

The Early Years Count **Literacy** Connection



Max and the Tag-Along Moon

Written and illustrated by
Floyd Cooper

Preschool edition

Overview of Book

Max says goodbye to his grandpa and together they look at the moon while having one more hug. On the car ride home, it seems that the moon is following Max and his family! When Max is in his bed at home, the moon is shining in through the window. Max misses his grandpa and remembers the words he shared with Max. The moon is helping Max feel loved.

Genre: Realistic Fiction

Vocabulary

Books are a rich source of words new to children. Here are some words from *Max and the Tag-Along Moon* to introduce in your classroom:

gaze	orb
flicker	embrace
appear	disappear
tag-along	

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

Connecting with the HighScope Curriculum

COR Advantage 1.5

Social And Emotional
Development
Item D (*Emotions*)
Item E (*Building relationships
with adults*)

Science And Technology
Item BB (*Observing and
classifying*)
Item CC (*Experimenting,
predicting and drawing
conclusions*)
Item DD (*Natural and
physical world*)

Social Studies
Item GG (*Geography*)

Reading Tips

Read this story with a quiet tone, as the story takes place late in the evening and Max goes to bed at the end.

Ask questions like, "How is the moon following the car?" and, "How do you think Max feels when he can't see the moon anymore?"

At the end of the story, as Max lies peacefully asleep in his bed, ask the children, "Max thinks of his grandpa when he sees the moon. What do you think of when you see the moon?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Use paper towel rolls as “telescopes” for **Planning Time**.

During **Transitions**, invite the children to pretend they are walking on the moon.

At **Small Group Time**, children can cut paper into circles, half-circles or crescents and make moon collages. Use measuring tools or maps of the city for the children to try and determine how far away the moon is and how long it might take to get there.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Add other moon-related books and stories to the **Book Area**, such as *Owl At Home* by Arnold Lobel. Read the story, then compare Max and Owl's experiences with the moon. Another book, *Moon Bear* by Frank Asch, clearly shows and labels the moon's cycles.

Add curves and bridges to the road building props in the **Block Area**. Encourage children to create roundabouts like in the story—and like we have in our city.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *Max and the Tag-Along Moon*:

How does the moon know where Max lives?

How does the moon shine so bright at night?

Where do you think the moon goes when the sun is out?

Would you like to go to the moon? What would you do there?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—
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@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Max and the Tag-Along Moon* with their children. Here's a sample message you can send:

The children have been enjoying *Max and the Tag-Along Moon*. This book has many rich and wonderful vocabulary words that we are talking about in the classroom—gaze, orb, flicker, embrace, tag-along, and appear / disappear. Look for opportunities to use these words in conversations with your child. Notice where the moon rises in your neighborhood and check for good spots to see it from your home. Before bedtime, take a look at the moon with your child and notice its shape. If you and your child are in the car and you see the moon, ask your child to watch it and make sure it gets home with you.