

The Magic of Maxwell and His Tail

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Kindergarten English Language Arts Standards » Reading:

Literature

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.K.1](#)

With prompting and support, ask and answer questions about key details in a text.

Have children make inferences and draw conclusions about Maxwell the Mouse from the first page spread. Ask the students to identify and name any objects they see. Ask them how these objects add an identity to the character.

[CCSS.ELA-Literacy.RL.K.3](#)

With prompting and support, identify characters, settings, and major events in a story.

Generate an oral or written list of characters in the story and their roles in the book. How did these characters affect the outcome of the story?

Craft and Structure:

[CCSS.ELA-Literacy.RL.K.4](#)

Ask and answer questions about unknown words in a text.

Have students generate their own personal list of unknown words in the story. They may copy the words directly from the text. Then organize the students into small, cooperative groups. Have them share their unknown words lists. Reorganize into a whole group. Generate a list of words that remain unfamiliar.

[CCSS.ELA-Literacy.RL.K.6](#)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Have the students preview the front and back covers, interior flaps, and copyright page. Ask them if they are able to identify the author and the illustrator by previewing these pages. Ask if they are able to conclude the role of the author and the illustrator from their observations.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.K.7](#)

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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Ask the students if they would be able to tell you what the story was about if there were only pictures without words. Let them know that they should be able to understand a picture book story this way. Now ask them why we add words to a story. Ask them to find their favorite page in the story where the words and pictures combined create better understanding and enhance the emotion.

CCSS.ELA-Literacy.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Talk about other books your children might have read that had a character that might have had to overcome a difficulty. Generate a list of book titles together. Identify similar traits between characters.

Writing

Text Types and Purposes:

CCSS.ELA-Literacy.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about, and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

Discuss with the students the different hats that Maxwell the Mouse wears in the book. Have them draw the hat they feel is most important. Then model how they would write an opinion piece about why they chose this hat. (For example: The most important hat Maxwell wears in the story is... This is the most important hat because...)

Speaking and Listening

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

Display visuals of professionals in hats similar to those in the book. Discuss details about their clothing. You might want to use small, cooperative groups for this activity.

Language

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Conventions of Standard English:

[CCSS.ELA-Literacy.L.K.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.K.1.c](#)

Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

List ten singular nouns from the first page spread. Change them to plurals (e.g., *guitar, guitars*).

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.L.K.5](#)

With guidance and support from adults, explore word relationships and nuances in word meanings.

[CCSS.ELA-Literacy.L.K.5.d](#)

Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Identify the actions that Maxwell the Mouse used throughout the story that elicited a fast movement (e.g., *hurried, raced, and scampered*). Act out how these movements might look. Find other actions and act them out as well.