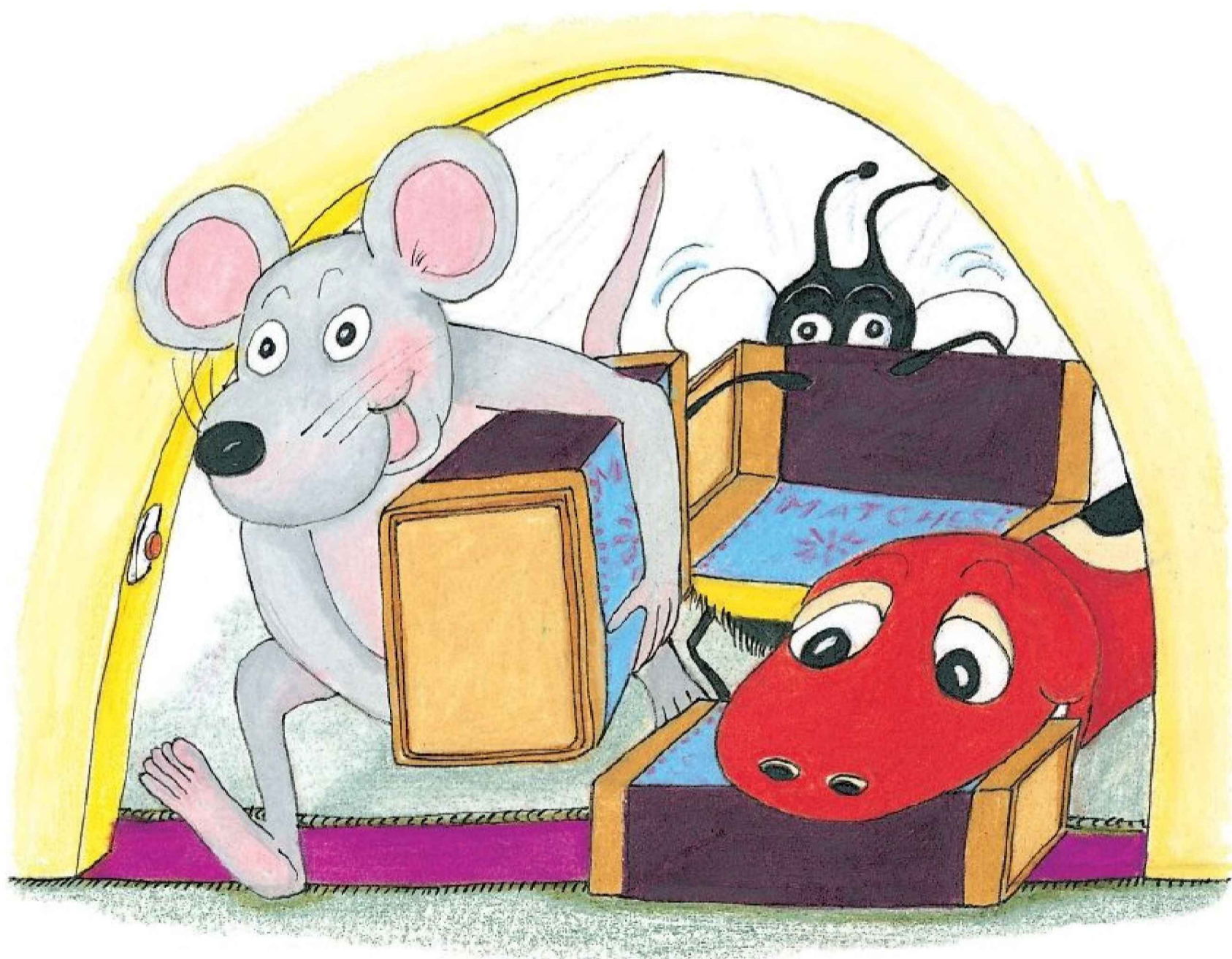


Inky Mouse & Friends

# What's in the Box?

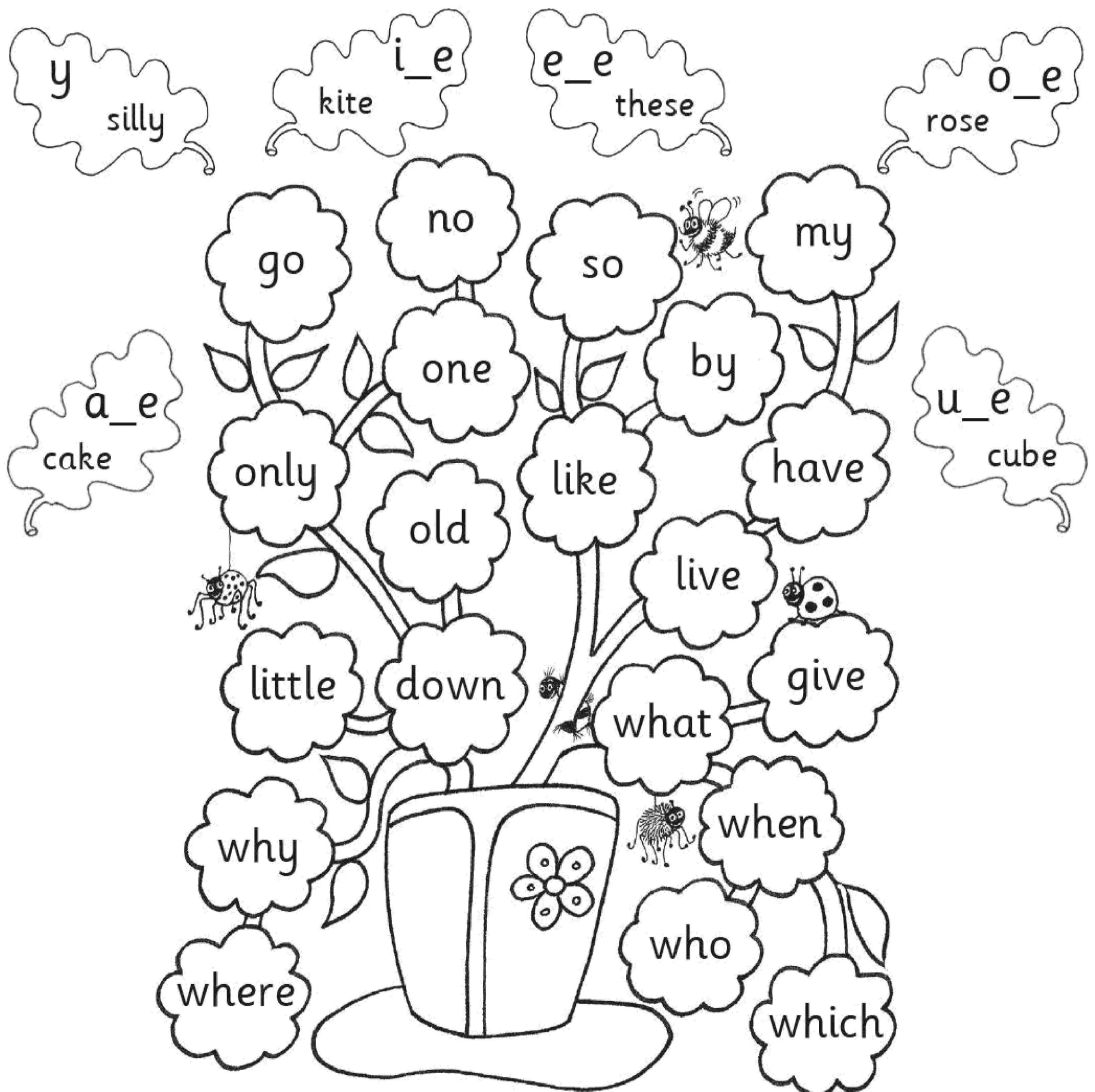


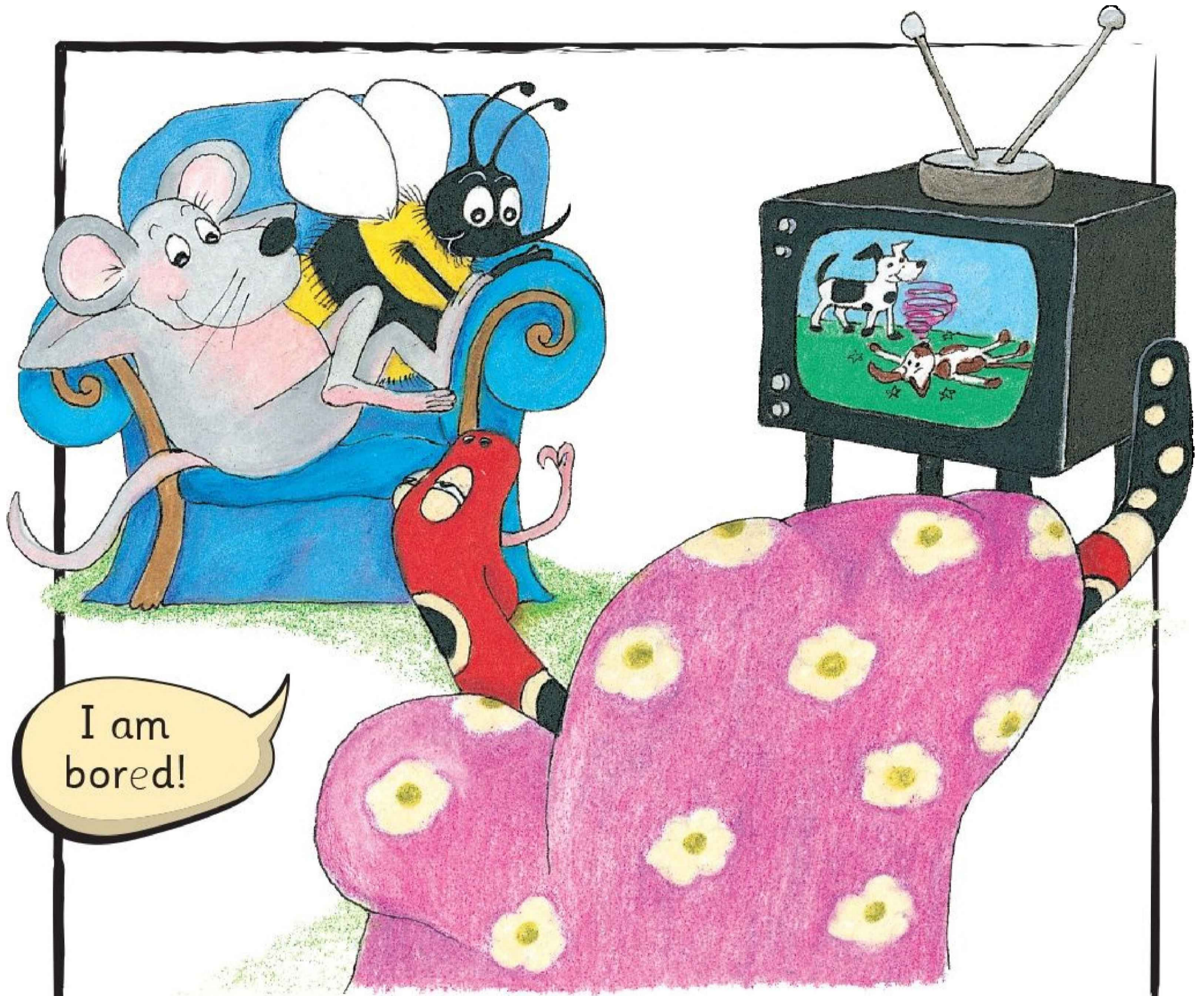
Jolly  
Phonics

## Teachers and parents

Before tackling these Green Level Readers, a child will need to be able to:

- Recognise the basic 42 letter sounds;
- Recognise the alternative letter-sound spellings in the leaves below, including the 'hop-over <e>' digraphs in words like *take*, *these*, *bike*, *code*, *mule*;
- Read (blend) regular words containing these letter sounds;
- Recognise the twenty tricky words shown in the flowers below;
- Recognise the names of the three main characters, as well as Phonic.





I am  
bored!

One morning, Inky, Snake and Bee had seen such a lot of cartoons that they were getting restless.

“I am bored,” said Snake, stretching.  
“Let’s do something else.”

“Like what?” said Inky and Bee, looking up.

Snake shrugged.

“What about hide and seek?” he said.

“No,” said Inky and Bee. “You win every time!”

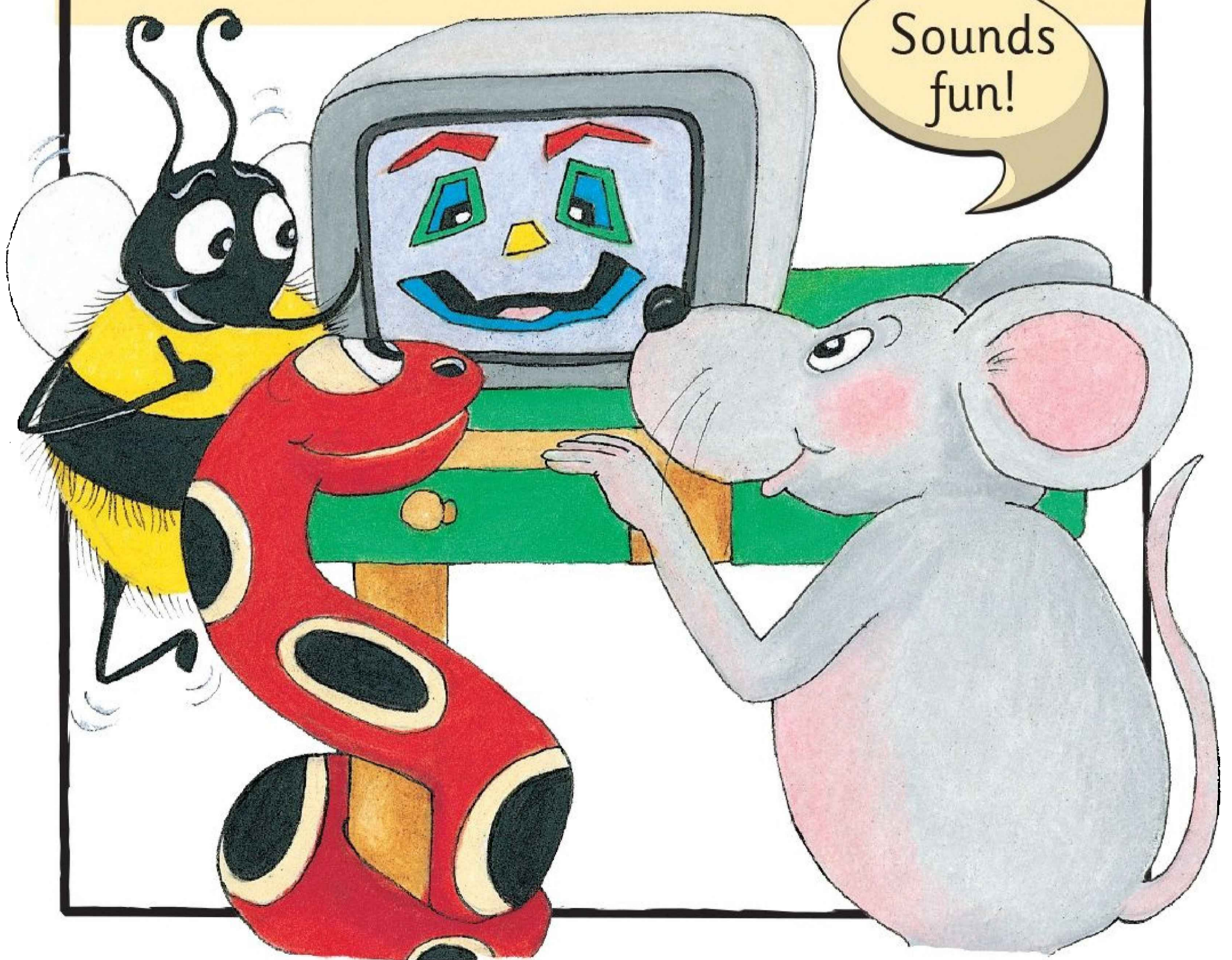


“What about Monopoly?” said Inky.

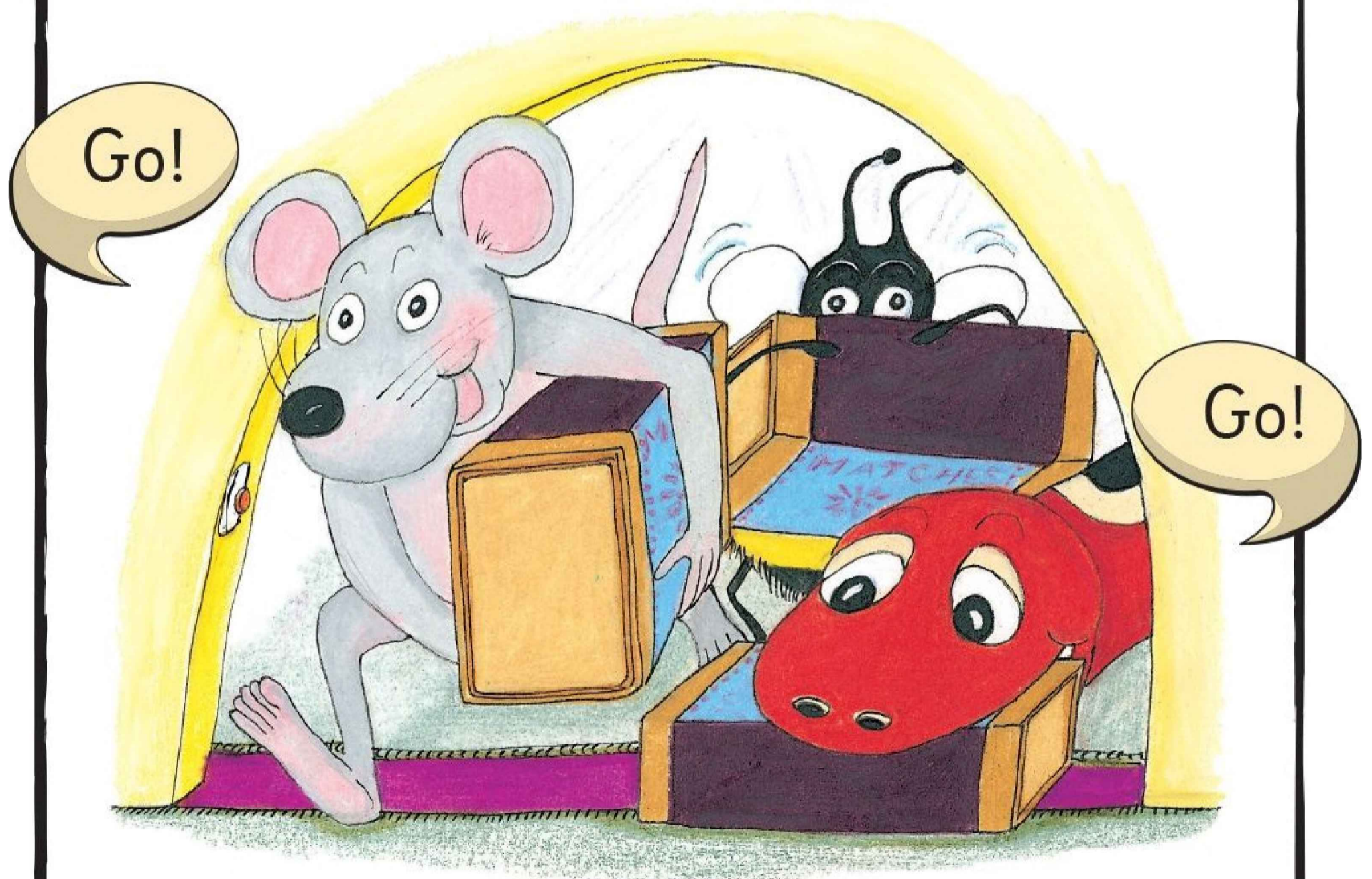
“No,” said Snake. “I am sick of sitting down.”

“What about a game of ‘What’s in the box?’” said Phonic, from his corner.

Inky, Bee and Snake listened while Phonic explained the rules. “You have a box,” he said, “and you go and collect things to fill it with. All the things must fit in the box. Then we see what everyone has found.”



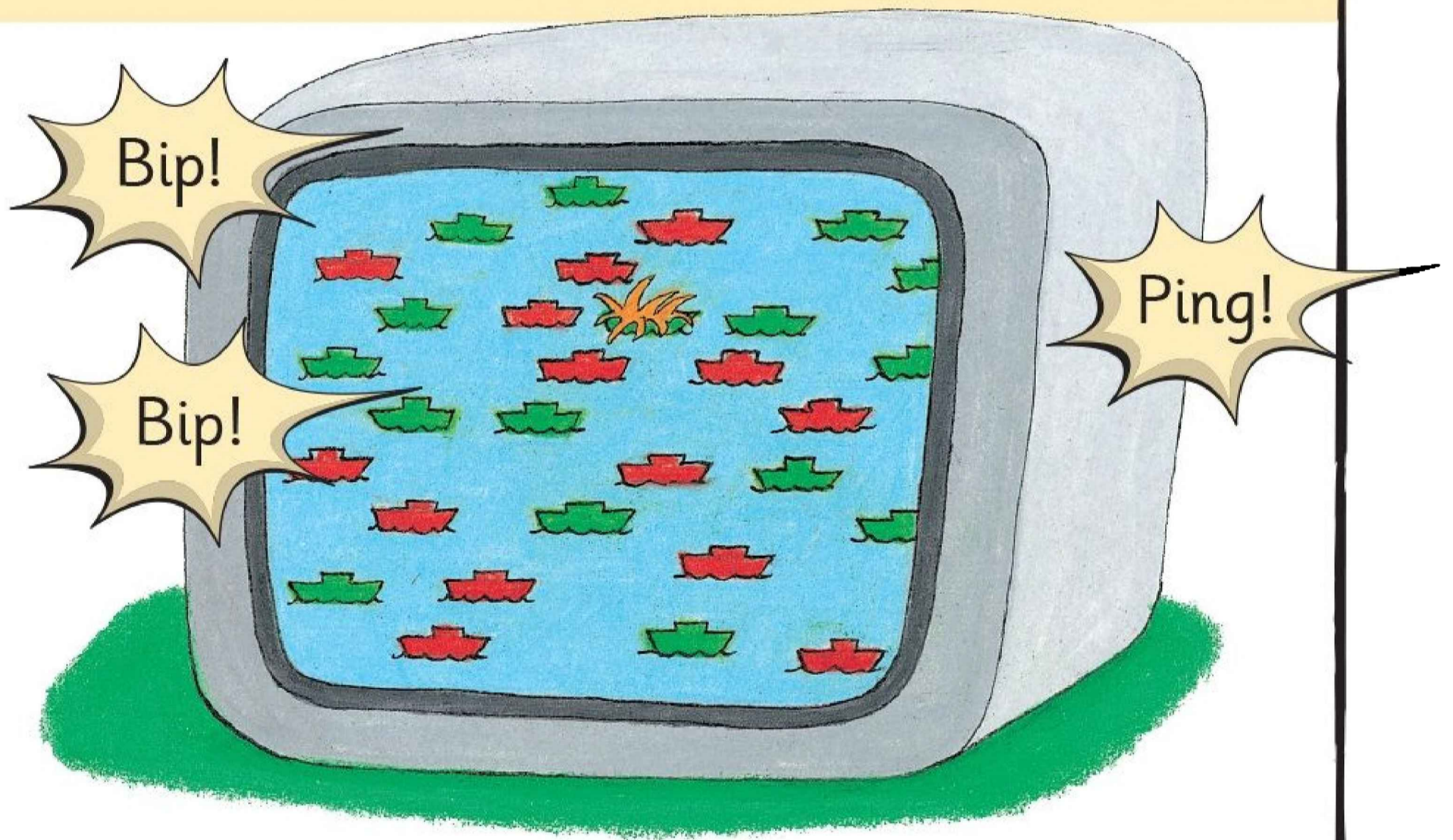
“I like the sound of that!” said Snake, and Inky and Bee agreed with him. So Inky found three empty boxes and off they all went. Inky and Snake rushed off to the shed and Bee zoomed outside, where she buzzed around in a panic.



“What will go into my box? What will go into my box?” she kept buzzing.

Back at the mouse hole, Phonic found himself alone.

“What can I do while I am waiting?” he brooded. Then he smiled. His screen went blank and then filled up with lots of little green and red ships, which floated across it. Phonic liked this game!



“Bip, bip, ping... kersplat!” A little green ship went up in flames.

“Got you!” muttered Phonic.

Outside, Inky looked around. Then she looked down at her box. It seemed very small indeed. She looked around again.

“Perfect!” she exclaimed as she picked something off the ground.



Just then, Bee zipped by.

“What shall I get? What shall I get?” she was still buzzing, frantically.



Snake was looking around too. He scratched his head.

“Perfect!” he exclaimed, picking something up.

What will fit?



Just then, Bee whizzed by again.

“What will fit? What will fit?” she buzzed.

Snake slithered back to the shed.

“There must be something in here that will fit in my box,” he hissed. “Yesss!” he hissed happily, picking up something else and slipping it into his box.

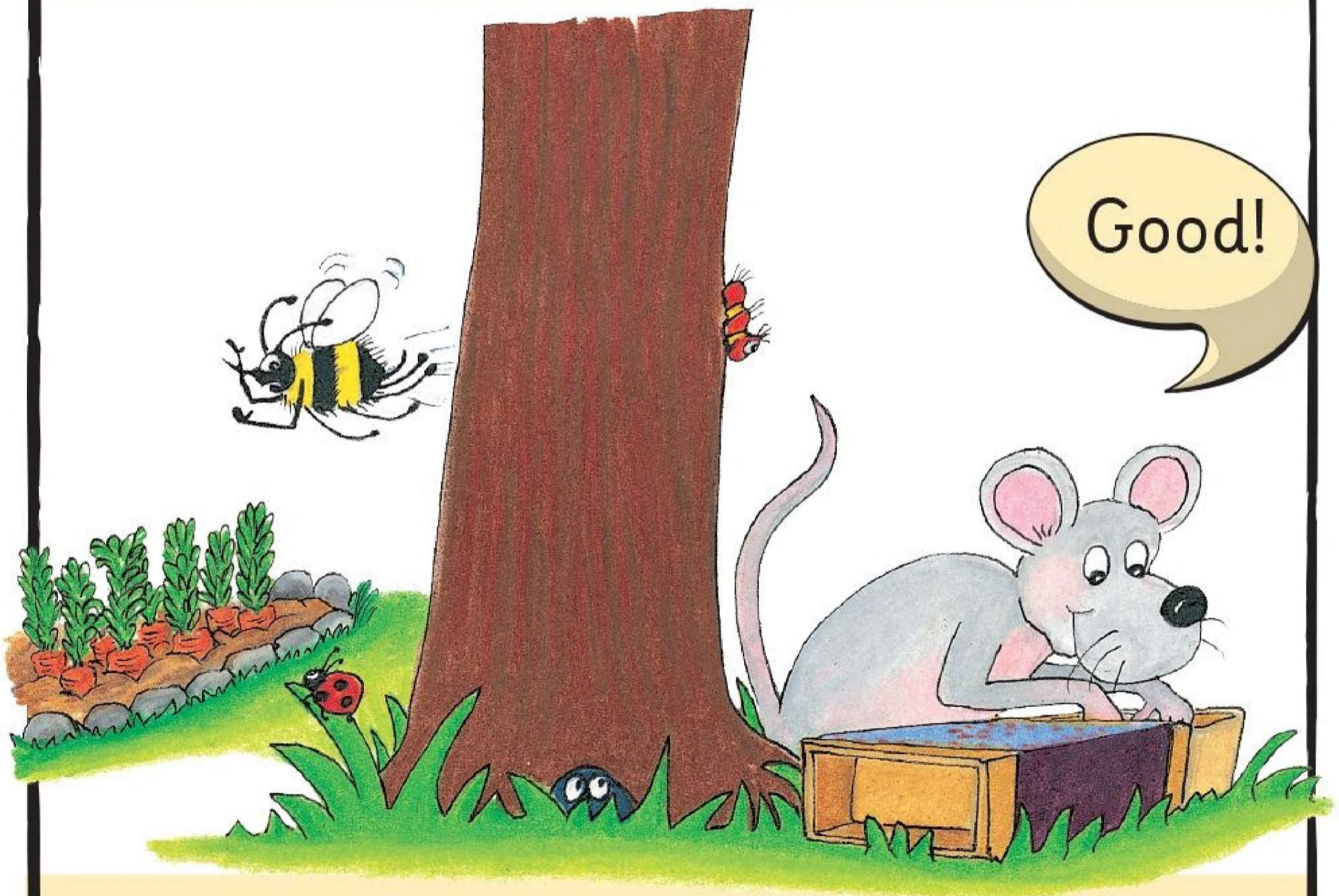


Just then, Bee rushed by again.

“What shall I get? What shall I get?” she buzzed.

Inky was still in the garden. She tried looking under a tree, where she soon found something. She picked it up and tucked it into her box.

“Good,” she said to herself. “Where shall I go next?”



Just then, Bee came speeding by.

“What will fit? What shall I get?” she buzzed.

Bee was still frantically hunting for things to go in her box.

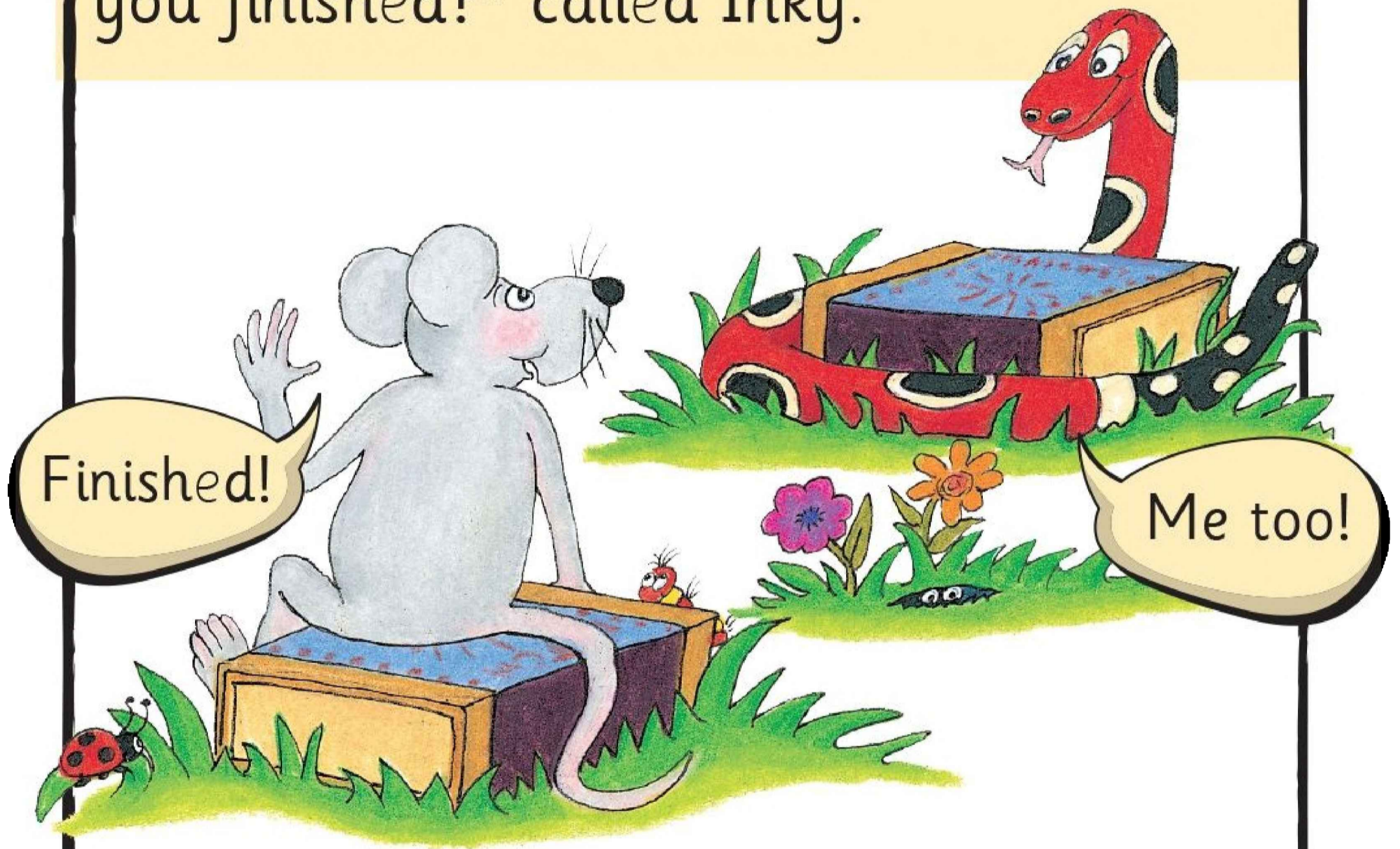
“Help!” she was muttering, when suddenly she spotted a feather. “Yes!” she exclaimed. “That will just fit in my box.”



She swooped down to pick the feather up.

Inky shut her box.

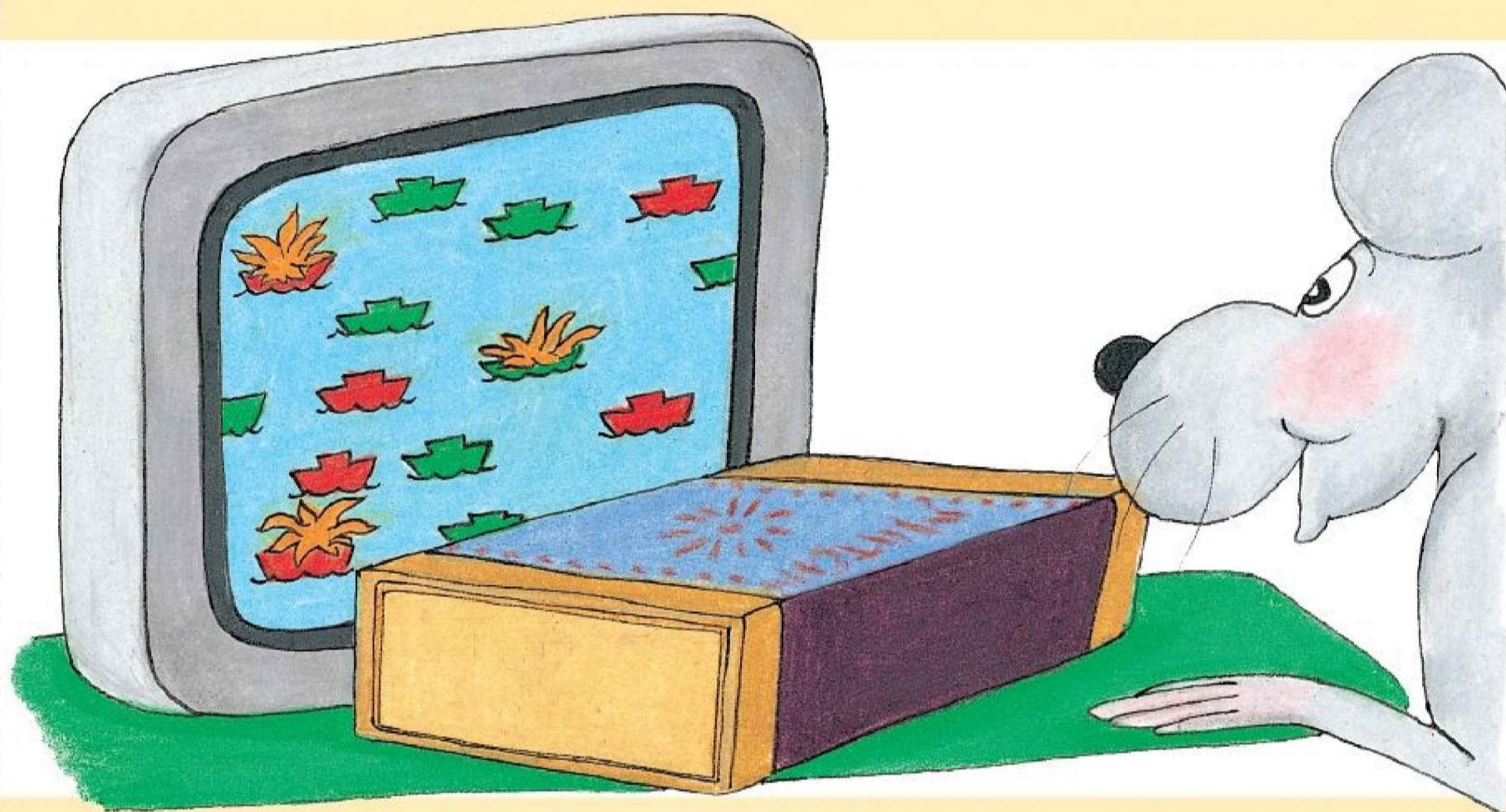
“That’s it!” she said. “I have finished.” She looked around. Snake was sitting next to his box, sunning himself. “Have you finished?” called Inky.



“Yes,” said Snake, sitting up. They looked around.

“Where is Bee?” said Inky. They looked and looked but Bee was nowhere about.

“Where can she be?” said Snake. He and Inky looked everywhere, but Bee was still nowhere to be found. “Perhaps she has finished too,” said Snake. “Let’s see if she is back with Phonic.”



Back at the mouse hole, they found Bee’s box on the desk, but Bee herself was not there.

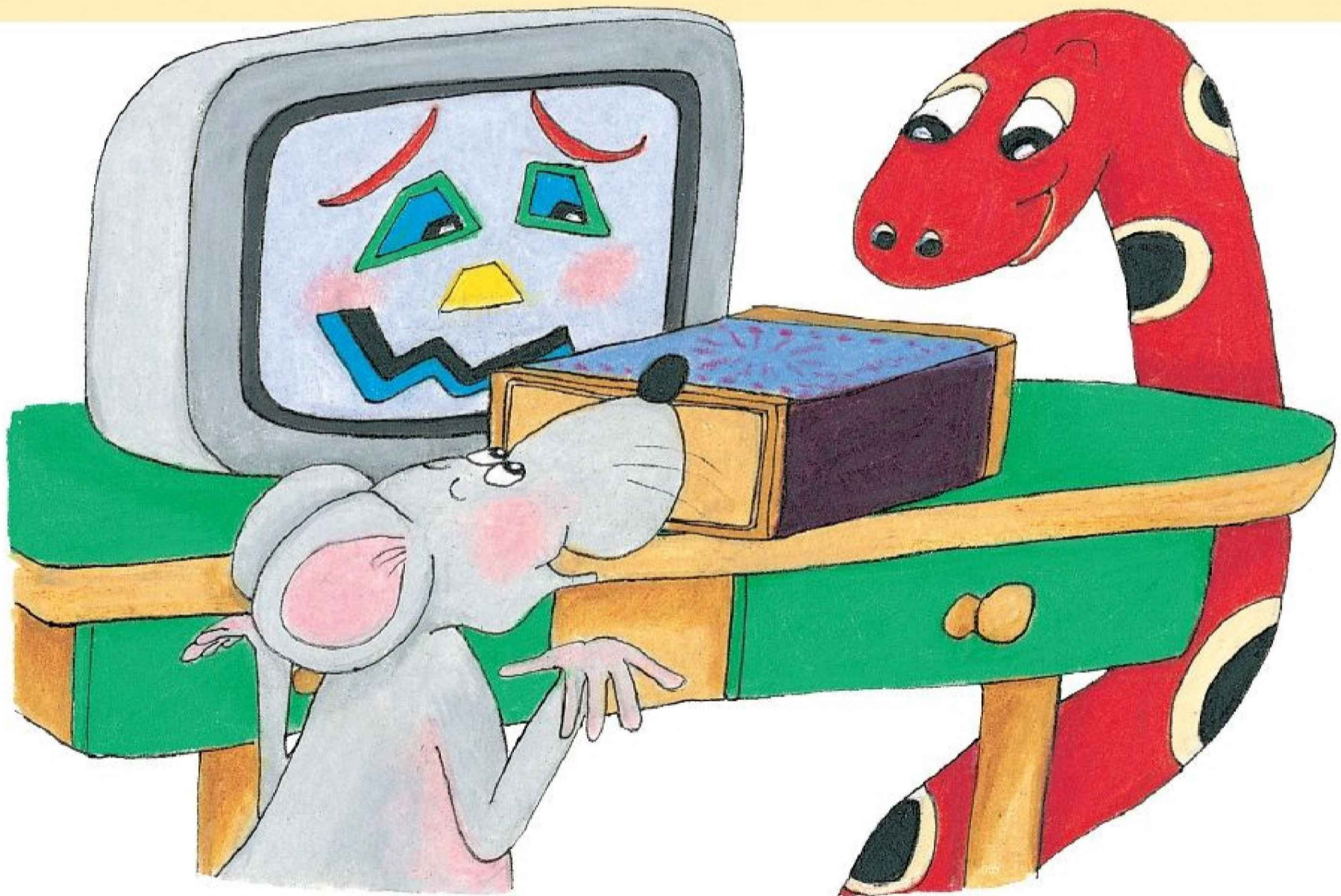
“Phonic!” called Inky.

“Er... here I am,” said Phonic, who quickly hid his game and popped back onto the screen.

“Have you seen Bee?” said Snake.

“No, sorry, I was just... er... checking this game,” he confessed. “Is that her box there?” Snake and Inky nodded.

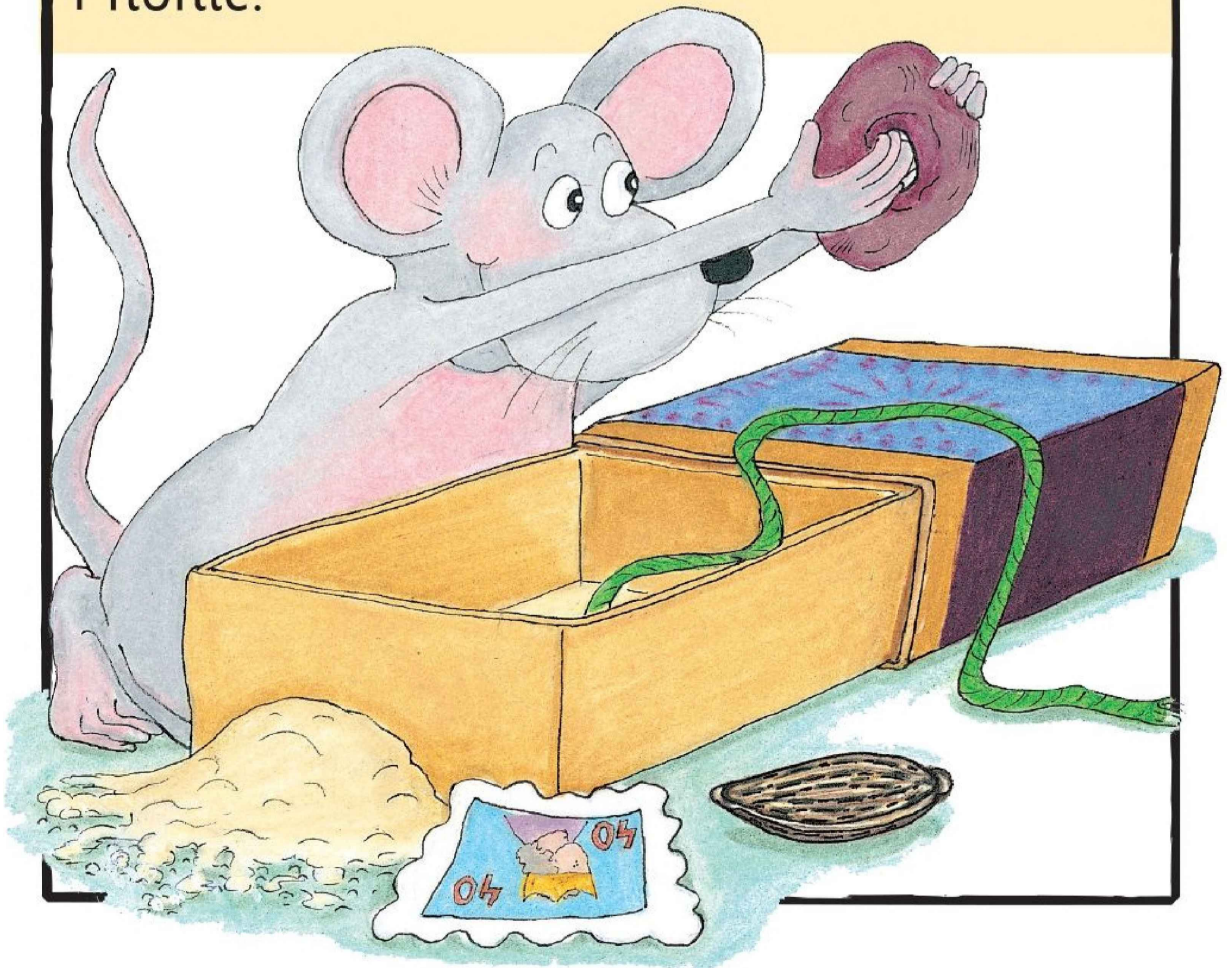
“Yes,” they agreed, “but we cannot see Bee. We have looked and looked.”



“Well, we had better start without her.” said Phonic, “but perhaps she will come back soon. She cannot have gone far.”

“Come on then,” he continued. “Let’s see what you collected in your boxes.” Inky had found a stamp that someone had dropped by the shed. Next she took out a striped seed, a bit of green string, some sand from the sand box and a small stone with a hole in it.

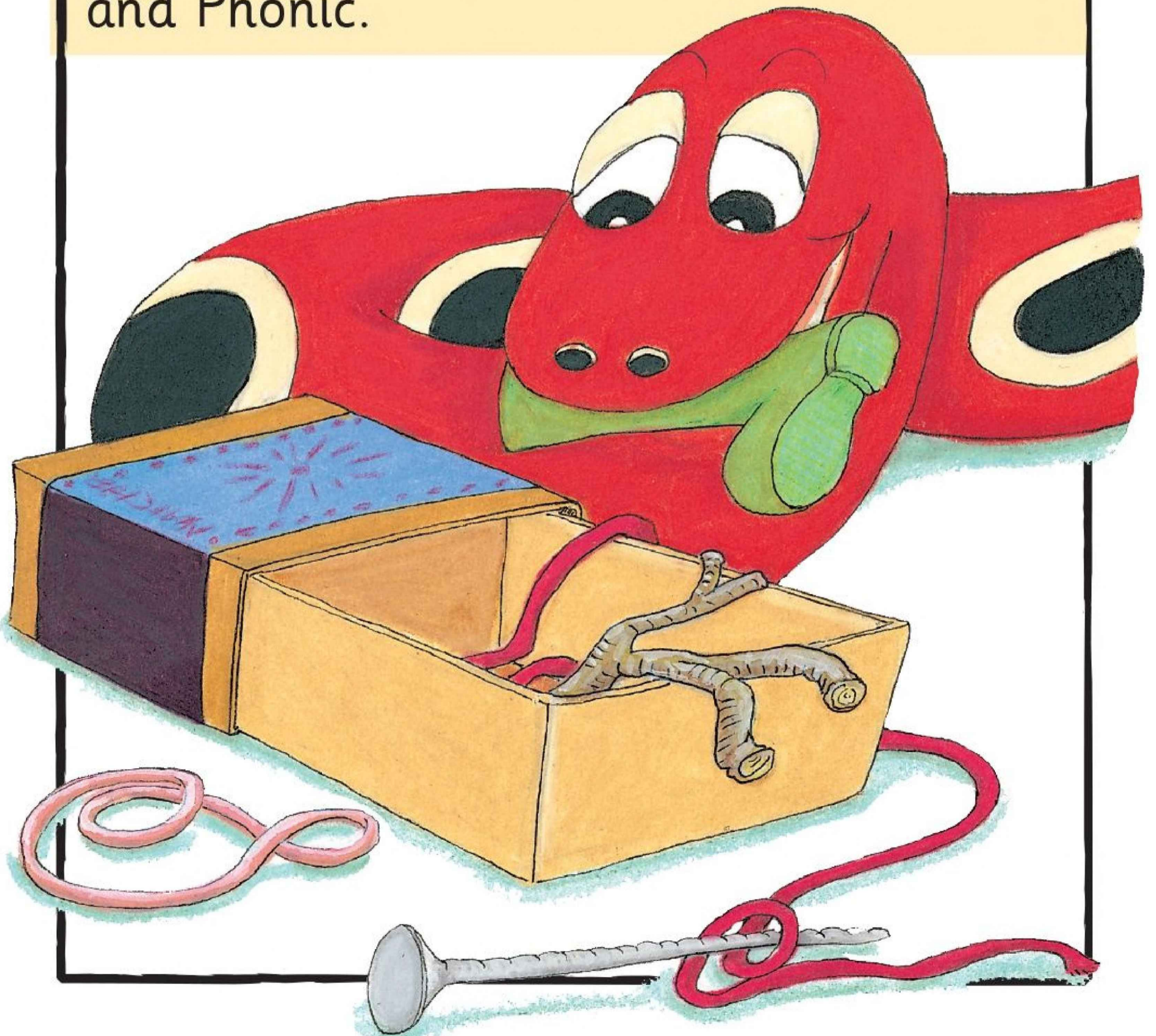
“Good job, Inky!” cried Snake and Phonic.





Snake started to take the things out of his box. There was a rubber band, a nail from the shed, a twig, some red wool, and a doll's boot that had been dropped on the ground outside.

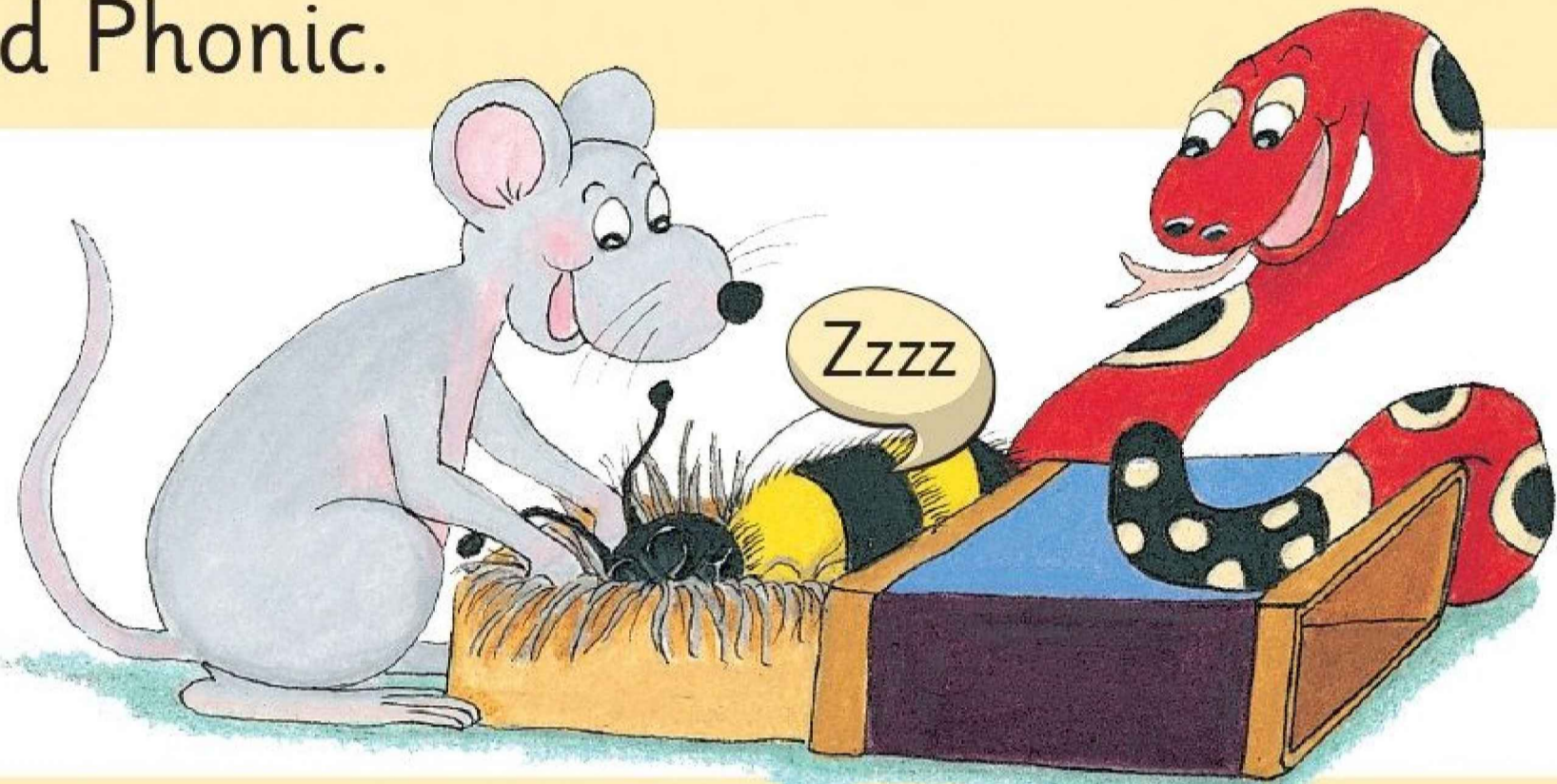
“Good job, Snake!” exclaimed Inky and Phonic.



They looked around but Bee was still nowhere to be seen.

“Where can she be?” said Inky.

“Well, let’s see what she collected,” said Phonic.



Inky scampered up to Bee’s box. She tried to see what was inside it, but the box was too heavy for her. Snake slithered up to help. Together they slid the top of the box off, and there inside it was Bee, sound asleep on the feather!

“All that buzzing around looking for things must have worn her out,” smiled Inky.

## Reading Comprehension

### Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

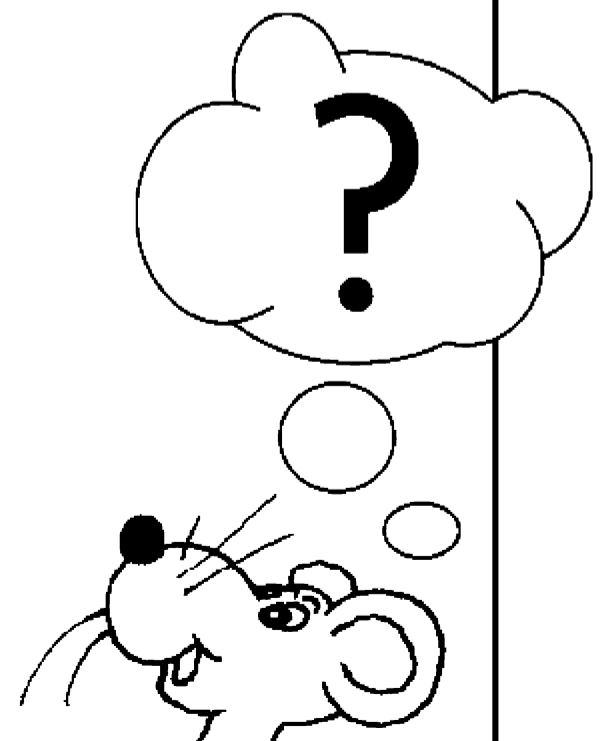
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

### What's in the book?

- What do Inky, Snake and Bee decide to play?
- What does Phonic do while the others are looking?
- What does Bee find to go in her box?

### What do you think?

- Why does Bee rush to and fro?
- What can you think of that would fit in a matchbox?



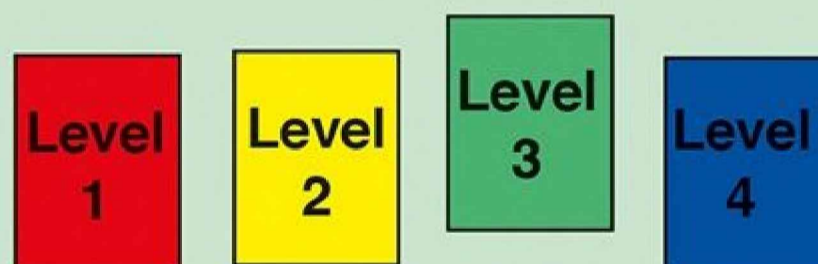


## Jolly Phonics Readers are fully decodable books for new readers.

These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Green Level Books (third level) uses only **decodable regular words** (words that use the letter-sound knowledge taught so far: the 42 main letter sounds, the alternative sound of <y> at the end of words like *happy* and *sunny* and the 'hop-over <e>' spellings of the long vowel sounds) and a small number of **'tricky' words** (frequently used words that are not fully decodable at this stage).
- All the tricky words and alternative letter-sound spellings used are shown on the front inside cover; these can be used as a quick practice activity before starting the book.
- **Faint type** is used for any silent letters, like the <b> in 'lamb'.
- **Comprehension questions** and discussion topics are included at the end of the book. These ensure that children are not only able to read the text, but also get meaning from the stories.

### Green Level Readers



| Inky Mouse & Friends  | General Fiction             | Nonfiction    |
|-----------------------|-----------------------------|---------------|
| The Tree That Blinked | The Three Billy Goats Gruff | Snakes        |
| What's in the Box?    | The Fox and the Stork       | Deserts       |
| The Old Red Tractor   | The Outing                  | Captain Scott |
| The Model Boat        | The Little Merman           | Underground   |
| Wait and See!         | The Cricket and the Ants    | Mushrooms     |
| The Bad-Tempered Goat | Little Monsters             | Teeth         |



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