



Title: Max's Words

Author: Kate Banks

Illustrator: Boris Kulikov

Themes: stories, words, literally

Hear the book read aloud here: [Max's Words](#)

★ 2<sup>nd</sup> Grade Common Core Reading Standard ★

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

I. INTRODUCTION (PREP QUESTIONS)

- Ask students to share their observations of what they note in the cover illustration (it may be hard to note small details in some classroom settings). Have them connect the title to what they can see in the illustration. Draw students' attention to the title words, the author line, and the illustrator lines and ask students to infer how they were supposedly made, citing evidence (individual words were cut out by Max since he's holding cut-out words and scissors are nearby).
- As students to predict what they think the story's plot will be.

II. INTEGRATIVE STRATEGIES

During Reading:

- Pp. 1-2: Read; ask students to infer which one Benjamin is in the illustration, and why (seated in chair; hands on table seeming to guard his collection). Ask students which one Max is in the illustration and what the picture tells us? (he's on the outside, not part of the big group, seems ignored, etc.).
- Pp. 3-4: Read; ask students to infer which one Karl is in the illustration, and why; what we learn about Max (same as above; probably the youngest). Ask students to share their observations about Max's brothers (proud of their collections; like all the attention; don't want to share with their little brother).
- Pp. 5-6: Read; ask students to share their opinions on Max's choice to start a collection of words. Ask students to predict what he might be able to do with his collection later.
- Pp. 7-8: Read; ask students to share what they now observe about each word's illustration.
- Pp. 9-10: Read; ask students to share what they now observe about each word's illustration.
- Pp. 11-12: Read; have students note how the illustration on p. 12 shows the differences in the way Max arranged the word orders. Have them discuss how the illustration shows the differences between his brothers' collections compared to Max's collection.
- Pp. 13-14: Read; continue as above having students note how the illustration helps tell the story and the differences between the three collections. Ask students which collection seems the most interesting, and why?
- Pp. 15-16: Read; compare the illustration of the brothers' collections (p. 15) to the illustration with Max's on the previous page. Have students note the differences. What is the significance of Max's statement, "And when I have a few more words, I'll have a story."
- Pp. 17-18: Read; ask students to explain the differences between the illustration on each of these pages, and what the meaning is (as Max puts words in a certain order on one page, an illustration shows the meaning).

- Pp. 19-20: Read; same as above. Ask students to infer what is beginning to happen with Max's brothers (they're becoming more interested as Max's story grows).
- Pp. 21-22: Read; same as above.
- Pp. 23-24: Read; same as above.
- Pp. 25-26: Read; have students discuss which characters have changed since the beginning of the story, and how (brothers who are now very interested in Max's words collection and want to rearrange the words into new stories; finally willing to share an item from their collections in order to earn some words of their own).
- Pp. 27-29: Read; discuss what the illustrations tell us now about the brothers (Max is no longer being ignored; he's in the front of each and now sought after for his collection).

### III. INTEGRATIVE STRATEGIES

#### Post Reading:

- How do you think Max's brothers were feeling when they started to see that Max's collection of words could create so many things? Why do you think so?
- Is the story fiction, a make-believe? Or, is the story non-fiction, true information that gives you facts to explain something? If fiction, what happened in the story that could not have happened in real life?
- What do you think was the author's message to the reader? What did she want us to think about? Why do you think so?

### IV. SMALL GROUPS

- Students will want to revisit the illustrations, noting details they may not have been able to see whole-class.