

The Magic of Maxwell and His Tail

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Third Grade English Language Arts Standards » Reading

Literature

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Explain how Maxwell the Mouse changed throughout the story. How did the change in his feelings about himself have an impact on the story's end?

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.3.7](#)

Explain how specific aspects of illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Have students turn to the page where Maxwell is being consoled by his parents. Have students study the expressions on the faces of Maxwell, his dad, and his mom. Children should recognize that Maxwell's parents contribute to the story in a special way. Guide them into discussing the support family members give to others during difficult times.

Writing

[CCSS.ELA-Literacy.W.3.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Have students write a narrative about a time when they had a disagreement with their best friend. Make sure they include a resolution. Use a clear sequence of events with details.

Research to Build and Present Knowledge:

[CCSS.ELA-Literacy.W.3.7](#)

Conduct short research projects that build knowledge about a topic.

Research how mice are used in scientific research.

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Conventions of Standard English:

[CCSS.ELA-Literacy.L.3.1.b](#)

Form and use regular and irregular plural nouns.

Divide the children into cooperative groups. Have them find six examples of plural nouns in the story. Identify whether they are regular or irregular plural nouns. Call everyone together again. Make two columns on the board—one for regular plurals and one for irregular plurals. Discuss.

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.L.3.5](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-Literacy.L.3.5.c](#)

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

Have students turn to the page where Maxwell was a young mouse hanging from a tree. Have the children find a word that describes state of mind. Discuss others in or outside of the story.