

# Mr Mustard's Mailbox

## GOALS

### Comprehension

Reading Strategies: Ask students “What are some of the things good readers do?”

Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** a, and, away, come, down, every, fly, for, from, get, had, have, he, his, in, into, it, made, me, my, no, on, one, put, said, saw, some, soon, take, the, there, three, to, was, went, were

**Content Words:** baby, bird, chirping, crept, day, dear, flown, goodness, got, happy, heard, home, later, mail, mailbox, miss, morning, Mr, nest, next, oh, peep, shoo, sign, sitting, spring, straw, today, took, week

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /sh/

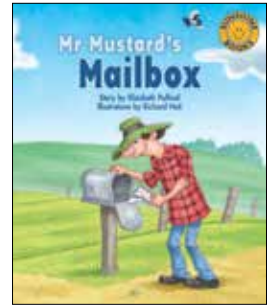
### Phonics

**Letters and Sounds:** sh

**Words to Blend and Segment:** shed, ship, shop, shin, shut

### Fluency

Model reading of text with expression, noting the punctuation. Students repeat.



Mr Mustard is a kind man. He lets the birds use his mailbox.

## Before Reading

- Listen to the title. Discuss the meaning of *mailbox*. Ask students if they have a mailbox.
- Read the title and the names of the author and illustrator. What are their roles in this story? Discuss the apostrophe in the title and why it is there. Ask: Who does the mailbox belong to? (The apostrophe goes after the person something belongs to.)
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Who is looking in the mailbox? (Mr Mustard) Look at the title page illustration. What is the picture of? What does it tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Mr Mustard is doing on each page. On page 13, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: On pages 2–3 what is Mr Mustard looking at? Find the word *bird* on page 2. Look for the letter b. Find the word *shoo* starting with /sh/. Read the words together. Remind students that good readers check that the words match the illustration, that they look right, sound right and make sense. Follow this pattern for each page up to page 13, discussing the illustration, finding key words and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending on pages 14–16. Have students discuss what they see in the illustrations. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Discuss the meaning of mail birds on page 10.
- Reread the story together. Notice where the speech marks are. Change your voice when Mr Mustard speaks.
- Ask students to retell the story using the pictures on each page as a guide. Ask: What did Mr Mustard find first in the story, next and so on? When did the story change to Mr Mustard getting his mail and why?
- Have students notice the speech marks around the words on page 7 “*No mail today*”. Why are they there? (They are words on a sign. They are not spoken by a character.)

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /sh/ e.g. shed, ship, shop, shin, shut. Students listen for the /sh/ blend as you read the words slowly. They repeat the words, /sh/ /e /d/, shed, emphasizing the /sh/. They think of other words to say that begin with /sh/, e.g. shoo, shine, shake.

## **Phonics**

- Discuss the sound of the blend /sh/. Write the words shed, ship, shop, shin, shut on the board to practise blending and segmenting the sounds together as a group, e.g. /sh/ /e/ /d/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *he, down, soon, said, no, into, were, saw*. Read them together. Ask students to locate the words in the story.
- Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner, e.g. *Soon the birds had flown from the mailbox.*

## **Fluency**

- Model reading of the text with expression, noting the punctuation. Students repeat, e.g. on page 2, change your voice for Mr Mustard saying “*Shoo*”.

## **Writing**

- Students make a circular story showing how Mr Mustard discovered the first bird and where it went. They use arrows, labels and small pictures. They use this to retell the story.
- Students write a new sentence about Mr Mustard using the pattern from the story. They draw a picture first, then write the sentence. e.g. Mr Mustard put a welcome sign on his gate.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.