

# Something in the Car

Name .....

Date .....

## Student Response

My score for this book is ...../10.

It was a ..... book.

### 1. What is inside the big box?



Last night, I saw Mum get a big box from the c.....

“W..... is inside the box?”  
I said to M.....

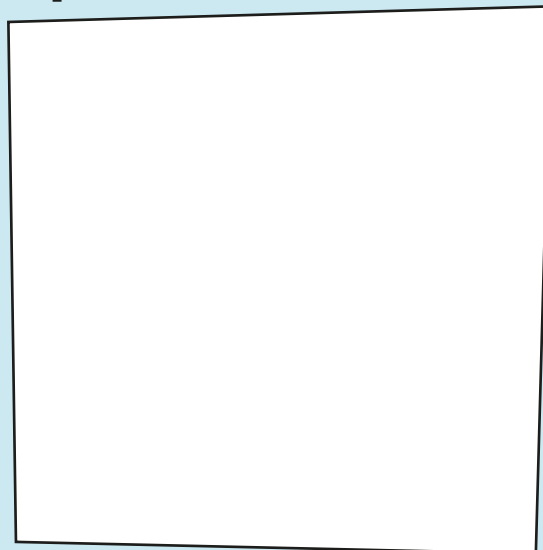
“It is a surprise,” s..... Mum.

The next morning, I saw a puppy in..... the box.

It was my b..... surprise!



### 2. Draw your birthday surprise.



### 3. Read, cover, spell!

Read	Cover	Spell
big	big	.....
car	car	.....
get	get	.....
inside	inside	.....
my	my	.....
said	said	.....
saw	saw	.....
was	was	.....
what	what	.....



You've finished!  
What will you read next?

Grusilda



Inside Front Cover: Glossary



Title Page: Story Introduction

# Teaching Unit

## Something in the Car

**Level 7 Fiction – Narrative**

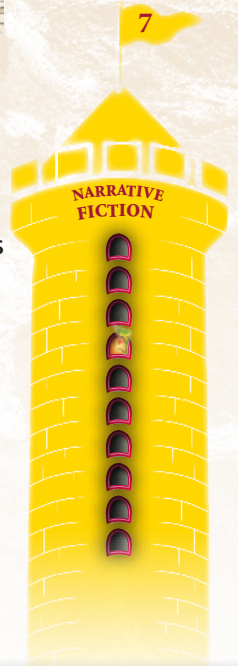
**Curriculum Topics:** English; History; Science

**Book Synopsis:** A narrative about a boy who is intrigued by what is inside a box that his Mum brings home one night. All is revealed on his birthday!

**Non-High Frequency Words:** All words are decodable and supported by clear images.

**High Frequency Words:** *Something in the Car* has a very high percentage of high frequency words and a high percentage of repeated text.

**Comprehension:** The Teaching Unit's focus is on seven areas of comprehension – connection, inference, importance, questioning, summarising, synthesis and visual. We advise teachers to tailor literal comprehension questions for each group.



### Page 2

#### Narrative – Orientation

Introduce the characters, place and purpose.

#### Language Features

Adjective and noun: big box

Set-the-scene words: Last night

Words starting with "s": saw, something

#### Comprehension – Inference, Visual

Why do you think the boy is so interested in what his Mum is taking out of the car?

#### English and Arts Activity

Students imagine they are the illustrator.

Draw an illustration for page 2 – the boy is looking at his mum through a window that faces the front of the car.



Last night I saw Mum get something from the car. It was a big box.



I saw Mum take the big box inside. But what was inside it?

### Page 3

#### Narrative – an Event

The boy watches his mum take the box inside the house.

#### Language Features

Compound word: inside ("something" on p.2)

Punctuation: capital letters, full stops, question mark

Question text: But what was inside it?

#### Comprehension – Estimation, Connection

What size do you think the box is? What could fit inside the box?

If you were the boy, what words would describe how you're feeling?

#### English and Arts Activity

Students estimate the time at night – given the boy is wearing a dressing-gown. Design colourful pyjamas or a dressing-gown.



"What is inside the box?" I said to Mum.  
"It is a surprise for someone," she said.



I looked under the door. But I could not see what was inside the box.

### Pages 4 and 5

#### Narrative – an Event and a Complication

The boy asks his mum what's inside the box but she does not tell him.

#### Language Features

Prepositions: inside, under

Punctuation: speech and question marks

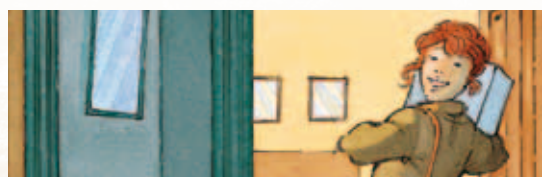
Words starting with "s": said, see, surprise, someone

#### Comprehension – Inference, Synthesis

Find the word that is a clue as to what may be in the big box. How did the boy try to solve his problem? Would you have tried to find out what was inside the box? Why?

#### English and Arts Activity

Discuss surprises and why we like to surprise others. Students draw their ultimate surprise.







The narrative continues the next morning.  
I wonder what's inside the surprise birthday box!



The next morning, Mum came to my room.  
"Come and see what is inside the box," she said.



"Happy birthday!" said Mum.  
"Oh! It is my birthday surprise!" I said.  
What could it be?

## Pages 6 and 7

### Narrative – an Event and Resolution

The next morning, the boy discovers that the big box contains *his* birthday surprise.

### Language Features

Punctuation: speech and exclamation marks

Set-the-scene words: The next morning

Words starting with "b": be, box, birthday

### Comprehension – Inference, Synthesis

Why do you think Mum did not bring the box into the boy's bedroom? Why are there holes in the top? How has the boy's feelings changed?

### English and Arts Activity

Students design and decorate a gift box suitable for birthday presents.

The narrative ends. The boy is thankful for his birthday surprise. Imagine if I had jumped out of that box!



When I took the ribbon off the box,  
a puppy jumped up at me.  
"Thanks, Mum!" I said. "I really wanted  
a puppy for my birthday."

## Page 8

### Narrative – Coda

The coda from the boy's perspective is that Mum had a good reason for keeping the contents of the box a secret.

### Language Features

Words ending in "ed": jumped, wanted

Words starting with "r": really, ribbons

### Comprehension – Summarise, Importance, Connection

Imagine you had to tell another reading group in our class about the important events in the story. What would you say?

### English, Biological Sciences and Arts Activity

Students draw a puppy that they'd like for a gift. Write a caption that includes the puppy's breed, e.g. cross-breed, labrador.

## ARTS

### Puppy Names

Choosing a name for a puppy is fun. Choose a name that does not rhyme with a command as it will confuse the dog, e.g. Fay (stay). Trial a few easy-to-say one or two-syllable names to determine which one best suits the dog.

## Student Activity

Student activity sheet  
(free download/PDF)



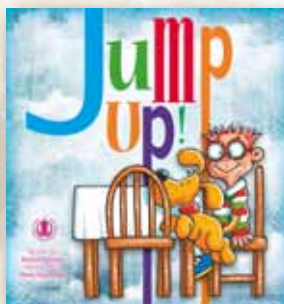
## Group Activity

### Chart: "Our Best Birthday Surprises"

Students draw their best birthday surprise. Write a sentence, e.g. "My best birthday surprise was a bike."; or "My bike was the best birthday surprise."



Check out these other books for projects on **gifts, surprises** and **puppies**.



**Jump Up!**  
Level 1: Fiction,  
Narrative



**Happy Halloween**  
Level 4: Non-Fiction,  
Description



**The Surprise Gift**  
Level 11: Fiction,  
Narrative



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