

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Most Magnificent Thing* by Ashley Spire

Determining Importance Lesson Plan

The Most Magnificent Thing
By: Ashley Spire
Grade Level: 2 / Guided Reading Level: L

1
Determining Importance
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

Summary
The Most Magnificent Thing is a story about a young girl that wants to create the most magnificent thing. She hires her best friend (who happens to be her dog) as her assistant, and gets to work! She soon finds out that it's not as easy as she originally thought. Over and over she tries to get it right, but she ends up getting angry, frustrated, and then she EXPLODES!! Will her anger get the best of her, or will she find a way to refocus and get back to work?

Link to What You Know
• What does magnificent mean?
• What is something that you think is magnificent? What makes it magnificent?

Important Words to Know and Understand
Nudge – To touch or push something gently
Adjust – To change something in a minor way so that it works better

Why Readers Determine Importance While Reading
Readers determine importance in order to decide which information is most important to remember.
When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings, where important events take place, and clues that help you solve problems.
On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.
Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Determining Importance Lesson Plan

The Most Magnificent Thing
By: Ashley Spire
Grade Level: 2 / Guided Reading Level: L

3
Determine Importance While Reading
✓ Look for big ideas and supporting details
✓ Notice when you learn something new that are important to the text

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 4 – What characters have you met in the story so far? What do you think is important to know about the characters we have met?
Pages 5 and 6 – Where does this story take place? Is the setting important to the story so far? Why or why not?
Pages 7 and 8 – The girl and her assistant encounter a problem. What is the girl's problem? Is this a big problem or a little problem? How do you know?
Page 17 – What has happened to the girl's problem? Is an important detail to the story? Why or why not?
Pages 25 and 26 – The girl starts studying all the wrong things she made. Is it important that she went back and studied them all again? Why or why not?

Time to Reflect
Think – What information did you learn while reading *The Most Magnificent Thing*? Pick 3 big ideas or facts that you think you should remember about the story? Why are these ideas or facts important to you?
Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.
Reflect – Think about the determining importance you did while reading *The Most Magnificent Thing*. How does thinking about the most important fact and ideas make you a better reader?
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Most Magnificent Thing*. (Remember to include examples from the book!)

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Understanding Text Structure
The Most Magnificent Thing
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

3
Understand Text Structure While Reading
✓ Notice the words that explain things or explain events
✓ Look at the pictures sometimes pictures can be important to the story

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 4 and 5 – The author uses a sequence text structure to tell about the girl's first attempt to make the most magnificent thing. What does the girl do first, next, then, and last? What does she do the same thing to do the next time she tries to make the most magnificent thing?
Page 6 – On this page, the author tells about the girl's first attempt to make the most magnificent thing. What does the problem and how it is solved?
Pages 11 to 14 – These pages describe the many things the girl does to try to make the most magnificent thing. List three words from the author you can describe her work. How does the author's description make you feel?
Pages 17 to 18 – The author uses a cause and effect text structure to explain how the girl works through her frustration. What does she do when she is frustrated and how does she finally fix her problem?
Pages 25 to 26 – The author uses a problem and solution text structure to explain how the girl works through her frustration. What does she do when she is frustrated and how does she finally fix her problem?

Time to Reflect
Think – How did the author tell about the girl's first attempt to make the most magnificent thing? Why do you think the author used a sequence text structure?
Talk – Tell your reading partner about a place where you noticed a sequence text structure. How does the author use a sequence text structure?
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Most Magnificent Thing*. (Remember to include examples from the book!)

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Asking Questions
The Most Magnificent Thing
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

3
Ask Questions While Reading
✓ Notice the words that explain things or explain events
✓ Look at the pictures sometimes pictures can be important to the story

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 4 – Read this text aloud or the illustration on the book cover. What questions do you have about the story? How does the author help you to understand the story?
Page 5 – The girl is planning to make something magnificent. What is she planning to make? What are her questions most important to you? What are the most important questions to ask?
Page 6 – The girl is going to try to make something magnificent. What is she going to try to make? What are her questions most important to you? What are the most important questions to ask?
Page 7 – The girl is going to try to make something magnificent. What is she going to try to make? What are her questions most important to you? What are the most important questions to ask?
Page 11 and 14 – The author tells about the girl's first attempt to make the most magnificent thing. What does the girl do first, next, then, and last? What does she do the same thing to do the next time she tries to make the most magnificent thing?
Page 17 – What has happened to the girl's problem? Is an important detail to the story? Why or why not?
Pages 25 and 26 – The girl starts studying all the wrong things she made. Is it important that she went back and studied them all again? Why or why not?

Time to Reflect
Think – When you read asking questions you did while reading *The Most Magnificent Thing*, how does thinking about the most important fact and ideas make you a better reader?
Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Most Magnificent Thing*. (Remember to include examples from the book!)

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Answer Key for Determining Importance with The Most Magnificent Thing

Page: What
The: _____
What: _____
How: _____
Page: _____
How: _____

Your Turn to Practice Determining Importance with The Most Magnificent Thing

Page: _____
What characters have you met in the story so far?
How does the author help you to understand the story?
What do you think is important to know about the characters we have met?

Answer Key for Understanding Text Structure with The Most Magnificent Thing

Page: _____
How: _____
Page: _____
How: _____

Your Turn to Practice Understanding Text Structure with The Most Magnificent Thing

Pages 4 and 5:
The author uses a sequence text structure to tell what the girl does when planning her magnificent thing. What does the girl do first, next, then, and last?

Understanding Text Structure

Asking Questions

Synthesizing
The Most Magnificent Thing
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

3
Synthesize While Reading
✓ Look for places where you learn something new
✓ Notice when you learn something new that are important to the text

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 7 – Describe what you learned about the girl. How do you think she felt about the girl's first attempt to make the most magnificent thing?
Page 12 – The girl is frustrated because she can't make the most magnificent thing. How does she feel about the girl's first attempt to make the most magnificent thing?
Page 18 – How does the author tell about the girl's first attempt to make the most magnificent thing? Why do you think the author used a sequence text structure?
Pages 25 to 26 – The author uses a problem and solution text structure to explain how the girl works through her frustration. What does she do when she is frustrated and how does she finally fix her problem?

Time to Reflect
Think – How did the author tell about the girl's first attempt to make the most magnificent thing? Why do you think the author used a sequence text structure?
Talk – Tell your reading partner about a place where you noticed a sequence text structure. How does the author use a sequence text structure?
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Most Magnificent Thing*. (Remember to include examples from the book!)

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Visualizing
The Most Magnificent Thing
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

3
Visualize While Reading
✓ Notice the words that explain things or explain events
✓ Look at the pictures sometimes pictures can be important to the story

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 4 – Read this text aloud or the illustration on the book cover. What questions do you have about the story? How does the author help you to understand the story?
Page 5 – The girl is planning to make something magnificent. What is she planning to make? What are her questions most important to you? What are the most important questions to ask?
Page 6 – The girl is going to try to make something magnificent. What is she going to try to make? What are her questions most important to you? What are the most important questions to ask?
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Page 17 – What has happened to the girl's problem? Is an important detail to the story? Why or why not?
Pages 25 and 26 – The girl starts studying all the wrong things she made. Is it important that she went back and studied them all again? Why or why not?

Time to Reflect
Think – When you read visualizing you did while reading *The Most Magnificent Thing*, how does thinking about the most important fact and ideas make you a better reader?
Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Most Magnificent Thing*. (Remember to include examples from the book!)

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Answer Key for Asking Questions with The Most Magnificent Thing

Page: _____
How: _____
Page: _____
How: _____

Your Turn to Practice Asking Questions with The Most Magnificent Thing

Why are you wondering that?
Page: _____
How: _____
Page: _____
How: _____

Answer Key for Synthesizing with The Most Magnificent Thing

Page: _____
How: _____
Page: _____
How: _____

Your Turn to Practice Synthesizing with The Most Magnificent Thing

How does visualizing the character's actions help you as a reader?
Page: _____
How: _____
Page: _____
How: _____

Synthesizing

Visualizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

The Most Magnificent Thing: Visualizing

Your best friend wants to know what this book is about. Share the story with him/her by choosing your favorite illustration. Tell about the illustration using as many descriptive details as you can.

I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. CCSS: RL.2.7

The Most Magnificent Thing: Visualizing

Your best friend wants to know what this book is about. Share the story with him/her by choosing your favorite illustration. Tell about the illustration using as many descriptive details as you can.

I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. CCSS: RL.2.7

The Most Magnificent Thing: Visualizing

Your best friend wants to know what this book is about. Share the story with him/her by choosing your favorite illustration. Tell about the illustration using as many descriptive details as you can.

I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. CCSS: RL.2.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

"I Can" Statement

Common Core Free Option

The Most Magnificent Thing: Visualizing

Your best friend wants to know what this book is about. Share the story with him/her by choosing your favorite illustration. Tell about the illustration using as many descriptive details as you can.

The Most Magnificent Thing: Visualizing

Your best friend wants to know what this book is about. Share the story with him/her by choosing your favorite illustration. Tell about the illustration using as many descriptive details as you can.

The Most Magnificent Thing: Visualizing

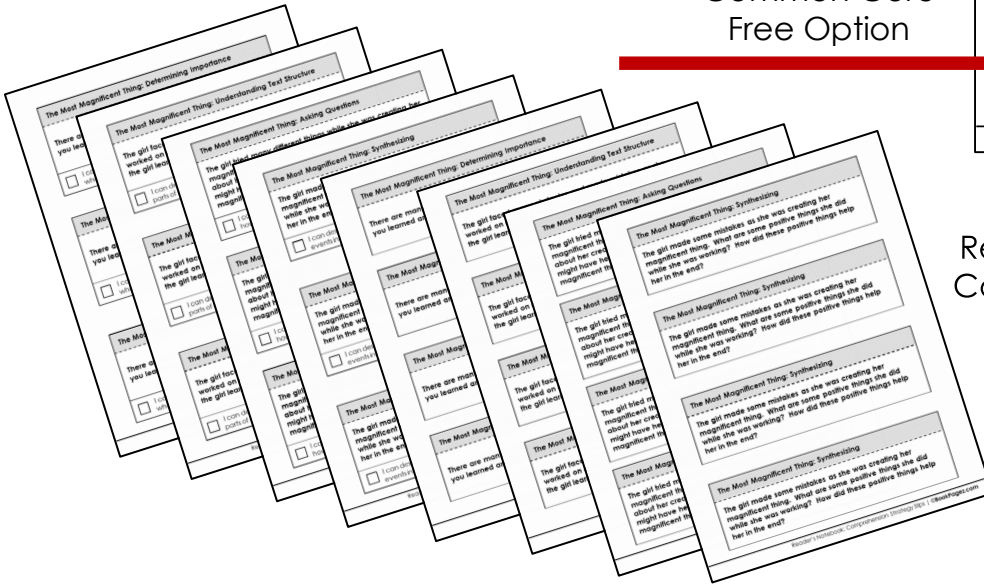
Your best friend wants to know what this book is about. Share the story with him/her by choosing your favorite illustration. Tell about the illustration using as many descriptive details as you can.

The Most Magnificent Thing: Visualizing

Your best friend wants to know what this book is about. Share the story with him/her by choosing your favorite illustration. Tell about the illustration using as many descriptive details as you can.

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Visualizing
Title: _____

What page did you use to practice visualizing?
Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Visualizing

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Determining Importance

Asking Questions
Title: _____

Question Sentence Starters
I wonder... Why didn't... How does...
I am confused when... I am curious about... I am not sure why...

Question _____ Answer _____

Question _____ Answer _____

Question _____ Answer _____

Question _____ Answer _____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Asking Questions

Understanding Text Structure
Title: _____

Text Structure	When the Text Structure Was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structure: You Will See This Reading:

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Understanding Text Structure

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Become... Become... Become...	Become... Become... Become...	But now I think... Become... Become...
My new thinking is... Become... Become... Become...	Now I understand... Become... Become... Become...	After thinking about... Become... Become... Become...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Synthesizing