

## Books for Young Learners Teacher Resource

## Book Notes

**My Box / Mi caja**

Author Eve Bunting

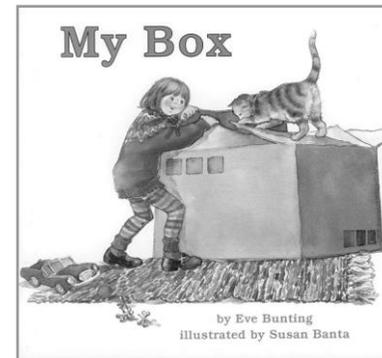
Illustrator Susan Banta

12 pages ■ 94 Eng. words ■ 88 Spn. words

Fountas and Pinnell Level D

Intervention Level 6

Descubriendo la Lectura Level 8



MY BOX

**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.*

## Books for Young Learners Teacher Resource

# Book Notes



### My Box / Mi caja (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?*

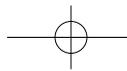
- There should also be some check that students understand the use of the word “us.” For example, during the reading of pages 6 and 7:

*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).



## Books for Young Learners Teacher Resource

# Book Notes



### My Box / Mi caja (continued)

<b>Additional Comprehension Prompts</b> <b>For Oral or Written Use Before, During, and After Reading</b>	
<b>FINISH THIS THOUGHT</b>	<i>A box can be used for . . . The girl was happy when she . . .</i>
<b>USE YOUR MEMORY</b>	<i>What are 3 things that the girl made the box into? What pages can you find each of those things?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>What was the very best thing the girl turned her box into? Why do you think so?</i>
<b>BE CREATIVE</b>	<i>Think of something you can turn a box into that the girl did <b>not</b> think of. Draw and write about your box.</i>
<b>VOCABULARY AGENT</b>	<i>Find and say each word below as you frame them by putting your 2 pointer fingers around each one: *have *plane *hide *sleep *sky *filled *us *morning Then use each word in a sentence.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

© 2016 by Richard C. Owen Publishers, Inc./www.RCOwen.com