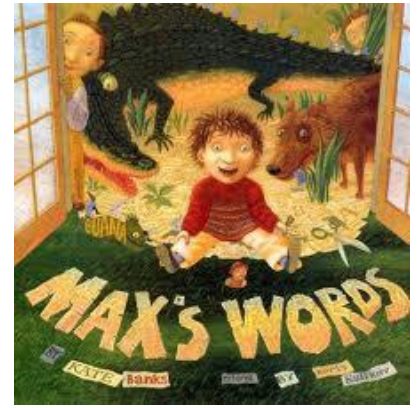


Max's Words

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Max's brothers both have collections and Max wants to collect something too. He decides to collect words and as his collection grows, he uses his words to make up stories drawing his brothers into his adventures.

Possible strategies for instruction:

Comprehension:

- **Summarize text: Include sequence of main events:**
 - Use "Somebody-Wanted-But-So-Then" to teach beginning summarization. This book lends itself easily for students to be able to identify each part to write their summary.
 - Somebody (the main character) (Max)
 - Wanted (what does the character want) (wanted to collect something)
 - But (the problem in the story) (but he couldn't think of what to collect)
 - So (the solution in the story) (so he decided to collect words)
 - Then (what happens at the end) (then Max and his brothers used the words in Max's collection to write stories together)
- **Recognize literary elements (genre, plot, character, setting, problem/solution, theme):**
 - Use this strategy to help students identify and write the literary elements. By using the literary elements students are better able to understand the story. I often look for the following:
 - Genre: Realistic Fiction
 - Characters: Max, his brothers
 - Setting: Max's house (his room)
 - Problem: Max wants to collect something but he doesn't know what.
 - Solution: Max decides to collect words and he writes stories with his brothers.
 - Theme: Cooperation

Accuracy:

- **Skip the word, then come back:**
 - Teach students to use this strategy when they come to a word they don't know. Teach them to skip over the word until the end of the sentence or paragraph, then have them back up and read the sentence again. Have them use the first letter or letters and the context of the sentence to decode the unknown word.
 - Model for them by covering up the word collected in the first sentence. Read to the end of the sentence skipping over the covered word. Then go back and uncover the first letter. Model by thinking aloud how to use the first letter of the covered word and the context of the sentences to figure out the unknown word.

Fluency:

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.):**
 - This book allows the reader to use intonation during the reading. During the first read, model for students how you use your voice when reading statements, questions, and exclamations. Explain that a good reader raises their voice at the end of a question, reads an exclamation with strong emotion, and pauses at a comma.
- **Read text as the author would say it, conveying the meaning or feeling:**
 - As stated in the strategy above, when students use punctuation and pay attention to dialogue through multiple readings they will be able to read the book as the author would.

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing.**
 - This book is great for introducing the power of words and tuning into interesting words. It can be used to introduce the “Word Collector”. Choose several words from the text and introduce them to the students. Have students listen for them in your read-alouds, add them to the word collector and revisit these words daily, look for them in other texts, encourage students to use them in writing. Options may be as follows:
 - *collect (collection, collected, collector), admired, slithered, rapidly, darted, arranged, thought*

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.