop?

3. What is the problem in this story?

4. How did this problem start?

5. How did Frank try to solve the problem?

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Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. How did Flora try to solve the problem?

7. Did the problem end up making the film better in the end?
How?

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Worksheet 2: Comprehension - continued

Name: _____ Date: _____

3. Create a storyboard of drawings to represent the sequence of events in the story, *A robber at Pop's*.

Characters	Setting	Problem	Solution

Use your drawings above to help you to retell the story in your own words.

Who was the story about?

Where did the story take place?

The problem in the story is

It is a problem because

The problem is solved when

In the end,

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Worksheet 3: Film-making

Name: _____ Date: _____

1. Film-making uses special words (vocabulary) to explain what the actors and film-makers are doing when they make a film.

Draw a line to match the word to the definition.

Shooting	A very famous actor
Acting	The place where a film is shot
Film set	Photographing or filming someone or something
Film	Being a character on stage or in a film
Star	A story recorded on camera, shown at a cinema or on TV

2. Fill in the blanks

Read the words below. Write them in the blank spaces to make the sentences make sense.

shooting, acting, film set, film, star

This is going to be the best _____!

Flora, look at how you shook that broom! You are a _____!

Pop starts _____ in the film.

Nick is _____ a film.

Pop's house is the _____.

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Worksheet 3: Film-making - continued

Name: _____ Date: _____

3. Each of these words has more than one meaning. Read the 2 definitions. Tick the definition that is right for how the word is being used in this story.

Word	Definition 1		Definition 2	
Star	A very famous actor or sports person.		A shining ball of gas in the night sky.	
Film	A thin covering or layer of something.		A story or event recorded on camera to be shown in a cinema or on TV.	
Shooting	Moving or growing quickly.		Photographing or filming someone or something.	

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Worksheet 4: Script writing

Name: _____ Date: _____

1. Now, you can write a script for Pop and Nick's film. Draw a picture to illustrate the action. Write what you would like each character to say in each scene. You can make up your own words or use those in the book. Once you have written your script, practise your play and perform it with class mates.

This tells you what is happening.	Draw what is happening.	Write what each character will say.
	Scene 1	
Pop is the robber. He creeps and peeps.		Pop says:
	Scene 2	
Pop puts one foot in the room. Then PC Colin's car pulls up.		Pop says: PC Colin says:
	Scene 3	
Pop points here and there. Flora runs at Pop with the broom.		Pop says: Flora says: