

The Magic of Maxwell and His Tail

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Second Grade English Language Arts Standards » Reading:

Literature

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.2.3](#)

Describe how characters in a story respond to major events and challenges.

Maxwell's classmates stared and snickered at his extra-long tail. How did Maxwell respond to the snickers and stares? Use three feeling words.

Later in the story, Maxwell responded differently to his tail. What happened that made him feel differently about his tail? Use three of your own feeling words to describe Maxwell at the end of the story.

Craft and Structure:

[CCSS.ELA-Literacy.RL.2.6](#)

Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

Read the story aloud. Have the children listen closely to the dialogues between Maxwell the Mouse and Mason. Encourage them to discuss Mason's feelings about his best friend Maxwell. Talk about how Mason's feelings changed at different points in the story and why.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.2.7](#)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Draw a simple plot diagram. Through discussion, fill in the plot diagram with the students. The plot diagram should include:

Exposition (characters, setting, problem), Rising Action, Climax (high point), Falling Action, Resolution, and Identify Theme

Writing

Text Types and Purposes:

[CCSS.ELA-Literacy.W.2.1](#)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion,

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supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Have children write an opinion piece about the friendship between Maxwell the Mouse and Mason. Ask them if they feel Mason was a true best friend to Maxwell by using two supports as to why or why not.

Speaking and Listening

Presentation of Knowledge and Ideas:

[CCSS.ELA-Literacy.SL.2.4](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Ask students to share a time when they witnessed someone being harassed or bullied. What did they do? How did it make them feel seeing this happen?

Language

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.L.2.5.b](#)

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*)

“Maxwell raced back and snagged the ball just in time.” Use this sentence from the book to find two action verbs.

Now find a closely related word to the action verb “raced” and a closely related verb to “snagged.”