



About the Book

Text Type: Fiction/Realistic Page Count: 22 Word Count: 963

Book Summary

Max is very angry because he wants to be the “boss” of something instead of being told what to do all the time. His parents work with him to find a solution to his anger, but the solution ends up creating another problem—his parents become angry! Finally, Max and his parents sit down to discuss the situation. They find a solution for managing anger that works for everyone.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to make meaning from text
- Analyze character traits in text
- Identify open vowel y
- Identify and use contractions
- Identify and use synonyms

Materials

Green text indicates resources available on the website

- Book—*Max* (copy for each student)
- Chalkboard or dry erase board
- Thesaurus
- [Analyze character, contractions, synonyms worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: **angry** (adj.), **boss** (n.), **bothered** (adj.), **embarrassed** (adj.), **mean** (adj.), **proud** (adj.)

Before Reading

Build Background

- Ask students to think about a time when they got angry about something. Invite students to share how they showed they were angry through actions and words.
- Extend the discussion by inviting students to explain how they solved their problem and how their feelings changed after they solved the problem.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Talk about the illustration of the boy on the front cover and read the title. Ask students to tell who they think the boy might be based on the title and the illustration (Max). Ask students who they think the main character in the book is (Max). Based on the cover illustration, ask students to share what problem they think the boy might have and what the solution to his problem might be.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that readers who are able to make connections between what they already know and what they read are more likely to understand and remember what they read.
- Model connecting to prior knowledge.
Think-aloud: I know I can use the knowledge I already have about something to help me better understand the story and the characters as I read. As I look at the covers of this book, I notice that the illustrations change from a boy who is kicking things and has a frown on his face to a boy who is smiling. I know that when I grumble and frown, I am usually angry. I also know some of the things I do to solve the problem, such as ask for help, talk it over with someone, or find something else to do. The story may not be about this, but it will still be easier for me to read new information because I can make a personal connection to what I already know to understand what I'm reading.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary


- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondences to figure out words. They can look for base words, prefixes, and suffixes. They can also use the context clues to figure out meanings of unfamiliar words.
- Direct students to the second sentence on page 14. Have them find the word *bothered*. Model how they can use context clues to figure out the meaning of an unfamiliar word. Explain that the sentence before the word explains how Max felt happy as he walked home from school. The sentence containing the unfamiliar word says that Max *wasn't* bothered when his teacher told him what to do all day. The sentence after also contains the word *bothered* and states that Max was not bothered when the bully at school was mean to him. Explain to students that these clues make you think that the word *bothered* means to *be upset by something*. Have students follow along as you reread the second sentence to confirm the meaning of the word.
- Remind students that they should check whether a word makes sense by rereading the unfamiliar word in the sentence.

Set the Purpose

- Encourage students to read the book to find out what happens to Max. Remind them to stop occasionally to connect with what they already know about feelings to help them understand what they are reading.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 11. Have them go back and reread the pages if they finish before everyone else.
- Have students share some of the ways they used what they already knew about being angry to help them understand the characters in the book.
- **Think-aloud:** *As I was reading, I thought about how I feel when I'm angry. Sometimes when I'm mad I frown and stomp my feet, just like Max. But I also know why Max started to feel ashamed of the way he was acting because I have felt the same way after I have gotten angry. I always felt better when someone asked me if I wanted to talk about what was wrong. This helped me to feel better and find a way to solve my problem. When I thought about the things I had done that were similar to the things Max did in the book while I was reading, it made those pages easier for me to read and understand.*
- Have students read to the end of the book. Remind them to think about what they already know about feelings to help them better understand the story.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.


After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share how they connected with the text while they were reading. Review that connecting with prior knowledge helps readers use what they already know to more easily understand characters, the story, and new information while they read.
- Model how to connect to prior knowledge and experience.
Think-aloud: *When I stopped to think about the different feelings I had and the things I did when I had a problem like Max did, it helped me to better understand and feel involved in the story. It also helped me to understand the more difficult parts of the story. For example, I know that after I get mad at somebody, I feel bad and want to apologize. Thinking about how I feel when that happens helped me to understand why Max finally stopped being angry and went to talk to his parents.*

Teach the Comprehension Skill: Analyze character

- **Discussion:** Review with students that Max's behavior and actions changed from the beginning to the end of the story as he solved his problem.
- **Introduce and model:** Explain that knowing more about a character's actions, feelings, and thoughts can help a reader understand and draw conclusions about a character.
- For example, direct students to page 3 and reread pages 3 through 5 aloud.
Think-aloud: *When I reread these pages, I see that Max is stomping his feet, kicking objects, slamming doors, and making mean faces. These clues tell me that Max is feeling angry. Let's continue reading to find more clues that tell about how Max is feeling.*
- **Check for understanding:** Have students locate other examples of actions or thoughts that tell how Max is feeling (ashamed, happy, independent, helpful).
- **Independent practice:** Introduce, explain, and have students complete the analyze character worksheet. If time allows, discuss their answers.
-  Instruct students to use the inside back cover of their book to write two ways in which they show they are angry (*I clench my fists, I like to be alone*) and two ways in which they show they are happy (*I smile a lot, I sing to myself*).

Build Skills

Phonics: Open vowel y

- Write the word *happy* on the board. Read it with students and challenge them to find the word in the book (page 14). Ask students what sound they hear at the end of the word (long /e/ sound). Circle the letter y at the end of the word. Explain that sometimes the letter y at the end of a word makes the long /e/ sound.
- Ask students to find another word on page 14 ending in an open vowel y (*bully*). Write the word *bully* on the board and have students circle the word in their book.
- **Check for understanding:** Ask students to turn to page 16 and reread the page with a partner. Have students circle any words ending with an open vowel y (*angry, nasty*). Explain to students that although the word *loudly* appears to end in open vowel y the root word is *loud* and -ly is a suffix. Ask student to turn to page 22 and reread the page with a partner. Have students circle any words ending with an open vowel y (*every, family*). Explain to students that the *ly* ending in *family* is not the -ly suffix therefore it is an open vowel y ending.
- **Independent practice:** Introduce, explain and have students complete the [open vowel y worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Contractions

- Write the words *didn't*, *don't*, and *what's* on the chalkboard. Explain that these words are called *contractions*. Contractions are two words that are combined using an apostrophe. The apostrophe takes the place of one or more letters. For example, *didn't* is a contraction for *did not* (the apostrophe takes the place of the o in *not*). Ask students if they know what words the other contractions stand for that are written on the chalkboard. Invite students to come up to the board to write the two words next to the contraction.
- **Check for understanding:** Ask students to turn to pages 9 and 10. Have students circle all the contractions on these pages (*we're, what's there's*). On a separate piece of paper ask students to write each contraction and then write the two words that are combined to create the contraction. Discuss their answers as a class. Ask students to look through the text and identify other contractions. Record responses on the board and write the corresponding words for each contraction.
- **Independent practice:** Introduce, explain, and have student complete the [contractions worksheet](#). If time allows, discuss their answers.

Word Work: Synonyms

- Write the word *angry* on the board. Have students locate and read the word in the first sentence on page 3. Ask students to suggest other words that mean almost the same thing (*mad, furious, cross*). Review or explain that a word that means the same or almost the same thing as another word is called a *synonym*. One reason writers replace words with synonyms is to make a piece of writing more interesting.
- Show students a thesaurus. Explain that a *thesaurus* is a book that contains synonyms of words. Point out the word *loudly* on page 7. Look up *loudly* and model how to use a thesaurus. Explain that *loudly* is not listed as an entry word because dictionaries and thesauruses typically list root words. Give students a thesaurus. Ask them to find the word *loud* and read the synonyms suggested.
- Have students turn to page 14 and read the page. Point out the word *happy*. Ask students to suggest other words that mean almost the same thing (*joyful, cheerful, blissful*). Have them use the thesaurus to confirm their synonyms for the word.
- **Check for understanding:** Have students read page 16. Ask them to circle the words *shouting* and *slammed*. Have students use the thesaurus to help them replace these words with synonyms to make the sentence more interesting. Remind student to use the root words *shout* and *slam* when looking up words in the thesaurus. Have them write the sentence using the new words at the bottom of the page. Encourage students to share their sentences.

- **Independent practice:** Introduce, explain, and have students complete the **synonyms worksheet**. If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Ask students to think of a time when they had a problem. Have students write a story explaining what the problem was, what happened, when it happened, how they felt, and how they solved the problem.

Social Studies Connection

Have students plan a trip they would like to take with their family. Ask them to think of a special place they would like to visit, such as Max going on a reptile tour. Have students research their special place to find out when to go, how to get there, and what to wear. Provide time for students to go to the library, use the Internet, and look in magazines and books. After students have gathered their information, ask them to create a brochure that tells what is special about the place and why they want to go there.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect with their prior knowledge about feelings to understand the characters and events in the book
- accurately identify places the author shows the character's actions, feelings, and thoughts in text and on a worksheet
- correctly identify open vowel *y* in text and during discussion
- accurately identify and create contractions and the words they stand for during discussion and on a worksheet
- correctly identify and use synonyms during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**