



Running words: 33

## Book Summary

Two children play with a box and use their imaginations to create various objects.

## Building Basic Skills

**High-frequency words** – The, It, is, a

**Content words** – Box, boat, bed, store, car, bus, house, plane, broken

**Repeated phrase** – It is a

**Phonics and phonemic awareness** –

B (Box), b (boat, bed, bus, broken), c (car), h (house)

**Punctuation** – periods, capital letters, exclamation point

## Skills and Strategies

*The Box* can be used to introduce and reinforce:

- responding to simple questions about the story content
- monitoring reading and ensuring that it is making sense using meaning, structural, and visual information from the story
- writing a story that incorporates a similar model to that of the book

**B** recognizing the relationship between letters and their sounds.

## Materials

- copies of words and punctuation for this book from page 94, cut and ready for use
- copies of BLM, pencil, markers
- large cardboard box, selection of books
- variety of cardboard boxes, craft materials

# The Box

by Jane Buxton

photographs by Adrian Heke

## Introducing the Text

Stimulate children's imagination by showing them a large cardboard box. Put lots of books into the box. One child sits inside the box reading a book and another organizes the books. *What have we made with our box?* (a library) *What else could we make?*

## 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** – *This book tells us the story of two children having fun with a big box, making it into lots of different things.*

**Page 3** – *What do you think they have made? What are they doing with the brooms? Can you see some clues in the background?*

**Page 5** – *What is in the box? What have the children made?*

**Page 7** – *What is each child doing? What might they be saying to each other?*

**Page 9** – *What have the children done with the box now? What else could they make with the box?*

**Page 11** – *What are the children doing? Why? What else can you see in the picture that tells you they have made a bus?*

**Page 13** – *Tell me what is happening?*

**Page 15** – *What do you think this is? Would you do anything else to the box? What would you do?*

**Page 16** – *What has happened? What should the children do now?*

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer 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.

**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. Note the exclamation point on the last page and encourage expressive rereading of this page. 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

- Discuss the modifications made to the box in each picture.
- Brainstorm other things that could be made from a cardboard box. Consider possibilities for both large and small boxes.
- Find words in the text that begin with "B" and "b." List them on the board. Read the list aloud together emphasizing the sound/letter relationship.
- Using the words and punctuation for this book from page 94, reassemble the sentences with children.

## Following Up

**B** Children complete the sentences and color the pictures on the BLM activity opposite.

- Make a construction out of cardboard boxes and craft material. Children use their own ideas or those from the book.
- Write a label for their construction, "It is a...." Children can either write the name of their object with assistance or draw a picture to complete the sentence.