

The Box of Treasure

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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, Imagining</i> 	<p>Decodable words</p> <p>a, Biff, box, Dad, dig, dug, had, hid, in, is, it, map, of</p>
	<p>Tricky words</p> <p>Chip, found, he, here, no, said, she, sand, sweets, the, treasure, was</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Prediction*) Talk about the picture on the cover and ask the children to suggest what the story might be about.
- C** (*Imagining*) Read the title and ask: *What do you think will be inside the box of treasure?*
 - Look through the pictures to see if the children are right.

Strategy check

Remind the children to use their knowledge of phonics to work out new words.

Independent reading

- Listen as the children read the story. Encourage them to notice details and make comments about the pictures.
- W** Praise children for working out words independently. If children get stuck reading 'treasure' on page 5, remind them to sound out the beginning letters (t-r-e). If they do not guess the word read it aloud for them.
- C** (*Questioning, Summarising*) At the end, ask questions such as: *Why did they need a map? Who hid the treasure?*

Assessment Check that children:

- track text in the right order from left to right, pointing to each word in turn
- use phonics to work out CVC words such as 'had' and 'map'.

Returning to the text

- W** Turn to pages 6–7. Point to some of the simple words on the map and ask children to demonstrate reading them by sounding out and blending the letters (e.g. 'sand', 'ten', 'west', 'big', 'rock', 'dig').
- C** (*Clarifying, Imagining*) Turn to page 12. Ask: *How do you think the children felt when they found the treasure? Do you think they were happy with the sweets? Why?*
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Know that print carries meaning and, in English, is read from left to right and top to bottom. Show an understanding of the elements of stories, such as sequence of events, and openings.

- C** Ask the children to find the first page of the story. Ask: *How do we know where a story begins?* Find the page number.
- Show children how to turn the pages carefully.
 - Ask the children to find the page number for the last page.
 - Read the story together. Check that everyone begins at the left of each page and points to each word as they read.

Assessment Do the children quickly find the beginning and end?

Objective Read some high frequency words.

- W** **You will need** some copies of the words 'map' and 'sand' on small pieces of paper and some reusable stickers.
- Use the words on paper and stickers to change the text: cover 'sand' with 'map' and 'map' with 'sand' on several pages.
 - Read the new text together. Encourage the children to say what is wrong, and what the text should say.
 - Remove the paper words and reread the text. Check that it now makes sense.

Assessment Do the children notice when the text does not make sense? Can they suggest a replacement word or sentence that makes sense?

Objective Recognise letter shapes and say a sound for each. Read simple words by sounding out and blending phonemes all through the word from left to right.

- W** Cover the text on page 1. Ask the children to tell you about the picture. Locate the map and ask: *Which sound does the word 'map' begin with? What sound is at the end of 'map'?*
- Write 'm' and 'p' with a gap between. If anyone knows the missing letter, praise them for working it out. If not, write it in and ask the children to read the word.
 - On pages 2–3, cover the text and ask: *What did Dad do with the map?* Ask the children to work out the sounds at the beginning and end of 'hid'. Write 'h' and 'd' with a space between. Ask the children if they know the missing letter. Write it in and read the word together.
 - Work out 'box' on page 10 in the same way.

Assessment Do the children identify the initial and final sounds in the words?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Show an understanding of the elements of stories, such as main character, sequence of events, and openings.

- C** Reread the story. Ask the children to say what happened in the story.
- Ask: *What happened at the beginning of the story?* Find the first pages and see if the children are right.
Ask: *What happened next?* Check who found the map.
 - Continue asking different children to say what happened next. Each time check the next page of the book.
 - Praise children for remembering all the events in the story.

Writing activities

Objective Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Retell narratives in the correct sequence, drawing on the language patterns of stories. Attempt writing for various purposes, using features of different forms such as stories.

- W** Read the story together. Close the book and retell it together in your own words, using the children's ideas.
- Ask: *How did the story begin? What shall we write first?* Decide upon a first sentence and write it on the board as the children watch. Ask the children to help by supplying the first letter of CVC words and the whole spelling of some high frequency words.
 - Tell the story in three or four sentences, scribing what the children suggest.
 - Reread your story together.

Assessment Do the children use correct spelling?

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