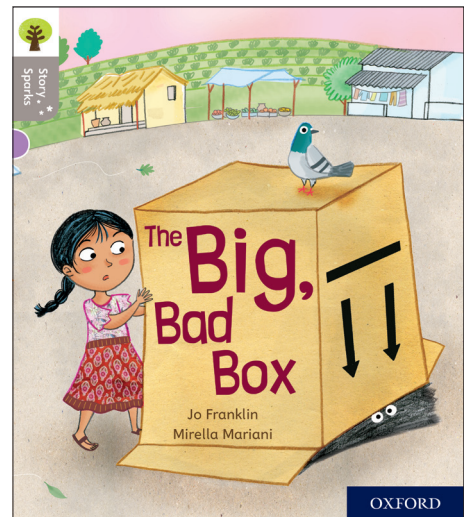


# The Big, Bad Box

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## Synopsis

Maya is walking her big sister to school with her mum when she notices an upside-down cardboard box moving through the market. Intrigued by how a box could move on its own, Maya tries to find out what is inside the box. The box is taller than Maya so she finds a stool. But the box starts chasing Maya! It chases her up a pile of rice sacks. Maya kicks at the box and it tumbles down the rice sacks, landing the right way up at the bottom of the pile. Maya is then able to stand on the stool and peer inside the box. She gets a surprise when a baby goat jumps out of the box and into her arms!

## Group/Guided reading

### Introducing the story

- As the books in this series were created to develop comprehension skills, children may initially require additional support with some elements of the skills that lead to comprehension.
- Wordless books allow children to learn how books work and how to handle them correctly, looking at the pictures from left to right. Children will enjoy talking about the book and discussing what is happening in the pictures, and this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion. Respond to the children's ideas by building on and adding to them, using new words to increase their vocabularies.
- Look at the cover picture together and then read the back cover blurb. Ask: *What clues does the cover picture give you about what might be inside the box?*
- Point to the arrows on the box and ask the children to say which way they are pointing. Ask: *Is the box the right way up?*
- (Predicting) Say: *I wonder whether the girl will find out what is inside the box.* Encourage the children to make predictions.
- Ask the children to look at pp2–3. Say: *I wonder where this story might be set.* If necessary, tell the children that the story is set in India. Ask: *Do you know anything about India? Have you read any other books that have been set in India?*

### Reading the story

- Ask the children to turn the pages of the book and describe what they see in the pictures.
- Look at page 4 together and ask: *Why do you think Maya is interested in the box?*
- (Predicting) On pp6–7, say: *I wonder what Maya is going to do with the stool.* Encourage the children to make predictions.
- (Predicting) On p9, ask: *Why do you think Maya is running up the sacks? Do you think this is a good idea? What do you think will happen next?*
- Looking at p11, ask: *What is different about the box now?* If necessary, point to the arrows on

the box and support the children to understand that the box is now the right way up – with the opening at the top.

- On p12, ask: *How do you think Maya feels when the goat jumps out of the box? Why do you think this is?*

## Returning to the story

- (*Summarizing*) Ask the children to retell the story, using the pictures as prompts.
- Look at p3 again. Say: *I wonder how Maya felt when she saw the box moving.* Encourage the children to share their ideas.
- Ask: *How do you think the goat felt inside the box?*
- (*Clarifying*) Look back at p8 and ask: *Why do you think the box started chasing Maya?*
- (*Summarizing*) Look through the book again together and ask the children to focus on the detail in the background. Encourage the children to talk about what they can see happening in the background in each picture.
- (*Questioning*) Encourage the children to ask any questions they might have about the story. You may need to model this for them by thinking aloud, e.g. say: *I wonder if anyone noticed the box moving before Maya did.*

## Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to look through the book as independently as possible, looking carefully at the pictures. Remember to give them lots of encouragement and praise.

## Speaking and listening

- Ask the children to work with a partner to role-play a scenario where Maya is explaining to her big sister what happened with the box at the market.
- Encourage the children in role as Maya to use appropriate expression and intonation as they retell their story.
- Ask the children in role as Maya's sister to consider how they should respond to the story Maya is telling them.
- Encourage the children to pay attention to facial expressions and body language as well as what they say.
- Give the children an opportunity to swap roles to ensure everyone is given a chance to retell the story.

## Drawing activity

- Ask the children to create a 'Found' poster for the goat that Maya can put up around the town to try to find the goat's owner.
- Encourage them to draw the goat, using the book to help them.
- Encourage the children to add text to their posters to give more details and either act as a scribe for them or provide them with text to copy. Encourage the children to identify the initial sounds of the words.
- Remind the children to make sure their posters are interesting and eye-catching.

## Cross-curricular suggestion

### Understanding the world

- Support the children to find India on a globe or world map. Help them to find out how far India is from where they live.
- Support the children to use books and child-friendly sites on the Internet to find out more about India. Prompt them by asking them to look for some foods that are traditionally eaten in India and some examples of traditional dress.

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# The Big, Bad Box

## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can hold books the right way up and turn the pages. (READ) (Pre-reading Standard, 1)
- Handles books carefully. (READ) (Pre-reading Standard, 2)
- Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?). (D) (Pre-reading Standard, 9)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (R) (Pre-reading Standard, 14)

### Letters and Sounds: Phase 1

- *Story Sparks* Level 1 books are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each tell a story through detailed and engaging pictures, providing lots of opportunities for talk.

### ENGLAND The Early Years Foundation Stage Framework: Nursery

	Early Learning Goals	Book-related assessment pointers
<b>ELG 03 Speaking</b>	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children retell the events of the story in order in the role play activity.
<b>ELG 01 Listening and attention</b>	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen to peers in the role play and respond appropriately.  Check the children listen to others' ideas and predictions about the story.
<b>ELG 02 Understanding</b>	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children answer questions about why things happen in the story and how the characters feel at specific points.
<b>ELG 09 Reading</b>	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to retell the main events of the story.
<b>ELG 10 Writing</b>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	Check the children can identify the initial sounds of words they choose to write on their posters.

### SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children retell the events of the story in order in the role play activity.
	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. (LIT 0-10a)	Check the children listen to peers in the role play and respond appropriately, using new words.  Check the children listen to others' ideas and predictions about the story.
<b>Reading</b>	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children ask questions about the story.  Check the children share anything they already know about India.
<b>Writing</b>	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children can identify the initial sounds of words they choose to write on their posters.

## WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	imitate real-life and make believe experiences within role play (YN_OracSpea.7)	Check the children retell the events of the story in order in the role play activity.
	listen and respond with growing attention and concentration (YN_OracList.1)	Check the children listen to peers in the role play and respond appropriately.  Check the children listen to others' ideas and predictions about the story.
	answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check the children answer questions about why things happen in the story and how the characters feel at specific points.
<b>Reading</b>	make meaning from pictures in books, adding detail to their explanations (YN_ReadStrat.8)	Check the children are able to retell the main events of the story.
<b>Writing</b>	begin to recognise the alphabetic nature of writing and understand that written symbols have meaning (YN_WritMean.5)	Check the children can identify the initial sounds of words they choose to write on their posters.

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Level 1

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	take on the role of someone else (LI_com_talk.1ii)	Check the children retell the events of the story in order in the role play activity.
	listen for information (LI_com_talk.1i)	Check the children listen to peers in the role play and respond appropriately.  Check the children listen to others' ideas and predictions about the story.
	ask and answer questions for specific information (LI_com_talk.2)	Check the children ask questions about the story.  Check the children answer questions about why things happen in the story and how the characters feel at specific points.
<b>Reading</b>	talk about what they read and answer questions (LI_com_read.5)	Check the children are able to retell the main events of the story.
<b>Writing</b>	write words using sound-symbol correspondence (LI_com_writ.4i)	Check the children can identify the initial sounds of words they choose to write on their posters.