

## What's in the box?



What's in the toy box? What's in the box?

What's in the box with big brass locks?

There's a one-eyed ted

And a ball that's red

That's what's in the box.



What's in the toy box? What's in the box?

What's in the box with big brass locks?

There's a one-eyed ted

And a ball that's red

Some building bricks

And a clock that ticks

That's what's in the box.



What's in the toy box? What's in the box?

What's in the box with big brass locks?

There's a one-eyed ted

And a ball that's red

Some building bricks

And a clock that ticks

A plastic boat

And a duck that floats

That's what's in the box.



What's in the toy box? What's in the box?

What's in the box with big brass locks?

There's a one-eyed ted

And a ball that's red

Some building bricks

And a clock that ticks

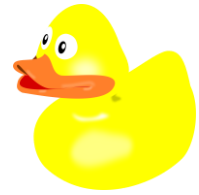
A plastic boat

And a duck that floats

A wind up car

And a silver star

That's what's in the box.



What's in the toy box? What's in the box?

What's in the box with big brass locks?

There's a one-eyed ted

And a ball that's red

Some building bricks

And a clock that ticks

A plastic boat

And a duck that floats

A wind up car

And a silver star

A doll that cries

And a plane that flies

That's what's in the box!



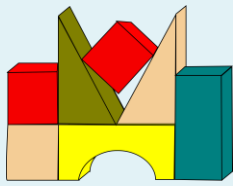
Items listed in the toy box



A one-eyed bear



A red ball



Building blocks



A clock



A plastic boat



A duck



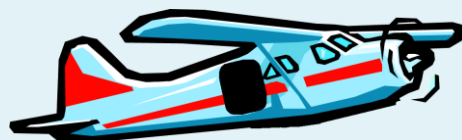
A wind up car



A silver star



A doll



A plane

### Poem scaffold - What's in the boat?

What's in the boat? The boat that floats.

There's a pirate's hat

And a .....



In the boat – the boat that floats.

What's in the boat? The boat that floats.

There's a pirate's hat

And a .....



A treasure chest

And a .....



In the boat – the boat that floats.

What's in the boat? The boat that floats.

There's a pirate's hat

And a .....



A treasure chest

And a .....






A cannon ball

And a .....



In the boat – the boat that floats.

Here are some rhyming words which you might find helpful:

<p>Hat</p> 	<p>Chest</p> 	<p>Ball</p> 
<p>cat fat rat bat flat mat pat</p>	<p>best crest nest pest rest vest west</p>	<p>all call fall small tall wall</p>

## Teaching ideas

### Performing the poem:

Introduce the poem by presenting the class with a toy box filled with the items listed in the poem or use the picture cards to represent each of the items. As you read the poem hold up each item to serve as a visual prompt throughout the poem. As the children become more familiar with the poem individual can hold up the toys as they occur in the poem.

Emphasise the repeated phrases at the beginning and end of each verse so that the children build up familiarity and confidence in their performance of the poem.

Repeated performances will help children identify the simple rhyming patterns that occur at the end of lines for example

There's a one eyed ted

And a ball that's red

Encourage the children to maintain a volume throughout the poem and not to trail words off at the end of each line.

### Scaffolding the poem:

The cumulative nature of the poem means that they offer writing opportunities for all abilities. Those who are not yet writing fluently can often contribute their own lines orally and then see them written down and displayed. Children can also draw their alternatives for the toy box, which again can serve as visual reminders when performed.

Those who are in the early stages of mastering writing will be able to build the existing structure using the scaffolding framework. Here children are presented with the main structure and for those needing further support they can also be given alternative rhyming words.

Those who are more fluent can create their own complete poem, though they might appreciate a starting point:

**What's in the boat?**

What's in the boat?

The boat that floats.

There's a

And a .....

In the boat – the boat that floats.

Children may come up with their own alternative ideas they want to write but if not here are some fun suggestions to get them started:

What's on the roof?

What's in the sea?

What's in the fridge?

Cumulative poems can be tedious to write out because there is so much repetition. This is an ideal time for children to use a computer and copy and paste repeated lines.

### Shared writing:

This variation on the 'In the box' theme involves pupils creating a chant about the contents of a magic box. You will provide the chorus – the bread of the sandwich; they will provide the filling.

Present the children with a colourful or highly decorated box. Invite them to suggest items which might be found in your magic box. Tell them as the box is magic and anything can fit into it no matter it's size or even if you can't touch it for example something as big as a star or as abstract as a smile. Tell them it will hold anything which they might wish to give to someone they really like. Build up a list of these on the board.

Introduce the chorus which begins 'In the box, in the magic box...' It's followed by four lines comprising four items for the box the first of which starts, 'There's a...'. The verse finishes with 'In the box, in the magic box!' The third and fifth lines usually begin with 'And a...'

You will need to work with the children on the suggested items to make them fit the rhythm of the chant, which works best with items of three syllables, e.g. 'A comfy bed / And a shooting star / An Action Man / And a roaring fire' but longer lines can be made to fit the rhythm, 'A delicious cake / And a stegosaurus mask' would work equally well.

If a rhyme can be engineered for the fifth line, it adds to the pleasure but is not essential. Showing how you can move lines and words around to achieve a purpose is a useful demonstration of drafting in action, though.

Three verses are usually enough, though some pupils may want to go off and create more. When performing the chant, repeat 'In the box, in the magic box!' at the end of the verses, at first normally, then very quietly and then very loud. It works a treat.