

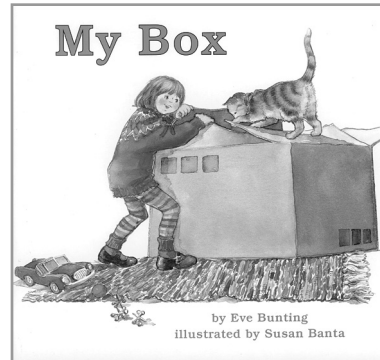
Books for Young Learners Teacher Resource

Book Notes



My Box

Author Eve Bunting
 Illustrator Susan Banta
 12 pages ■ 94 words
Mi caja ■ 88 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
S	G		I					

S = Shared G = Guided I = Independent

MY BOX

	Em	Early				Fluent			
	1	2	3	4	1	2	3	4	
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SYNOPSIS

A large carton proves to have many uses for a girl and her cat.

WHAT THE BOOK OFFERS

- Realistic narrative fiction
- First person, both singular and plural (on behalf of self and cat: pronoun “us”)
- Present tense
- Range of sentence structures
- Medial speech carrier on page 8

POSSIBLE SKILLS EMPHASIS

- Attending to letter and text detail
- Working for accuracy—self-correcting
- Identifying groups of words to aid fluency
- Inferential reading

INTRODUCING THE BOOK

How does the cover illustration and title tell us that this is not going to be an ordinary box?

What do you think the cat and girl are imagining the box to be?

What else could it be?

Which of these two characters will probably tell the story?

Check that with the title. What other words besides “my” might you expect the author to use?

How big is the box? What does that tell us about what could happen in the story?

Look at the title page. I wonder where the girl is carrying the box to.

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My Box (continued)

FOCUS OF INSTRUCTION

- The main challenge will probably come from the nature of the text rather than the vocabulary, most of which will be very familiar to most students working at this level. However, the range of structures, the length of some sentences, and the reflective nature of the content mean the reading should not be hurried. The silent reading of each page to identify groups of words to aid meaning and fluency and time to consider the content before discussion or oral reading should be encouraged, especially in the second half of the book.

Think about how this story works. Read this page in your head. Look for the words that go together. Read those smoothly and think about what they are telling you.

How did you check that words said. . .? How else could you check?

Which word told you what the box could be? What kind of word is that?

- There should also be some check that students understand the use of the word “us.” For example, during the reading of pages 6 and 7:

What words could the author have written instead of “us”? What names did she want you to think about when she wrote “us”?

Page 8: Read page 8 in your head. What could the author have written instead of “Rosie and I”? Who is talking? Does the girl say both sentences that are in quotation marks? Who is she talking to? How do you know?

FOLLOWING THE READING

- Students could discuss what they could do with a large carton and how this is using their imaginations. The students could draw their ideas and write a descriptive caption.
- Discuss familiar books that tell of other imaginings and those that really occur without any elements of fantasy. List in columns headed “Fantasy” and “Realistic” (after discussion about root word).