



# 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.