

For students reading at **Literacy Level E/8**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify characters and setting
- Analyze characters
- Monitor their reading by asking questions
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

### GENRE STUDY

Students will:

- Recognize the characteristics of realistic fiction
- Determine the story's message

### VOCABULARY

Students will:

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

### LANGUAGE

Students will:

- Recognize the sentence structures *You could be a \_\_\_\_\_ and I need \_\_\_\_\_*
- Identify negatives

### PHONEMIC AWARENESS

Students will:

- Listen for initial /n/

### PHONICS

Students will:

- Use middle-letter cues to solve words
- Recognize initial "n" in words

### FLUENCY

Students will:

- Read exclamation points

### WRITING

Students will:

- Write to a picture prompt

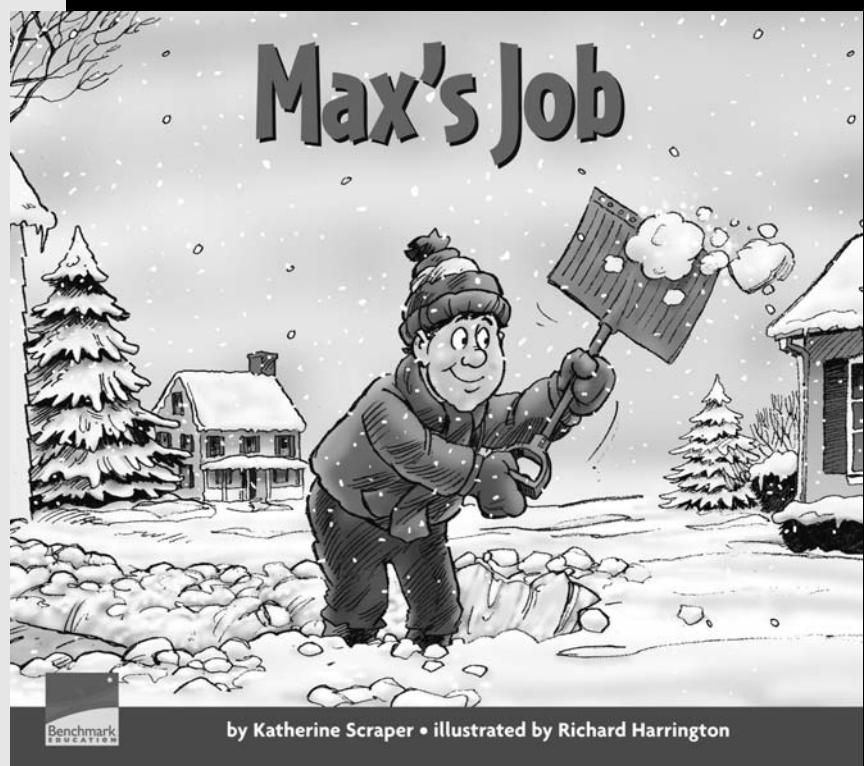
# Max's Job

### THEME: Jobs

- Jobs at School (Level C/4)
- Bill's First Day (Level C/4)
- Kids Can Have Jobs (Level E/8)
- **Max's Job (Level E/8)**

### GENRE/SUMMARY:

This story is realistic fiction. Max, who loves to shovel snow, is disappointed when snow doesn't come. Max's family suggests other jobs he might do. However, Max does not have to try a new job because the snow finally arrives.



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## Related Resources

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

### Early Explorers Partner

- *Kids Can Have Jobs* (Nonfiction, Level E/8)

### Text-Dependent Comprehension Resources

- *Max's Job* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

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

	I think . . .	I find out . . .
beginning	A snowy day comes.	
middle	Max shovels snow.	
end	Max's parents are proud of him.	

## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about a boy who only likes to do one job.* Read the title and author and ask students to echo-read. Invite them to tell what they see in the illustration. **Say:** *This is the book's cover.* 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 title page information: *I know from the title we will read about tells me we will read about Max's job. I see a boy with a snow shovel in the picture. I think the boy is Max and his job is shoveling snow.* Allow time for students to share their own predictions about the story.
- **Introduce Characters and Setting** **Say:** *The people in the story are called characters.* Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. Then **say:** *The setting is where the story takes place. What is the setting of the story?* Help students use the illustrations to determine that the story takes place inside and outside of Max's home.
- **Preview Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. Illustrations help us understand the words in the book.* Take students on a picture walk, emphasizing the words **shovel**, **snow**, **job**, **neighbors**, **dog walker**, **paperboy**, and **babysitter** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

## Make Connections and Build Background

- **Use Pantomime** **Say:** *We will read a book called Max's Job. The boy in the story likes to shovel snow. I will pretend to shovel snow.* Pretend to do so. Then invite students to name other jobs a boy or girl might do. Encourage them to act out their ideas as well.
- **Use a Graphic Organizer** Draw a three-column prediction chart on the board. Write the headings **I think . . .** and **I find out . . .** on the second and third columns, and write **beginning**, **middle**, and **end** in the first-column rows. **Say:** *A boy named Max loves to shovel snow for his neighbors. What do you think happens at the beginning of the story? In the middle? At the end?* As students Think/Pair/Share, write their ideas in the second-column rows. Then read each entry, prefacing it with the phrase *I think . . .* and ask students to echo-read.

- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 6 and locate the word **looked**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **looked** on pages 7 and 14. **Say:** *Looked is an important word. Use the word **looked** to help you while you read.*
- **Preview Sentence Structures** For students who need additional support, write “You could be a \_\_\_\_\_” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *The words “You could be a” are in the book, too. Page 9 has a sentence with the words “You could be a”.* 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 “You could be a”?* 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 “I need \_\_\_\_\_” on pages 12 and 14.
- **Use Graphophonic Cues** **Say:** *Another word in this book is **dog**. Say the word **dog**. What letter do you expect to see in the middle?* (Allow time for students to respond, assisting as needed.) *Find the word **dog** on page 9.* Once students locate the word, repeat the process with **sad** on page 14. **Say:** *Use middle-letter sounds to help you when you read.*
- **Scaffold Spanish-Language Speakers** Point out that the words **too** on page 14 and **to** on pages 4, and 12 sound like the Spanish word **tu** but do not mean the same thing. Invite students with other first languages to share their cognates.

## Set a Purpose for Reading

- Direct students’ attention to the prediction chart. **Say:** *Now it’s time to whisper-read the book. Read to find out what happens to Max at the beginning, middle, and end of the story.*

## 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	Look at the middle letter.	hat	14
Syntactic	Think about the sentence structure.	You could be a paperboy.	10
Semantic	Check the picture.	waiting	6–7

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our prediction chart. What happened to Max at the beginning of the story? In the middle? At the end?* Record students' responses in the third column of the chart. Then choral-read each entry in the third column, prefacing it with the phrase "I find out . . ." Ask students to use the graphic organizer to tell the story to a partner.

	I think . . .	I find out . . .
beginning	A snowy day comes.	Max wants snow so he can shovel.
middle	Max shovels snow.	Max's family suggests different jobs he can do.
end	Max's parents are proud of him.	The snow finally comes, and Max shovels.

## Genre Study

- **Say:** *This story is realistic fiction. You could meet people like Max, Mom, Dad, and Max's sister in real life. The things the characters do could really happen. What are some ways the story is realistic?* Guide students to mention story events such as waiting for snow, talking to family members, making suggestions, feeling sad, and shoveling snow.
- **Say:** *Realistic fiction stories have themes. A theme is like a message from the author. I notice that in Max's Job, Max loves to shovel snow. Max is good at shoveling snow, too. What does Max think when his family suggests other jobs to do? (Max only wants to shovel snow.) The theme for Max's Job could be "Find a job you do well and do it." The author uses the characters to send readers a message. The author is telling us to find a job we're good at to do, too.*

## Reading Strategy Mini-Lesson: Ask Questions

- **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 want to make sure I understand what I read. One way is to ask questions before, during, and after reading. I will turn back to page 4. I asked myself a question when I read the text. I wanted to know if Max lives in a place that has lots of snow. I found the answer in the illustrations on pages 4 and 5. Max's pictures show he has lots of snow where he lives. On page 10, I asked myself a different kind of question. Max says he does not want to be a dog walker. I asked myself why he doesn't want to be a dog walker. The book doesn't answer this question. I will have to figure out the answer another way.*

• **Guide** Ask students to turn to page 10. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you read this page? Did you wonder what a paperboy does? Did the book answer your question? How did you find the answer? Did you have a question about this page that wasn't answered in the book? What is it? How can you figure out an answer to your question?* After students share any additional questions, invite them to tell how asking questions helped them better understand page 10.

• **Apply** Ask each student to turn to his or her favorite page. Ask students to read the page to a partner and share any questions they have. The partner may then find the answer in the book or help think of another way to find the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* to assess students' understanding of the **ask questions** monitor-reading strategy. Then **say:** *You can ask yourself questions any time you read. Remember to ask questions to help you understand.*

## Answer Text-Dependent Questions

• **Explain** Remind students 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: "This story takes place in winter. What clues tell the story takes place in winter?" This question asks me to draw a conclusion. I know because the question has the words **What clues tell**. I already know a conclusion has three or more clues. 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 **winter**. Page 6 says Max is waiting for snow and the snow did not come. On pages 8, 10, and 12, Max asks, "When will we have snow?" On page 14, Max looks out the window and yells, "SNOW!!!" I have located the clues and evidence I need. The clues and evidence prove that the story takes place in winter.*

- **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: Analyze Character

- **Explain** Create an overhead transparency of the "Max's Job" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Fiction stories have characters. The words and pictures give us clues about the characters. We figure out things about the characters by ourselves, too. Good readers analyze the characters all through the book. Analyzing characters helps us better understand why things happen in the story.*

- **Model Say:** *I will analyze the character Max. I will write down clues from the story's words and pictures. On page 4, I read that Max loves to shovel snow. Max shovels snow for all his neighbors. I will write about shoveling snow under "Clues" on the graphic organizer. I think loving to shovel snow means Max is a hard worker. I will write my idea under "What I Think." Now I will keep looking through the story for clues about Max. On page 8, Max asks his mother when they will have snow. Max's question is a clue. The clue helps me figure out Max is not very patient.*

- **Guide Say:** *Let's analyze Max some more. What does Max think about on page 10? (Max does not want to be a dog walker.) What does Max think about on page 12? (Max does not want to be a paperboy.) What does Max imagine on page 13? (Max imagines babysitting. Max does not look happy.) What do these clues help you figure out about Max? (Max would rather shovel snow than do any other job.) Record this idea on the graphic organizer as well.*

- **Apply** Ask students to work with a partner to analyze Max's character on page 16. Remind them to look for clues in the words and picture and then add their own ideas. After each partnership shares, agree on how to word the entry on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____	
<b>Max's Job</b> Analyze Character	
Character Name: Max	
<b>Clues</b> loves to shovel snow, shovels snow for all the neighbors	<b>Character Trait</b> is a hard worker
asks Mom when they will have snow	is not patient
does not want to be a pet sitter, paperboy, or baby-sitter	would rather shovel snow than do any other job
is excited when he gets to shovel snow	is happy when he does a job he likes
MAX'S JOB	© 2007 Benchmark Education Company, LLC

**Teacher Tip** Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to analyze character in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *Max's Job* to read to family members. Encourage students to work with a friend or family member to draw a picture of a job they like to do. Invite them to bring their drawings 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.

- Draw a picture of a snow scene. Show what you would do in the snow.
- Act out the story with three partners.
- Talk with a partner. What other jobs could Max do?
- Think about the theme of the story. Tell about a job you do well.
- Imagine you are Max. Write about your job.
- Write about what Max might do next.

## Write to a Picture Prompt

- **Retell** Tell students they will tell a small part of the story in their own words. Then they will write down their words. **Say:** *I like the pictures in this book. I like to choose one and retell that part of the story in my own words. Look at pages 4 and 5. I can tell about this picture: "Max is looking through a picture album. Max sees pictures of himself shoveling snow." What do you notice about the picture? How would you retell this part of the story?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you retell that part of the story?* Allow time for students to respond, prompting further if needed. **Say:** *You have retold part of the story based on the picture you chose. Now write about what happened. After you are finished, read your retelling to a partner.*

## Phonemic Awareness:

### Listen for /n/

- Tell students you will read a sentence from *Max's Job*. Ask them to listen for words that begin with the **/n/** sound: *"I need a new job," he said* (page 14). Reread the sentence if needed so students can identify the words **need** and **new**.
- **Say:** *I will name things you might find in Max's house. Some words begin with the /n/ sound, and some do not. Please listen carefully. Put your finger on your **nose** if you hear a word that begins with /n/: **nickels, dishes, newspapers, marbles, laundry, needles.***

## Phonics: Initial "n"

- Write the letter **"n"** on the board. Tell students they will go on a letter **"n"** hunt in *Max's Job*. Ask them to locate words that begin with **"n"** on pages 4, 6, 7, 10, 12, and 14.
- Ask students to brainstorm words beginning with **/n/**. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will act out one of the words. You can guess which one it is. I will circle the letter **"n"** in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as writing a **note** and putting it into an envelope. Then invite each student to act out one of the words and circle the letter that makes the **/n/** sound.

## Vocabulary

- **Academic Content Vocabulary** Review the story with students and record words that apply to jobs: **shovel, snow, job, neighbors, dog walker, paperboy, and babysitter**. Invite students to think about an experience they have had doing a job and to make up a sentence about it using two or three of the words.
- **Robust Oral Vocabulary** **Say:** *In the story, Max is **impatient** for snow to come. Someone who is **impatient** has a hard time waiting for something to happen. Say the word with me: **impatient**. Here are some ways people are **impatient**: A boy marks off the days before his birthday on a calendar. A shopper complains about waiting in line at the store. A girl reads quickly to get to her favorite part of a story. Now, tell about a time you feel **impatient**. Try to use the word **impatient** when you tell about it. You could start by saying, "I feel impatient when \_\_\_\_." (Allow time for each student to respond, assisting if needed.) What is the word we've been talking about? Yes— **impatient**. Let's try to use the word **impatient** many times today. We can use the word at school and at home.*

## Language Development: Negatives

- **Model** **Say:** *Sometimes authors use words that are negative. Negative means **no**. Invite students to read the last sentence on page 6 aloud. **Say:** "The snow did not come." Did it snow? No. Then ask students to choral-read the first sentence on page 10. **Say:** "Max did **not** want to be a dog walker." Did Max want to be a dog walker? No. I use the word **not**, too. Point to various classroom items as you share **not** sentences, such as:  
*The book is in my bag. The book is **not** on my desk.  
The door is closed. The door is **not** open.  
The trash can is empty. The trash can is **not** full.**
- **Guide** Invite students to read page 8 with you. **Ask:** *Can Max do his job?* (no) *How do you know?* (Max uses the word **cannot**.) Invite students to name household jobs they **cannot** do yet, such as trim the trees, drive to the grocery store, or fix the roof.
- **Apply** Pair students. Ask them to make up sentences using the words **not** or **cannot**. As they share their sentences with the group, write them on the board and underline the negatives.

## Fluency: Read Exclamation Points

- **Say:** *Sometimes a character expresses strong feelings in a story. The author might show the character's strong feelings by using an exclamation point. Other times, something exciting happens in a story. The author might also use an exclamation point to show that a character is excited. Our voices sound different when we are excited or express strong feelings. We talk a bit faster, and our voices move to a higher pitch. Good readers say exclamations higher and faster, too. Saying exclamations higher and faster helps the reader show that something unusual is happening. It helps the listener understand that something unusual is happening, too.*
- Ask students to turn to page 16. First, read the page in a flat voice. Discuss how this makes the listener feel. Then read the page again, saying the exclamation more quickly and in a higher pitch. Ask students to echo-read.
- Ask students to turn to page 14. Choral-read the page with them, using a faster and higher voice for the exclamation.
- Invite students to take turns rereading *Max's Job* with a partner. Remind them to talk faster and use a higher pitch when they read a sentence ending with an exclamation point.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Max's Job

Analyze Character

**Character Name:**

**Clues**

**Character Trait**

