

Max Talks To Me

Written by Claire Buchwald, Illustrated by Karen Ritz



RedRover Readers Program Objective 1: Lesson 1A

Goals and Objectives: Students will observe animal behavior, body language and emotions and use evidence from the text to analyze the emotions and mixed emotions animals likely experience as well as others that animals may not experience.

Time: 45 minutes (25 reading and discussion, 20 writing activity)

Materials: Anchor text (“Max Talks to Me”)

1. Before Reading: As a class, discuss the following topics:

- How do dogs communicate? What does communication look like between a person and a dog? What does “body language” mean?
- What emotions do we experience when we play with our friends? What emotions do you think dogs experience?

2. During Reading: Read the book to the class. Pause on different pages and discuss the story.

- On the page that begins, “When I get his leash,” ask, “How do you think Max feels in this picture?” “How do you know?”
- On the page with the boy and Max in the grass, ask, “How do you think the boy is feeling?” “How do you think Max is feeling?” “What is their body language telling us?”
- On the page that begins “With his brown eyes, he looked into my sadness” ask, “What do you notice about Max’s eyes?” “How do eyes play a role in communication?”

3. After Reading: Review the story’s illustrations with students and ask to reinforce and extend their understanding of the text:

- Ask, “What emotions did Max experience throughout this story?” On one page, the boy says Max feels proud. Discuss “How do you think the boy feels on that page?” “Do you think dogs can feel proud? Why or why not?”
- Ask, “How is listening, observing or paying attention part of communication?” “How is it important in friendship?”

4. Writing Activity: “If I was a dog for a day, I would...” Encourage students to include illustrations and try to match the dog body language to what is happening in their story. For example, “If I was a dog for a day, I would go to the dog park and play.” [Picture of a dog doing a play bow or looking happy/excited]. “After the dog park I would go to my favorite pet store to get yummy treats.” [Picture of a dog with a wagging tail/ relaxed mouth.] “On the way to the pet store I might see a huge truck that scared me.” [Picture of a dog who is frightened.] “At night I’d curl up with my human brother while he read books.” [Picture of a happy/content dog curled up.]



5. At the End of the Lesson: Ask students to reflect on these questions. Try this with the whole group, in a sharing circle or ask students to fill out index cards.

- How did you feel about today's book and discussion?
- Did today's book and discussion change how you think about anything in your life?
- What did you learn from today's book and discussion that you didn't know before?

6. Report about your reading: Please share your students' response in your online report by going to RedRover.org/teach, and click on the link near top of the page that reads [\[Report about your reading\]](#)

