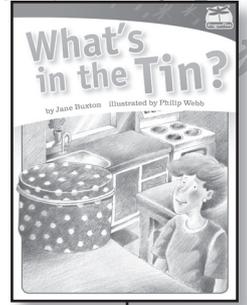


What's in the Tin?

by Jane Buxton

illustrated by Philip Webb



Overview

One after another, family members help themselves to a chocolate brownie from the tin. When Dad arrives home, only crumbs are left. This is a cheerful family story that will be familiar to many children.

Suggested purposes

This text supports the comprehension strategies of using illustrations to make predictions, noting details in illustrations, and summarising the main ideas. It provides many opportunities to practise cross-checking and to focus on regular and irregular past-tense verbs. The repetitive structure provides support for less confident readers.

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

- the high-frequency words – *and, in, the*
- the initial consonant blends – *cr, sn*
- the digraph -ch – *chocolate*
- the rime -um – *Mum, yum, crumbs*
- the contraction – *what's*
- the use of “asked” rather than “said”
- the use of a question as the title
- the repetition in the text
- the use of exclamation marks
- the use of direct speech
- the children's names

Setting the scene

Bring a biscuit or cake tin into the classroom and ask the students to guess what's inside it. You may wish to have chocolate brownies or some other little treat inside! Talk with the students about where treat food is kept in their homes.

The first reading

Look at the cover. Draw the students' attention to the question mark in the title. *What is this asking?* Ask the students to read the question. Read the names of the author and the illustrator.

Back cover – Read aloud the preview question. Discuss the students' predictions. Look at the illustration on the title page. *Why is the tin on the top shelf?*

Page 2 – What do you think Mum is asking herself? The repetition of the title is a support, but “asked” may need to be taught and reinforced on the board. Encourage the students to cross-check if they use “said”. *Could this word be “said”? Why not? Look at it carefully. What would look right and sound right?*

Listen to the students read the text independently, offering support as necessary. Encourage them to work out the names, but be ready to tell them if they find them too puzzling.

Page 4 – The students may have come across “Simon” before, in the Simon Says game.

Page 8 – Note that Nick and Tim are twins.

Page 10 – Use the picture cue to assist the students with “sniffed”. *What do dogs do when they are near food?*

Page 12 – How does the author want you to read this page? What clues has she given you? Encourage the students to read expressively. Help them to think beyond the text. *What will happen next? Who do you think made the brownies? How did the dog get a brownie out of the tin?*

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

- Listen as the students reread the text, noting instances of expressive reading, self-monitoring, and cross-checking.
- Locate “chocolate” in the text. Make a list of words that start with the digraph “ch”. Do the same for the initial blends “sn” or “cr”.
- Locate the children’s names and discuss the use of capital letters.
- Examine the contraction “what’s”. Write “what is” on the board and rub out the letter the apostrophe replaces. Talk about how contractions can be used to make writing sound more like talking.
- Use the board to explore the similarities between “yum”, “Mum”, and “crumbs”.
- Locate the speech marks. Make an enlarged photocopy of a double-page spread. Write the character’s spoken words in speech balloons, then stick the balloons onto the page and display it.
- Using the words and punctuation cards for this book, reassemble the sentences with the students.

Suggestions for further activities

- Ask the students to retell the story in their own words.
- Write question-and-answer flap books, for example, “What’s in the lunchbox?” asked Serena. (Lift the flap.) “Chips. Yum!”
- Make chocolate brownies with the group. You could take photographs and make them into a class book.
- Dramatise the text. Use an empty tin and ask the characters to make up their own treat. “Strawberries. Yum!” “Marshmallows. Yum!”
- Ask the students to draw a tin with their favourite treat inside and label it.
- The students could collect data on their favourite types of cakes and display the information as a class graph.
- BLM word activity: recognise rhyming words

The students can write “um” in the missing spaces on the tin. They can then read the words at the bottom of the page and draw a line from the words with “um” to the word on the tin.

- BLM comprehension activity: record the main points from the story

The students need to draw a line from the picture of the character to the character’s brownie. They must identify that Dad was left with the crumbs at the end. They can then retell the story to a partner.