

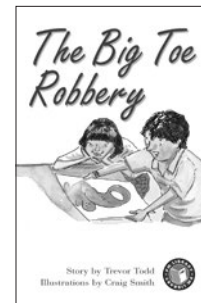
The Big Toe Robbery

PM Level 28

Ruby

Text Type Narrative

Running Words 1944



Preparing for Guided Reading

Orientation to the text

- Justin does a drawing that the whole class is impressed by – his big toe. Becky, Justin's classmate, sees the picture and gets an idea. She asks Justin if she can borrow the drawing, then takes it to Thornhill's Prints and Posters to make photocopies. Becky creates a whole range of Big Toe stationery, and offers to split the profits with Justin fifty–fifty. They sell easily because the picture had a magical effect on people that makes them feel happy. But there is one person who is not happy at all.

Prior knowledge

- Look at the cover and discuss the title. What do most (if not all) robberies involve?
- Draw attention to the contents page. Why do some books have names for their chapters? Do the names of the chapters in this book have anything in common?

Building the Balanced Reader

Grammatical conventions

- Vocabulary extension – discuss how the words *furious* and *furiously* have different meanings in the text.
- Discuss the range of adjectives used in the text to provide an accurate description of nouns, e.g. *exaggerated friendly wave; protesting classmates*.
- Identify speaking verbs used instead of *said*, e.g. *implored, sighed, snapped, answered, sniffed, sputtered, spat*. Discuss how this creates variety, humour and interest in the text.
- Revise the structure and language features of a narrative text.

Vocabulary

Key vocabulary

accidentally, arrangements, bold, clutched, congratulations, craned, dazzle, descended, disbelief, disturbance, enthusiastically, exaggerated, extraordinarily, furiously, implored, juttred, laminated, outrageously, photocopy, protesting, quivering, reduced, sapped, sputtered, stationery, trance, triumph, twitching

Spelling

- Discuss the word *stationery*. Ask students to provide a definition. Introduce the word *stationary* and compare its meaning.

Visual Literacy

- Discuss how the comical theme of the story matches with the humorous style of the illustrations. Ask students to explain how this match is achieved.
- After looking at the designs that include Justin's big toe, discuss their appeal.

Focusing on the story – guided reading

- Read pp. 6 and 7 and ask students to identify who is telling the story. What do we usually call this third person?
- What clever piece of language is used to contrast against the heat of a summer's day? (*Ms Winter.*)
- Encourage students to re-read the description of Justin's toe and sketch a replica, or sketch their own toes.
- Read pp. 18–19 and discuss Becky's plan to share the profits of her idea with Justin. Ask students if they think the deal is fair considering the magical effect of the drawing.
- Direct students to read independently to p. 21, then ask,
What was wrong with the place where Becky and Justin set up their stall?
How was the business going at Thornhill's?
What wasn't selling very well?
Why didn't Mr Thornhill realise that those items wouldn't sell?
- Encourage students to make up a list of stationery to which the design could be applied.

Comprehension

- How was the big toe on Justin's right foot different to the one on his left foot? (*Literal*)
- What kind of relationship do you think Mr Thornhill has with most of his customers? Why? (*Inferential*)
- Why do you think people purchased Becky and Justin's big toe designs, but didn't buy *Flowers of Spring* stationery? (*Applied Knowledge*)

Follow-up activities

- Ask students to make a list of situations where they might share something *fifty–fifty*.
- Encourage students to sketch a drawing that could be used to make a range of stationery items.

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Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

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Success Criteria

- I can identify and discuss themes in the text that I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

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Guided Reading Notes

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