



Running words: 27

Max Comes Home

by Susan Paris

illustrations by Gus Hunter
and Samuel Sakaria

Book Summary

Each member of the family arrives home from various places. Grandma was walking Max the dog, but where is he?

Building Basic Skills

High-frequency words – Comes, comes

Content words – Max, Home, home, Mom, Dad, Baby, Anna, Ben, Grandpa, Grandma

Repeated phrase – comes home

Phonics and phonemic awareness –

B (Baby, Ben), b (baby), A (Anna), a (Anna, Max, Dad, Grandpa, Grandma)

Punctuation – periods, capital letters, exclamation point

Skills and Strategies

Max Comes Home can be used to introduce and reinforce:

- retelling the sequence of the story using own words
- reading a variety of simple high-frequency words in context
- pointing one-to-one at each word to ensure an appropriate match
- writing using the conventions of capital letters and periods.

Materials

- copies of words and punctuation for this book from page 92, cut and ready for use
- copies of BLM, pencil, markers
- cereal boxes, paper, scissors
- play dough

Introducing the Text

On the board, draw the outline of a house. Draw the people and pets living in your house and introduce them to children. Encourage children to talk about the people and pets living in their house. *Is there a time of the day when everyone is home together?*

Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *We are going to meet Max's family as they come home.*

Page 3 – *Who is the first person to come home? Can you see some clues that tell us where she has been?*

Page 5 – *Who is the second person to arrive home? Where do you think Dad has been?*

Page 7 – *How did baby get home? Ask children to identify the "B" and "b" on page 6. Who will arrive home next?*

Page 9 – *Were you right? How can you tell where Anna has been? Ask children to identify the "A" and "a" on page 8.*

Pages 11 and 13 – Discuss the pictures, guessing where Ben and Grandpa have been and who might come home next.

Page 15 – *Who is the next person in the door? What do you think Grandma is saying to Ben?*

Page 16 – *Why is Max the last to come home? How do you think Grandma is feeling now?*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

Page 2 – Ensure that each child is pointing to the word "Mom." Encourage children to point to each word as you quietly read aloud together. Make sure that children are pointing underneath the words, not covering them.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

Pages 6 – 16 – Encourage children to read the remaining pages quietly to themselves. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text

- What will Grandma say to Max? Write down children's ideas on the board, each with an exclamation point to illustrate how to record expression in a sentence. Look through the book together for the exclamation point and reread page 16 expressively.
- Encourage children to count how many times they can find the word "comes" in the book. *Is it on every page? Which other word looks similar to "comes"?* Discuss "comes" and "home."
- Using the words and punctuation for this book from page 92, reassemble the sentences with children.

Following Up

B On the BLM activity opposite, children practice writing "comes" and draw a picture of Max.

- Children make a house out of a small cereal box and draw each member of the family in the book and cut them out. Children take turns to orally retell the story in their own words using their "house" and cut-out people as props.

C Children make their names with play dough. Ensure that they begin with a capital letter. Continue by making the capital letters from the names in the story and children's friends or family.