

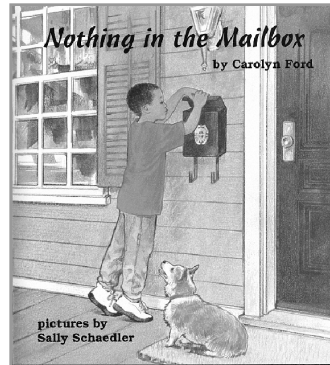
Books for Young Learners Teacher Resource

Book Notes



Nothing in the Mailbox

Author Carolyn Ford
 Illustrator Sally Schaedler
 12 pages ■ 73 words
Nada en el buzón ■ 70 words



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

S = Shared G = Guided I = Independent

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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Nothing in the Mailbox (continued)

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.