



Read Aloud: *Max's Dragon Shirt*

Standard Connection:
 ELA.RL.PK4.1-7,9-10
 ELA.SL.PK4.1-4,6
 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Color can carry information.
- There is an infinite variety of colors.

Essential Question(s):

- How do colors used to communicate ideas, thoughts, and feelings?
- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Max's Dragon Shirt</i> • vocabulary word picture cards 	<p>appliances: machines</p> <p>changing room: a place to try on clothes</p> <p>disgusting: dirty or unpleasant</p> <p>saleslady: a lady who sells things in a store</p> <p>stain: a mark that is difficult to remove</p> <p>tight: too small</p> <p>worried: feeling or showing concerned</p>	

First Read	
Preparation: <i>Set up materials</i>	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop understanding of main events 	
“The title of this book is <i>Max's Dragon Shirt</i> . Rosemary Wells is the author and the illustrator.”	Underline the title, author, and illustrator as you say them.
“Ruby said Max's pants looked disgusting - dirty and unpleasant.” “It seems like Max doesn't want to buy pants.”	p. 2
“The red dress is too tight - too small - for Ruby. She doesn't like the other two dresses. She leaves Max.”	pp. 4-7
“Max thinks the yellow dress is Ruby's.”	pp. 9-11
“The changing room is a place to try on clothes. Ruby went to look for Max.”	p. 14
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> • Why did Max fall asleep in the changing room? • Why did Max think the teenager was Ruby? 	

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

“We read this story once before, so we know the title is <i>Max’s Dragon Shirt</i> and the author is Rosemary Wells.”	Pause before you read the title so that children can chime in. Underline the title as you read it. Continue to point to relevant illustrations.
“Why did Ruby call Max’s pants disgusting ?”	p. 1 Children respond.
“Why did Ruby leave the changing room ?”	pp. 4-8 Children respond.
“Why did Max leave the changing room ?”	p. 9 Children respond.
“How does the saleslady figure out who Ruby was looking for?”	p. 19 Children respond.
“Where did the saleslady take Ruby? Why is Max wearing the dragon shirt?”	pp. 20-21 Children respond.
“Why couldn’t Ruby buy Max new pants?”	p. 22 Close read. Children respond.

Discussion Question(s):

- How did Max and Ruby feel about being separated from each other?
- Why was it difficult for Ruby to find Max in the store?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- Why did the saleslady think that the "little boy in a green shirt" was Max? How do you know?
- Why did the saleslady make Ruby change back into her yellow dress?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How is Max's dragon shirt similar to or different from Dog's coat?
- Why did Max like the dragon shirt so much?