

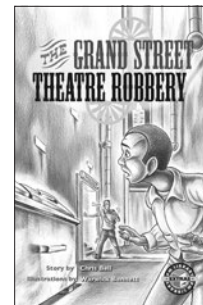
The Grand Street Theatre Robbery

PM Level 25

Emerald

Text Type Narrative

Running Words 1194



Preparing for Guided Reading

Orientation to the Text

- All is not what it seems as Rosie and Jed meet their new neighbour, Larry. Jed listens as he hears Larry planning a great robbery. He is disappointed when his parents show little interest in his problem, believing Larry is a cleaner. Do students really have something to be worried about or has Jed let his imagination take over?

Prior Knowledge

- Predict the storyline from the title and chapter headings. Identify the text type and discuss the type of vocabulary you would expect to find in the text. Will there be many illustrations? Why or why not? Discuss students' personal experiences of the theatre. Have they ever seen a live show? What talents do the actors need to have?

Building the Balanced Reader

Grammatical Conventions

- Identify the role of adverbs in telling how, when, where or why about some verbs in the text, e.g. *loudly, nervously, intently*.
- Locate commas that are inserted to create a pause in the text, e.g. *Larry tripped, but quickly regained his balance*.
- Identify speaking verbs used in the text. Discuss how this adds variety and indicates to the reader the expression required when reading direct speech, e.g. *hissed, yelled, thundered, boomed*.

Vocabulary

Key Vocabulary

accents, adjoining, amateur, convincing, disguise, drastic, elevator, fidgeted, imagination, intently, janitor, polishing, reflection, rehearse, retreating, suspicious, valuables

Spelling

- Discuss new words that can be made by adding prefixes to known root words: *adjoining, retreating, regained*.
- Revise contractions, e.g. *he'd, don't, he's, she'll, it's, I'll*.
- Identify words that doubling the last consonant before adding *ing*, e.g. *getting, dropping, robbing, shopping, planning, tripping*.

Visual Literacy

- Discuss the front cover illustration and make suggestions as to what the story may be about.
- What can you tell about the tone of the book by looking at the illustrations? Do you think the illustrator used this style for any particular reason?

Focusing on the Story – Guided Reading

- Talk about why Rosie and Jed thought Larry was a robber.
- Discuss what did Larry meant when he said, *The Grand Street Theatre will be my biggest job yet*.
- Talk about why Jed's mother didn't become alarmed when he went to call the police.
- Ask students to locate events in the text where Larry seems unconcerned about anyone seeing or hearing him. Explain why this is so.
- Make a list of sentences that indicate Larry actually might be going to commit a robbery. After each one, explain how it is linked to the outcome of the story.
- Discuss why authors write stories in chapters. Read the title of each chapter and write a sentence to summarise the events that take place in each one.

Comprehension

- What did Larry say he did for a job? (*Literal*)
- How was Larry's job linked with him committing a robbery? (*Inferential*)
- How did you think Jed felt when no one would listen to him? (*Applied Knowledge*)

Follow-up Activities

- Write a literary recount of *The Grand Street Theatre Robbery*. Remember to include an orientation, a sequence of events and a conclusion.
- Make a list of all the clues that led Jed to believe that his neighbour was a robber. Look at the clues and see if you could have come up with a different ending to the story. What else could Larry have been doing?

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Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

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