

For students reading at **Literacy Level F/10**, including:

- English-language learners
- Students reading below grade level
- First grade readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify sequence of events
- Monitor their reading by reading aloud to clarify
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary

WORD STUDY

Students will:

- Use context clues

LANGUAGE

Students will:

- Recognize the sentence structures *_____ goes to the _____* and *How many _____*
- Use the prepositions **to** and **at**

PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with diphthong /ou/

FLUENCY

Students will:

- Read smoothly with minimal breaks

WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

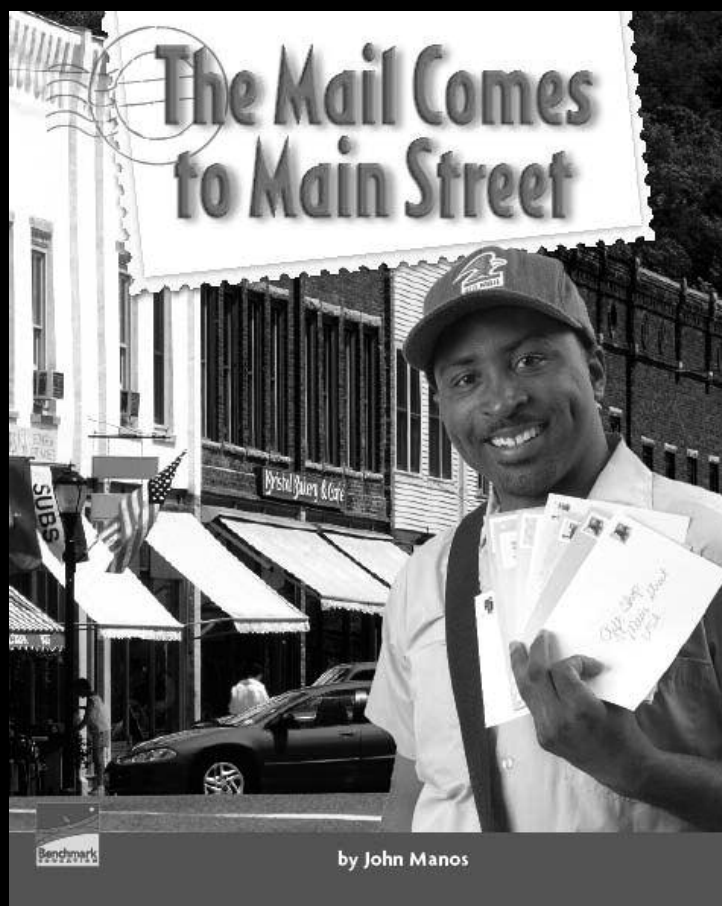
The Mail Comes to Main Street

THEME: Subtraction

- **The Mail Comes to Main Street (Level F/10)**
- Big Ben Helps the Town (Level F/10)
- How Many Muffins? (Level H/14)
- The Farm Stand Mystery (Level H/14)

MATH BIG IDEA:

Readers subtract by counting letters delivered by a mail carrier.



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BENCHMARK EDUCATION COMPANY

Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

- *Big Ben Helps the Town* (Fiction, Level F/10)

Early Comprehension Strategy Poster

- Identify Sequence of Events

Text-Dependent Comprehension Resources

- *The Mail Comes to Main Street* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade 1 Comprehension Strategy Assessment Book*

Main Street

food shop
clothing store
pet shop
bookstore

Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book is about taking letters to people who work on Main Street.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the photograph. Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and information on the title page: *The title has the words **mail** and **Main Street**. I see a mail carrier holding letters. I think the letters are for people on Main Street.* Allow time for students to share their predictions about the book.

- **Preview Vocabulary, Photographs, and Text and Graphic Features** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. These photographs help us understand the words in the books. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you discuss the photographs. Also talk about the words **subtract**, **bakeshop**, **flower shop**, and **food shop**, and make sure students can pronounce each one. In addition, point out the following text feature:
(Pages 4–5) **Say:** *This book has captions as well as photographs. Do you see the captions under the photographs? Captions can give us more information. Captions can ask questions, too.*

Make Connections and Build Background

- **Use Realia and Drama** Gather several pieces of mail. **Say:** *We will read a book about a mail carrier. A mail carrier takes letters to people. I will pretend to be a mail carrier.* Hold up the letters and count them with students. **Ask:** *How many letters do I have?* Allow time for students to respond. Give one or two letters to a student. **Ask:** *How many letters do I have left?* Again allow time for students to respond. Continue to give the letters to different students and subtract until none are left.
- **Use a Graphic Organizer** Write the phrase **Main Street** on the board and underline it. Read the phrase and **say:** *Mail carriers take mail to Main Street. Main Street is a busy place. Many shops and stores are on Main Street. What are some shops or stores you might find?* As students respond, write their ideas under the heading. Then read each entry and ask students to echo-read.

- **Preview Sentence Structures** For students who need additional support, write _____ goes to the _____ on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *This sentence structure is in the book. Page 8 has a sentence with this structure.* Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite them to turn to page 10. **Ask:** *Can you frame a sentence with the words **goes to the**?* Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on page 12. Finally, repeat the process with *How many _____?* on pages 7, 9, 11, 13, and 15.

- **Use Graphophonic Cues** **Say:** *Another word in this book is **left**. Say the word **left**. What letters do you expect to see after the **ll**?* Allow time for students to respond, assisting as needed. Then ask them to find the word **left** on page 9. Finally, repeat the process with **stops** on page 6. **Say:** *Search all the way through a word to help you when you read.*

- **Scaffold Spanish-Language Speakers** Say the word **count**. **Ask:** *Does **count** sound similar to a word you know in Spanish?* (Allow time for students to respond.) *The English word **count** sounds similar to the Spanish word **contar**. **Count** and **contar** mean the same thing. The words look similar, too.* Write the word **count** on the board and ask students to locate it on page 5 in the book. Repeat the process with **in** on page 5 and **en**, and **number** on page 5 and **número**. Then point out that the word **letters** on page 4 sounds similar to the Spanish word **letra** but does not mean the same thing. Finally, invite students with other first languages to share their cognates.

Set a Purpose for Reading

- Direct students' attention to the "Main Street" list. **Say:** *Now it's time to whisper-read the book. Read to learn where a mail carrier named Dan goes. See how many letters he takes to the shops and stores on Main Street.*

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	last	14
Syntactic	Think about the book's sentence structure. Use the structure to make this sentence sound right.	How many letters does Dan have left?	9
Semantic	What do you see in the picture that would make sense?	None!	15

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which of these shops or stores were in the book? Put a ✓ beside any matching responses. Then ask students to name other shops and stores they read about in the book. Add these to the list and put check marks beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell a partner about the book.*

Main Street
food shop ✓
clothing store
pet shop ✓
bookstore ✓
bakeshop ✓
flower shop ✓

Reading Strategy Mini-Lesson: Read Aloud to Clarify

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** *What did you do to help yourself understand what you read?*
- **Model Say:** *I always want to understand what I read. Sometimes I'm not sure about a certain part. I go back and read that part aloud. Reading aloud helps me figure out if something is wrong. I will turn back to page 4. The first time I read page 4, I was confused. Does Dan carry mail to people or to a street? Then I read page 4 aloud: "Dan carries mail to people. Dan carries mail to Main Street." I better understand the words when I listen to them. Dan carries mail to the people on Main Street. That makes sense. After I read the page aloud, I'm ready to keep whisper-reading.*

- **Guide** Ask students to turn to page 12. **Ask:** *Does Dan have anything for the flower shop? (Allow time for students to respond.) How can we check? Can we read the page aloud? Let's read aloud together. Then we will be sure we understand whether Dan has letters for the flower shop. Read the page aloud and briefly discuss how this clarifies or confirms students' understanding.*
- **Apply** Invite each student to turn to a tricky page. Then ask students to tell a partner about the page. Afterward, they should read the page aloud to make sure they understand it. Observe students as they read aloud to clarify, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **read aloud to clarify** monitor-reading strategy. Then **say:** *You can read aloud any time you need to. Remember to go back and read aloud to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Prove It! questions. Say: The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*

- **Model** Use the first *Prove It!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Prove It! question. I will read the question to figure out what to do. The question says: "Main Street has lots of stores. How can you tell?" This question asks me to draw a conclusion. I know because the question asks "How can you tell?" Now I need to look for other important information in the question. What information do you think will help me? (Allow student responses.) Yes, I need to find clues and evidence about the stores on Main Street. Now I will look back in the book. I read that Dan takes mail to the bakeshop, pet shop, bookstore, flower shop, and food shop. I have located the clues and evidence I need. The clues support my answer. The answer makes sense.*
- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Identify Sequence of Events

- **Explain** Create an overhead transparency of "The Mail Comes to Main Street" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books sometimes tell about events that happen in a certain order, or sequence. Good readers pay attention to the sequence of events. This helps readers better understand the information.*
- **Model** **Say:** *Let's figure out the sequence of events in The Mail Comes to Main Street. We need to start at the beginning. On page 6, I see the word **first**. **First** is a cue word that tells us what happens at the beginning. Dan has two letters for the bakeshop. I will write about the bakeshop in the top box of the graphic organizer. Now I will read on to see what happens next. Page 8 has the word **next**. **Next** is a cue word that tells where Dan goes after the bakeshop. Dan has three letters for the pet shop. I will write about the pet shop in the second box.*

- **Guide** **Say:** *Let's find out where Dan goes after the pet shop. Look on page 10. Where does Dan go now? (Allow time for students to respond, assisting if needed.) Yes, Dan has 1 letter for the bookstore. Going to the bookstore is the third event in the sequence. Let's add this event to the graphic organizer.*
- **Apply** Ask each student to work with a partner to find the remaining events mentioned in the book. Remind students that a sequence happens in order, so they will need to turn the pages to find each event. Also remind them to watch for cue words such as **next** and **last**. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____

The Mail Comes to Main Street

Identify Sequence of Events

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graph TD
    A[has 2 letters for the bakeshop] --> B[has 3 letters for the pet shop]
    B --> C[has 1 letter for the bookstore]
    C --> D[has 4 letters for the flower shop]
    D --> E[has 2 letters for the food shop]
  
```

THE MAIL COMES TO MAIN STREET © 2007 Benchmark Education Company, LLC

Teacher Tip Use Benchmark Education Company's K–2 Early Comprehension Strategy Poster Set to provide additional instruction in identifying sequence of events. Use BEC's *Comprehension Strategy Assessment* books to assess students' ability to identify sequence of events in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *The Mail Comes to Main Street* to read to family members. Encourage students to work with a friend or family member to list the shops and stores on a main street in their town. Invite students to bring their lists to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Talk with a partner. You subtracted the letters in Dan's bag. What else can you subtract?
- Tell something you already knew about mail carriers.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Act out the book with a partner.
- Draw a picture of something your family has received in the mail. Then write about it.
- Write about a connection you made to the book.

Write to a Picture Prompt

- **Describe a Place** Tell students that they will describe a place in the book. Then they will write about the place. **Say:** *I like the pictures in this book. I like to see where different parts of the book take place. I can describe the places in my own words, too. On page 6 I see a bakeshop. I can describe the bakeshop: A bakeshop is full of fresh breads. A bakeshop smells good, too. What do you notice about the bakeshop? How would you describe it?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you describe the place in the picture?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the place you chose. Now write your description. After you are finished, read your description to a partner.*

Write to a Text Prompt

- **Write a Summary** **Say:** *Think about something you learned in the book. Then write about what you learned in your own words. When you are finished, read your summary to a partner.*

Phonics: Diphthong /ou/

- Ask students to locate the words **count** on page 5 and **How** on page 7. Write **count** and **how** on the board and circle the "**ow**" and "**ou**." **Say:** *The letter patterns "**ow**" and "**ou**" stand for the same sound in these words. The sound is /ou/. Slowly draw your finger under each word as you blend the sounds. Then ask students to do the same in their books. Repeat the process with **now** on page 10 and **flower** on page 12.*
- Ask students to brainstorm words with the /ou/ sound. Acknowledge all correct responses and record those spelled with "**ow**" and "**ou**" on index cards. Then spread the cards out in a pocket chart or on the table. Read each word, inviting students to echo-read.
- **Say:** *Let's sort the words. Put the words with "**ow**" in one group. Put the words with "**ou**" in another group. Model the process using two of the word cards. Then invite students to take turns reading a word and placing it in the correct group.*

Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **bookstore, carries, count, letters, mail, pet shop, subtract, bakeshop, flower shop, and food shop** on index cards. Ask students to read the words with you. Then mix the cards and place them facedown on a table. Choose two cards, turn them over, read the words, and model an oral sentence using both words. Finally, invite students to take turns doing the same. Continue the game until each student has had several turns with different word pairs.

Word Study: Context Clues

- **Model Say:** *When I read, I want to know what the words mean. Sometimes I'm not sure about a word, though. Then I use the words I do know to help me. These helping words are called context clues. Look at page 4. Pretend I'm not sure what **mail** is. I can use the word **letters** to help me. The book says Dan carries mail and Dan has letters. Mail must be about the same as letters.*
- **Guide** Invite students to read page 7 with you.
Say: *Pretend I don't know what **subtract** means. What words on the page could help me figure it out? (how many, now, find the number)*
- **Apply** Pair students. Ask partners to read pages 4–5 and show each other how they could use context clues to figure out the meaning of the word **carries**.

Language Development: Use Prepositions “to” and “at”

- **Model Say:** *Sometimes authors use phrases that begin with the word **to**. I see a sentence on page 4 with the word **to**: “Dan carries mail **to** Main Street.” The words **to Main Street** explain where Dan carries mail. I use the word **to** as well. Perform simple actions and make up a sentence about each one, such as:
*I walk **to** the window.
I turn **to** page 5.
I go **to** Jon's chair.**
- **Guide** Invite students to read page 6 with you.
Ask: *Where does Dan stop? (at the bakeshop)*
Ask students to name people they know who are **at** certain places, such as a student **at** school or a mom **at** her office.

- **Apply** Write the words **to** and **at** on index cards. Ask student pairs to choose a card, make up a sentence using the word, and then act it out. As the partnerships share, write their sentences on the board and circle the words **to** and **at**.

Fluency: Read Smoothly with Minimal Breaks

- **Say:** *Good readers do not pause or stop between each word. Instead, good readers read smoothly. They blend one word into the next. They pause or stop only when they see punctuation marks. They quickly fix mistakes and move on. Reading smoothly helps the reader focus on what the author has to say. Reading smoothly also helps the listener enjoy the story.*
- Ask students to turn to page 8. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** *Now I will read the words smoothly. The punctuation will show me when to pause or stop.* Read the sentences again, pausing at the comma and stopping at the periods. Then invite students to echo-read the page with you.
- Ask students to turn to page 12. Choral-read the page with them, reading smoothly. Pause at the comma and stop at the periods.
- Invite students to take turns rereading *The Mail Comes to Main Street* with a partner. Remind them to read smoothly, pause or stop at punctuation, and fix any mistakes so they can keep on reading.

NAME _____

DATE _____

The Mail Comes to Main Street

Identify Sequence of Events

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]; D --> E[ ]
```