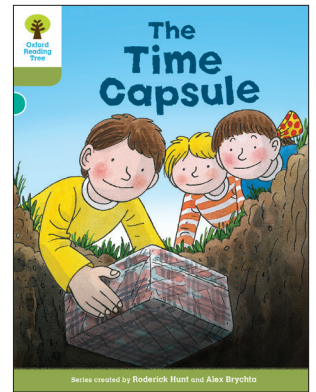


The Time Capsule

Written by Paul Shipton, based on the original characters created by Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta. Teaching notes written by Gill Howell.



Group/Guided reading

Introducing the story

- Look together at the front cover and ask the children what they think Biff, Chip and Kipper are doing. Ask them to read the title and, if necessary, remind them that the split digraph in *time*, **i-e**, represents the /igh/ sound. Encourage the children to segment and blend the word *capsule*, *c-a-p-s-u-l-e*.
- Discuss what a time capsule is with the children. Turn to the back cover and ask them to read the blurb.
- Ask the children to suggest what they would put in a time capsule. Ask: *What do you think Biff, Chip and Kipper might put in their time capsule?*
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of challenge words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently.

building pretty does laughed through library bury buried clothes

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- Pause on page 2 and draw attention to *we'll* on page 1 and *they're* on page 2. Talk about how the apostrophe is used to replace letters in contracted or shortened forms of verbs. Encourage them to explain what the apostrophe has replaced in both words.
- Help the children to read *treasure* on page 4. Ask them if they know the meaning of *loot* and, if not, ask them to try to work it out from the context of the paragraph, focusing on *treasure* and *robbers*.
- Pause at the end of page 15 and ask the children to speculate about things people of the future might not know about. Turn to page 16 and draw their attention to the thought bubble in the illustration. Ensure that the children understand that the thought bubble shows what Chip imagines the future to be like.
- On page 19, ask the children why Chip sighed when he turned the camera off. Ask: *How is Chip feeling about the film for the time capsule? Do you think he will be able to make a good film about the family?*

Returning to the story

- Return to page 7. Ask: *Why didn't the people who buried the time capsule want it found for a long time?* Elicit that the contents would be more interesting or strange if they came from a long time ago. Encourage the children to explore the contents of the time capsule in the text and

illustrations on pages 8, 9 and 10. Talk about what the contents are and how items have changed in the present time, e.g. cassette tape and records are now CDs and MP3 players etc.

- Ask the children to describe how Chip imagined that the future might be different. Encourage them to look back through the book and describe what Chip was thinking in the thought bubbles.
- Turn to page 27. Ask the children to describe what Chip thinks of his film and how he is feeling. Ask them to read Mum's words with an expressive voice. Praise them for reading *our* with emphasis in response to the italics. Ask: *Why does Mum say the film shows their family perfectly?*
- Ask the children to describe what happened to the time capsule at the end of the story. Ask: *Do you think this is a good way to end the story? Why is it funny?*

Independent reading

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend unfamiliar words, for example *c-o-n-t-a-i-n-er*, *ph-o-t-o-s*.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story. If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities

- Discuss the ending of the story with the children. Ask them to suggest what might happen next. Ask: *What will Floppy do with the time capsule? Will Kipper catch him before the capsule is ruined? Will Chip film Floppy and Kipper?*
- Ask the children to work in groups up to a maximum of 6 (to include all members of the family plus Floppy) and act out a scene that might take place just after Floppy dug up the time capsule. Smaller groups can choose whether to include Floppy as a character in their scene or to have him as an unseen character.
- Encourage them to improvise dialogue as part of their new scene.
- Ask the groups to perform their new scene for the others in the class.

Writing activities

- Ask the children to draw the things they would like to put into a time capsule on the left hand side of a sheet of paper.
- Ask them to write a short description on the right next to each item and include a sentence saying why they chose each one.

Cross-curricular suggestion

History

Look closely at the items from the time capsule on pages 8 and 9. Find out what they are and when they were invented (e.g. cassettes in 1962) using books or the Internet. Find out other differences between the 1960s and the present time.

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The Time Capsule (Oxford Level 7) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ) [ORCS Standard 3, 3]
- Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (D) [ORCS Standard 3, 9]
- Can read words with contractions, (e.g. I'm, I'll, we'll, he's) and understands that the apostrophe represents the omitted letter(s). (READ) [ORCS Standard 3, 14]
- Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (D) [ORCS Standard 3, 23]
- Can confidently relate texts to their own experiences. (D) [ORCS Standard 3, 24]

ENGLAND The National Curriculum in England: Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7)	Are the children able to discuss what might happen next in the story, evaluating and building on each other's suggestions?
	participate in discussions, presentations, performances and debates (SpokLang.9)	Encourage the children to focus on characterization and improvise dialogue in their performance of a new scene.
Reading: Word reading	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2)	Encourage the children to identify other words ending in split digraphs a-e, o-e, i-e, u-e.
Reading: Comprehension	drawing on what they already know or on background information and vocabulary provided by the teacher (Y2 ReadComp.2i)	Check the children understand the purpose of a time capsule. Ask them what they might learn if they found a time capsule.
	answering and asking questions (Y2 ReadComp.2iv)	Can the children answer questions about the book? Challenge them to think of their own questions about the book, for someone else to answer.
	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Are the children able to consider the structure and humorous tone of the story to make predictions?
Writing: Composition	writing down ideas and/or key words, including new vocabulary (Y2 WritComp.2ii)	Encourage the children to rehearse what they are going to write orally first. Check that their sentences are appropriate to the topic.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. (LIT 1–09a)	Are the children able to discuss what might happen next in the story, evaluating and building on each other's suggestions?
	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. (LIT 1–10a)	Encourage the children to focus on characterization and improvise dialogue in their performance of a new scene.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1–12a)	Encourage the children to identify other words ending in split digraphs a-e, o-e, i-e, u-e.
	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1–13a)	Check the children understand the purpose of a time capsule. Ask them what they might learn if they found a time capsule.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1–17a)	Can the children answer questions about the book? Challenge them to think of their own questions about the book, for someone else to answer.

	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. (LIT 1–16a)	Check that the children can sum up the main ideas in the text and explain what the main overall theme is.
Writing	I can describe and share my experiences and how they made me feel. (LIT 1–30a)	Encourage the children to rehearse what they are going to write orally first. Check that their sentences are appropriate to the topic.

WALES Foundation Phase Framework: Year 2

	Framework objectives	Book-related assessment pointers
Oracy	express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1)	Can the children answer questions about the book? Challenge them to think of their own questions about the book, for someone else to answer.
	share activities and information to complete a task (Y2_OracColl.2)	Are the children able to discuss what might happen next in the story, evaluating and building on each other's suggestions?
Reading	apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: – phonic strategies (Y2_ReadStrat.4i)	Encourage the children to identify other words ending in split digraphs a-e, o-e, i-e, u-e.
	draw upon relevant personal experience and prior knowledge to support understanding of texts (Y2_ReadComp.4)	Check the children understand the purpose of a time capsule. Ask them what they might learn if they found a time capsule.
	express views about information and details in a text, considering content, ideas, presentation, organisation and the language used (Y2_ReadResp.1)	Are the children able to consider the structure and humorous tone of the story to make predictions?
Writing	follow a structure in their writing with support, e.g. reports, lists (Y2_WritStru.1)	Encourage the children to rehearse what they are going to write orally first. Check that their sentences are appropriate to the topic.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2

	Levels of Progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Are the children able to discuss what might happen next in the story, evaluating and building on each other's suggestions?
Reading	use a range of reading strategies (L2_com_read.2)	Encourage the children to identify other words ending in split digraphs a-e, o-e, i-e, u-e.
	use visual clues to locate information (L1_com_read.3ii)	Ask the children to describe what Chip's thought bubbles tell them and say how they differ from speech bubbles.
	talk about what they read and answer questions (L1_com_read.5)	Can the children answer questions about the book? Challenge them to think of their own questions about the book, for someone else to answer.
	express opinions and make predictions (L2_com_read.5ii)	Are the children able to consider the structure and humorous tone of the story to make predictions?
Writing	show a sense of structure and organisation (L2_com_write.2ii)	Encourage the children to rehearse what they are going to write orally first. Check that their sentences are appropriate to the topic.