

The Big Box

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising</i> 	<p>Decodable words</p> <p>big, box</p>
	<p>Tricky words</p> <p>the</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- Read the title and ask the children: *When would you say this?* Explain the exclamation mark and ask the children to read the title dramatically.
- C** (**Prediction**) Read the title and look at the picture on the cover. Ask the children: *What do you think is in the big box?*
- Talk about different types of packaging. Ask the children: *Can you think of any things that come in cardboard boxes? What comes in plastic bags?*

Strategy check

Check the children notice the words in the pictures.

Independent reading

- C** (**Clarifying**) Look at the first page of the story. Ask the children: *What was in the big box?*
- C** (**Questioning**) On pages 6–7, ask: *Why is the playhouse falling down?*
- C** (**Questioning**) On page 8, ask: *Do you think this is a better playhouse?*
- C** (**Summarising**) Ask the children to look through the book again and tell the story in their own words.

Assessment Check that children:

- notice enough information in the pictures to tell and understand the story
- understand why the boxes collapsed.

Returning to the text

- W** On page 3, ask: *Can you read the words on the box?* Ask the children to sound out and blend the words in 'up'. Ask them to point to the words as you read, 'This way up'.
- W** On page 4, say: *Point to the words in the picture.* Encourage them to sound out and blend the letters in the word 'Floppy'. Help them to read the words 'our house'.
- C** (**Clarifying**) Ask children to describe what is happening on page 8. Ask: *What is Dad doing? What is Mum holding?*

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as main character, sequence of events. Retell narratives in the correct sequence.

C (Questioning) Start by asking the children: *What happened at the beginning of the story? What happened in the middle? What happened at the end?*

- Ask the children to show you the page where the rain started. Ask: *How do you know that it is raining on this page?*
- Ask: *What happens on the next page? What happens at the end?*

Assessment Are the children able to retell the story, putting the events into the correct sequence?

Objective Recognise letter shapes and say a sound for each. Read some high frequency words.

W Draw a big box on the board. Write the label 'This way up'. Ask children to sound out the letters they know. Add the label 'Fragile'. Talk about the meaning of the words 'fragile' and 'this way up'.

- Ask the children what other labels there could be on a big box and write them on the board, e.g. 'Open here', 'Open with care'. Ask the children to sound out and blend the letters in 'open' with you.

Assessment Do the children quickly recognise and read the word 'up'?

Objective Explore and experiment with sounds, words and texts. Link sounds to letters.

W Ask the children to look at the title of the story. Ask them what sound 'big' and 'box' begin with, and what letter makes this sound. Explain that this is an example of alliteration.

- Ask the children to think up other titles which use alliteration, e.g. 'The Mighty Mouse', 'The Funny Frog', 'The Dirty Dog'.
- Can the children identify the initial sounds and letters easily? Do they understand what alliteration is and can they suggest alliterative titles?

Assessment Do the children hear the repeated sounds and link them with the correct letters?

Speaking, listening and drama activities

Objective Extend their vocabulary, exploring the meanings and sounds of new words.

- Ask one child to explain to the others in the group how to make a playhouse out of a big box.
- Write 'The Big Box' on the board and ask the children to think up a funny sentence using words beginning with 'b', e.g. 'The big box bounced on the boy and gave him a bump'.
- Take the word 'big' and ask the children to think of words that rhyme with it and write them on the board. Do the same with the word 'box'.

Writing activities

Objective Write things such as labels and captions. Use a pencil and hold it effectively to form recognisable letters.

You will need a worksheet with pictures of different packaging materials.

- Give out the worksheets and look at the pictures with the children. Ask them: *Do you think these things are waterproof?*
- Ask children to write the words 'Yes' or 'No' next to each item.

Assessment Do the children think carefully before choosing their response?
Do the children write legibly?

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