



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Maurice's Room

Paula Fox

READ, WRITE, THINK, DISCUSS AND CONNECT

Maurice's Room

Paula Fox

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Summary

Maurice is a collector extraordinaire. In fact, only he and his best friend Jacob know how to walk around his room without stepping on anything. Maurice's parents try everything to broaden his interests, but nothing works.

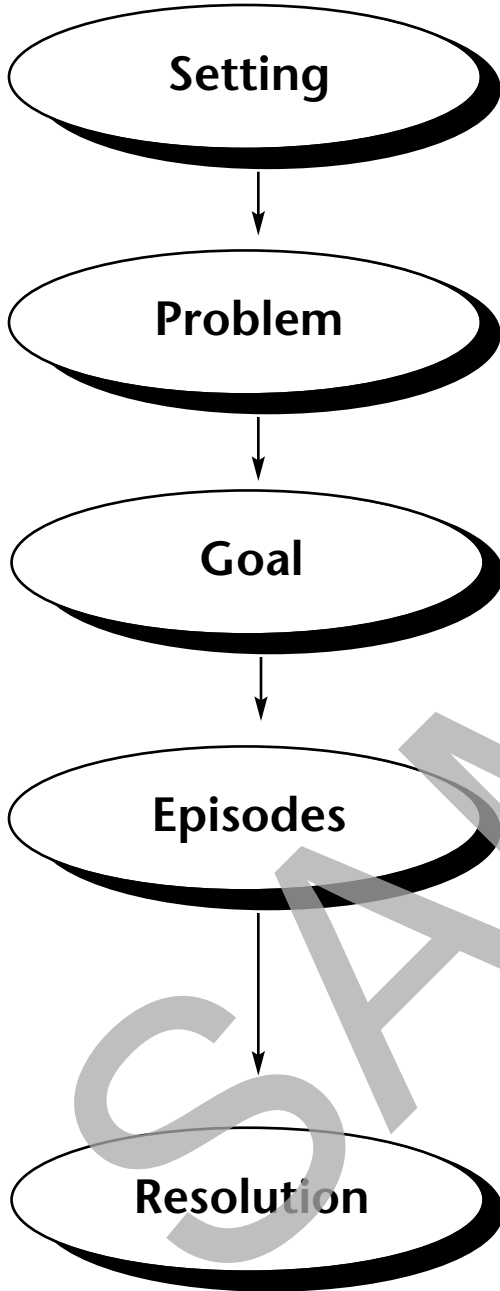
About the Author

Paula Fox was born April 22, 1923, in New York. She attended Columbia University from 1955–1958. She worked as a teacher at the Ethical Culture School in New York, and was a professor of English Literature at the University of Pennsylvania in Philadelphia. Her books for children and young adults are regularly cited for their intelligence, originality, and social consciousness. Her adult novels have been praised for their exquisite craftsmanship, keen observations, and uncompromising integrity.

Initiating Activities

1. Cover the bulletin board with plain background paper. With the help of the students, this will “grow” to be a large collage. Start by making a small collage in the center. Use some large strips of paper that have been twisted into interesting shapes. Invite the students to continue the picture after the story has been introduced,
2. Have students look at the picture on the cover of the book. Ask: What story clues has the illustrator given in the picture? Do you think that this will be a fun story? Do you want to know more about the two boys pictured on the cover? Where is Maurice's room?
3. Have students brainstorm the word *junk*. Ask: What does the word mean to you?
4. Have students begin a Prediction Chart (see page 5 of this guide) to use as they read the novel.

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Chapter 1, pp. 8–13

Vocabulary Activity

Match the vocabulary word with its definition.

<u>Definition</u>	<u>Vocabulary Word</u>
draft	_____ (<i>draught</i>)
cotton fabric	_____ (<i>ticking</i>)
thin wires	_____ (<i>filaments</i>)
pieces	_____ (<i>fragments</i>)

Vocabulary
dangled (8)
draught (8)
astonishing (10)
filaments (11)
fragments (11)
ticking (13)
expeditions (13)

Discussion Questions

1. Maurice is a collector. What are some of the things that he has in his room? Do you collect anything? If so, what? (*Answers will vary.*)
2. Why are Maurice's toys in the corner? (*Answers will vary.*)

Supplementary Activities

1. Have students make a map of what they think the floor of Maurice's room might look like. Display the maps in the classroom.
2. Make Character Attribute Webs for Maurice and his parents. Add to them as the story continues. (See page 6 of this guide.)
3. Start a collection of "treasures." Have students bring to class items suitable for a collection.

Chapter 2, pp. 14–17

Vocabulary Activity

How many words can you make from the letters of the word *predicament* in three minutes? (*Examples: mint, can, tan, pan, man, tin, red, dent, rent, pin, came, tame, name, tide, ride, mine, dime, time, care, tear, dear, deer, peer, pear, pair, dare, are, car, tar*)

Vocabulary
predicament (17)

Discussion Questions

1. Mrs. Henry says, "If we lived in the country, it would be different" (p. 15). What do you think Mrs. Henry means by that statement? Do you agree or disagree with her? (*Answers will vary.*)
2. Mrs. Henry tells Maurice to get everything off of the floor in his room. What does Maurice tell Jacob about the situation? (*p. 17, Maurice tells Jacob that there are "five more floors in this room..."*) What does Maurice mean by that? (*He is counting the four walls and the ceiling.*)