

Mailboxes

PM Levels 5/6

Red

Text Type Information Report

Running Words 103



Preparing for Guided Reading

Orientation to the Text

- Read the title of the book. Inform students that the book will tell them many things about mailboxes. Explain that mailboxes help letters and cards move from one person to another. Explain the purpose of a mailbox.
- Discuss the cover photograph. Determine students' prior knowledge about sending and receiving written messages.
- Turn to the title page. Read the chapter headings. Find these headings on the appropriate pages. Notice the repeated use of the word *mail* in the chapter headings.

Prior Knowledge

- This book provides information about what mailboxes are, what they look like and how they help to move written messages within the communication cycle from sender to receiver.

Building the Balanced Reader

Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

it, this, will

Content Words

cards, email, letters, mail, mailbox, van

Decoding

- Encourage quick recognition of high-frequency words.
- Study visual similarities between these pairs of words: *this, the; big, bags*.
- Talk about these verbs: *go, goes*.
- Find prepositional phrases in the book, e.g. *at a house; at a farm; at a shop; into the mail van*.
- Notice the word *mail* within these words: *mailboxes, mail room, email*.
- Talk about the singular and plural forms of these words: *letters, cards*.
- Explain that the word *an* on page 12 is used before words beginning with *a, e, i, o* or *u*.

Fluency and Phrasing

- Teach students to re-read from the beginning of the sentence or phrase when meaning or visual information needs checking or they need to self-correct. Say, *Go back to ... Try that again*.
- Provide positive feedback when students pause after a full stop or line break. Explain that this enhances their ability to read with natural phrasing.
- Reinforce the structure of an information report.

Focusing on the Book – Guided Reading

- Study the photographs on each page. Discuss the ordering of events on pages 8–11 and 12–13. Talk about emails: what they are and what happens when an email goes into a mailbox on a computer.
- Discuss the pictures and labels on pages 14–15. Reinforce the order of events as mail moves from sender to receiver.
- Explain the purpose of the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.
- Invite students to share what they have learned about mailboxes.

Comprehension

- What are mailboxes for? (*Literal*)
- Where are mailboxes found? (*Literal*)
- What is a letter on a computer called? (*Literal*)
- Why do people put letters and cards in a mailbox? (*Inferential*)
- What happens to letters and cards in a mail room? (*Inferential*)
- What happens to an email after it goes into a mailbox on a computer? (*Inferential*)

Follow-up Activities

- Ask for students' assistance in creating a pictorial chart that shows the mailbox-to-mailbox cycle. Scribe students' sentences to describe the cycle.
- Teach simple letter-writing conventions. Establish a classroom mailbox. Provide opportunities during shared, guided and independent writing for students to write letters and cards. These can be posted in the classroom mailbox and, at the end of the day, delivered by the classroom 'postie'.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up