



Running words: 30

## Book Summary

Two children build a tower from furniture and toys and it crashes.

## Building Basic Skills

High-frequency words – The, go, up

Content words – Crash, chairs, boxes, books, blocks, trucks, cars, bears

Repeated phrase – The ... go up

Phonics and phonemic awareness – g (go), b (boxes, books, blocks, bears), c (cars, crash); plural “s” on content words

Punctuation – full stops, capital letters, exclamation marks

## Special Feature

Large type used for emphasis on page 16

## Skills and Strategies

*Crash!* can be used to introduce and reinforce:

- reading using expression to increase understanding
- reading a variety of simple high-frequency words in context
- retelling the sequence of the story using own words

**B** writing labels for a specific purpose.

## Materials

- copies of words and punctuation for this book from page 87, cut and ready for use
- copies of BLM, pencil, felt-tip pens
- collection of items suitable for building a tower, for example, corks, small blocks, bottle tops
- prepared picture cards
- old magazines, scissors, glue

# Crash!

by Jane Buxton

illustrations by Karen Oppatt

## Introducing the Text

Using your collection of materials, start building a tower. Ask children to help you choose the materials to use next. Encourage them to predict what might happen to the tower. Discuss their experiences of making towers at home and at school. *What did you use? How high was it? What happened?*

## Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *What are the children doing? Look at their faces. What could they be thinking?*

**Page 3** – *Why are the children stacking the chairs like that? What do you think they will use next?*

**Page 5** – *Do you think using the boxes is a good idea? Why?*

**Page 7** – *What is happening to the tower? What would you put on the tower next?*

**Page 9** – *Were you right?*

**Page 11** – *What do you think the girl is thinking?*

**Page 13** – *How will they get the cars up? What do you think the children will do next?*

**Page 15** – *What do you think will happen?*

**Page 16** – *Were you right? How do you think the children are feeling? Draw attention to the bold, large print and exclamation mark. Why is this word larger? How would we say it? How do we say a word when there is an exclamation mark after it?*

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

**Page 2** – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together. Ask children to clearly pronounce “The” at the beginning of the sentence and the final “s” in the content word.

**Page 4** – Point to the first word together and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

**Pages 6–16** – Encourage children to read the remaining pages quietly to themselves. Monitor that reading of the content word on each page includes the final “s”. If children encounter difficulties, ask questions that encourage using reading strategies, such as attempting the initial sound in a word, rerunning, and checking the picture.

## Revisiting the Text

- Draw each item from the story on a small card and hand them out to children. Recall the story in sequence together using the cards for checking and sequencing.
- Write “The” on the board. Ask children to find the word “The” in the story. *How many times does it appear?*
- Write the word “chair” on the board. *How could I make this word into “chairs”?* Add the plural “s” in a different colour. Repeat this with the other words, encouraging children to write the plural “s” on the board.
- Using the words and punctuation for this book from page 87, reassemble the sentences with children.

## Following Up

**B** Children complete the labels on the BLM activity opposite.

**C** Children make their own tower using a variety of materials. Using the structure of the story, write a sentence related to the tower they build, for example, “The buttons go up.”

**C** Cut out pictures of items beginning with “b” from magazines and glue them onto paper to create a “b” collage.