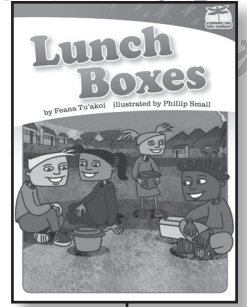


Lunch Boxes

by Feana Tu'akoi

illustrated by Phillip Small



Overview

A group of children stack their coloured lunch boxes as high as they can. Inevitably, the stack falls!

Suggested purposes

This book supports the comprehension strategies of using prior knowledge, predicting using illustrations, and inferring. It provides opportunities for practising one-to-one word matching, directionality, and recognition of high-frequency words. The illustrations provide opportunities for extending the student's oral language.

Text features (Focus on only one or two per session.)

- the high-frequency words – *a, here, is, look, out*
- the repeated initial consonant -b – *blue, box, boxes*
- the upper-case and lower-case forms of initial letters – *B, L, b, l*
- the colour names
- the high proportion of single syllable words
- the change in text structure on page 8
- the ending and the exclamation mark for emphasis on page 8
- the visual sub-plot (the bird taking part in the game)

Setting the scene

Play the stacking game with the students' lunch boxes – checking that their lunch box lids are on securely! Use the text structure of the story, including the colour names and the “Look out!” at the end.

Alternatively, you could stack other objects, such as coloured blocks, to introduce the text structure.

The first reading

Discuss the cover illustration and encourage the students to infer the setting and topic. *I wonder where these children are ... What's happening in the picture? Look what they have with them ...*

What do you think this book is called? Support the students in cross-checking their prediction with the upper-case letters in the title. Read the names of the author and illustrator.

Back cover – Read aloud the preview question. Discuss the students' predictions.

Title page – Revise the colours of the lunch boxes. Ask the students to read the title again.

Page 2 – Some students may need a question to draw them into the text structure. *What has the boy got?*

Remind the students of the strategies you want them to focus on during the reading. Listen to them read the text, supporting them as necessary. Observe their one-to-one word matching and their strategies to work out the colour names. The colours may be a support for some students but a challenge for others. Note that pages 2 to 7 have the same sentence structure.

Page 7 – *What will happen next?*

Page 8 – *Why did the lunch boxes fall?* Note that the reason is open-ended. It may have been the bird landing or that the stack was too high – or the students may come up with other ideas. *What will happen next?*

Reread the text with the students, fluently and expressively, emphasising the climactic ending.

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text. Observe their attempts to maintain one-to-one word matching and to read fluently and expressively.
- Locate some of the high-frequency words. *Find “is” on page 3. Can you find “is” on the next page? Tell me the letters in the word. Can you write it on the board?*
- Find the words in the text that start with “b”. Explore the illustrations to find another “b” object (bird).
- Locate the upper-case and lower-case forms of the word “lunch” in the text. Talk about why words sometimes need to have capital letters. Discuss the visual features of “L” and “l”.
- Allow the students to discover and talk about the objects in the background – the vehicles, the hills, and the airplane.
- Focus on the bird in the illustrations. It appears on the title page and on pages 2, 7, and 8. Discuss how it seems to be taking part in the game. *Would a bird really do this?*
- Look at the different expressions on the characters’ faces on page 8. *What might each child be saying?*
- Using the words and punctuation cards for this book, reassemble the sentences with the students.

Suggestions for further activities

- Read or reread the Dragonflies emergent title *Look at Me*, which also includes colour words.
- Ask the students to draw their lunch boxes. Cut them out and paste them on a mural to create a stack. Label the lunch boxes with colour words or sentences.
- The students could paint or draw their own lunch box and write a short descriptive sentence about it, for example, “My lunch box is yellow.”
- Innovate on the text and create a big book or wall story, for example, “Here is a red block.”
- BLM word activity: writing words using initial sounds

The students can identify the colour of each lunch box, write the colour in the space provided, and illustrate the lunch boxes in the appropriate colour.

- BLM comprehension activity: sequencing illustrations in the correct order

The students can cut out the pictures from the bottom of the page, sequence them according to the order of the story, and paste them in the appropriate boxes.