

## Books for Young Learners Teacher Resource

# Book Notes



### Nothing in the Mailbox / Nada en el buzón

Author Carolyn Ford

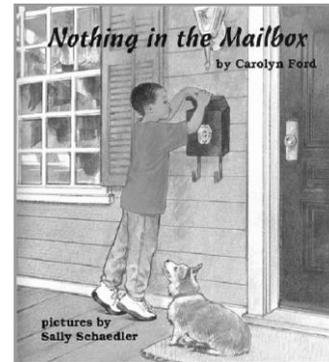
Illustrator Sally Schaedler

12 pages ■ 73 Eng. words ■ 70 Spn. words

Fountas and Pinnell Level F

Reading Recovery Level 9

Descubriendo la Lectura Level 8



Nothing in the Mailbox

#### SYNOPSIS

A young boy wishes for mail, so he does something about it.

#### WHAT THE BOOK OFFERS

- Realistic fiction recount
- First person
- Mostly past tense, with change to present tense at end
- Pronouns: I, me, my
- Family vocabulary: uncle, cousin, grandma
- Basic letter and envelope address format
- Compound words: mailbox, anything, grandma, everyone, something, nothing

#### POSSIBLE SKILLS EMPHASIS

- Understanding function and nature of letter
- Understanding groups of pronouns: I, me, my; we, our, us; he and his; and so on
- Identifying words within compound words

#### INTRODUCING THE BOOK

*Look at the first and last words in the title. What do you notice?  
You will meet several compound words in this book, so watch for*

*words that are made up of two words that you already know.*

*What comes in the mailbox?*

- List common types of mail and discuss which is for adults and which is for children. Discuss why we get mail and mail as a form of communication.

*What is the boy really hoping he will find in the mailbox?*

*What would you suggest the boy should do if there is nothing in the mailbox for him?*

*Let's see if the author agrees with any of our suggestions.*

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#### FOCUS OF INSTRUCTION

Page 2: *The text on this page does not seem to match the title. What does that lead you to think?*

Page 3: *Why did the author use both “never” and “ever?” Why was there probably never anything for him? What could the boy do to change his feelings? So what does that lead you to expect to find on the next page?*

Page 8: *Why did the author include the word “even”?*

#### FOLLOWING THE READING

*Using the first few words of the letters to the cousin and friend, think about what the letters may have contained. Discuss and list the reasons that we write letters to people we know very well. Then think about what he might have put in the letter to the President and reasons for writing to important people.*

- List ideas on a chart about letters.
- Discuss the layout of the envelope to the President and then layout of letters.
- Compose a group book entitled *Something in the Mailbox*, with students replying to the boy’s letters, writing to each other, or writing on behalf of the President. Discuss pronouns for plural; instead of I, me, and my, use we, our, and us.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>When I get mail, I feel . . . because . . . If I wrote to the President of the United States, I would tell him . . .</i>
<b>USE YOUR MEMORY</b>	<i>Who did the boy write to first? Second? Third? Fourth? What was the name of the friend he wrote to? If you can't remember, check page 7.</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think the title of this story is <b>Nothing in the Mailbox</b> if it says on page 2 that the mailbox was always full? How did the boy feel when he finished writing all his letters and they were ready to be mailed? How do you know? Do you think that people will still write letters and put them into mailboxes when you are all grown up? Why or why not?</i>
<b>BE CREATIVE</b>	<i>Write a letter to the boy in the story. What will you tell him about yourself? What do you want to know about him? Be sure to tell him why you are writing to him. If you forget why, read page 3 again.</i>
<b>VOCABULARY AGENT</b>	<i>How many syllables (parts) do you hear in each of these words? Write the number of syllables next to the word. For example: elephant = 3 *mailbox *anything *never *uncle *President *Pennsylvania *Washington *almost *everyone *something</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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