

# The Lunchbox

by Diana Noonan

illustrated by Philip Webb



## Book Summary

This is a story of food left in a lunchbox – an experience many readers may have had.

## Features of the Book

- The alliterative language.
- The high-frequency words – “by,” “her,” “went,” “she,” “look,” “said,” and “this.”
- Sequence of days in the week.
- Repetition of the phrase “Bobbie Bently’s lunchbox.”
- Repetition of verbs for rhythmic effect.
- The visual changes in the illustrations that signal the food’s gradual decay.
- The rhythmic pattern of the text from page to page.
- The use of the possessive apostrophe.
- The use of ellipses.

## Purpose

*The Lunchbox* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** predicting outcomes from illustrations;
- S** discussing the cause and effect of specific events within the story;
- S** planning how to sequence the events of a piece of narrative writing.

## Introducing the text

Encourage the children to talk about experiences they have had with taking their lunch places.

Introduce the name Bobbie Bently.

- *What do you think Bobbie did with her backpack and lunchbox when she got home?*

Read the title and the names of the author and illustrator to the group.

## Reading the text

- S** Predicting outcomes from illustrations.
- S** Discussing the cause and effect of specific events within the story.

Title page and pages 2 and 3 – Ask the children to predict what has happened from the illustrations.

- *What has Bobbie Bently just done?*
- *Where is she going?*
- *What should she have done? What has she forgotten?*
- *When will Bobbie notice that she forgot to take her lunchbox to the kitchen?*
- *When will her mom notice?*
- *How will they be able to tell?*

Pages 4 and 5 – Introduce and discuss the concept of time passing.

- *How come Bobbie Bently’s lunchbox is still under her bed?*
- *How did the mice find the lunchbox?*
- *Where are the mice living?*

Pages 6 to 9

- *How has the food changed?*
- *How did Oscar find Bobbie Bently’s lunchbox?*
- *Who else found the lunchbox?*

Pages 10 and 11 – Look at the change in the mold on the yogurt.

- *What is Mrs. Bently hunting for? Why?*

Children now read the book independently.

## Revisiting the text


Exaggerate the alliterative consonants, as they occur, to draw attention to them.

- *How does Bobbie Bently’s name add to the fun of the story?*

Talk about the sequence of the days in the week and the use of ellipses.

## Following Up

- S** Planning how to sequence the events of a piece of narrative writing.

 The children could write a diary (in pictures and words) to show the changes in the food in the lunchbox. Encourage them to use the book’s format of naming the days of the week to help them tell the events in sequence.

**B** Complete the blackline master opposite.