

Here's What You'll Get in the The Most Magnificent Thing Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Determining Importance Lesson Plan

Guided Reading Level

Determining Importance
By: Ashley Spires
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

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... **EXCUSES!** 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

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

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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Activate Prior Knowledge

Determining Importance Lesson Plan

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

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 it a big problem or a little problem? How do you know?
Page 17 - What has happened to the girl's problem? Is it 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?

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

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 work 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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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Understanding Text Structure
By: Ashley Spires
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

3
Understand Text Structure While Reading
Notice the words on which you can rely to find the author's main idea
Look at the picture captions and the text structure
How does the author use text structure to explain events?

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

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 plan to create the most magnificent thing. What does she plan to do, and how does she plan to do it?
Page 11 - On this page, the author tells about the girl's first attempt at creating the most magnificent thing. What work the problem and how it is fixed?
Pages 11 to 14 - These pages describe the many things the girl does to fix the most magnificent thing. List three words from the author's use to describe her work. How does the author's description help you understand the problem?
Pages 17 to 20 - The author uses a cause and effect text structure to explain how the girl's problem is solved.
Pages 25 and 26 - The author uses a problem and solution text structure to explain how the girl solves her problem through her own hard work. What does she discover, and how does she fix her own problem?

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Asking Questions
By: Ashley Spires
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

3
Ask Questions While Reading
Notice the words on which you can rely to find the author's main idea
Look at the picture captions and the text structure
How does the author use text structure to explain events?

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

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 3 - Read this sentence at the end of the first paragraph on the first page: "What questions do you have about the story?" How does the author use this question to help you think about the story?
Page 5 - The girl is planning to make something magnificent. What do you think she will make? How does she plan to make it?
Page 11 - The girl's first attempt at creating the most magnificent thing fails. What does she do to fix it?
Page 14 - The girl explains because she is so angry and frustrated by not being able to create her magnificent thing, what questions do you have about what is happening in the story?
Page 20 - The story ends with the girl successfully creating her magnificent thing. What does she use to create it?
Page 25 and 26 - The girl starts studying all the wrong things she made. What does she do to fix her problem?

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Understanding Text Structure

Asking Questions

Synthesizing
By: Ashley Spires
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

3
Synthesize While Reading
Notice the words on which you can rely to find the author's main idea
Look at the picture captions and the text structure
How does the author use text structure to explain events?

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

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 1 - The author uses a sequence text structure to tell about the girl's plan to create the most magnificent thing. What does she plan to do, and how does she plan to do it?
Page 11 - On this page, the author tells about the girl's first attempt at creating the most magnificent thing. What work the problem and how it is fixed?
Pages 11 to 14 - These pages describe the many things the girl does to fix the most magnificent thing. List three words from the author's use to describe her work. How does the author's description help you understand the problem?
Pages 17 to 20 - The author uses a cause and effect text structure to explain how the girl's problem is solved.
Pages 25 and 26 - The author uses a problem and solution text structure to explain how the girl solves her problem through her own hard work. What does she discover, and how does she fix her own problem?

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Visualizing
By: Ashley Spires
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

3
Visualizing While Reading
Notice the words on which you can rely to find the author's main idea
Look at the picture captions and the text structure
How does the author use text structure to explain events?

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

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 1 - The author uses a sequence text structure to tell about the girl's plan to create the most magnificent thing. What does she plan to do, and how does she plan to do it?
Page 11 - On this page, the author tells about the girl's first attempt at creating the most magnificent thing. What work the problem and how it is fixed?
Pages 11 to 14 - These pages describe the many things the girl does to fix the most magnificent thing. List three words from the author's use to describe her work. How does the author's description help you understand the problem?
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Synthesizing

Visualizing

Answer Key for Determining Importance with The Most Magnificent Thing

Your Turn to Practice Determining Importance with The Most Magnificent Thing

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?

Answer Key for Understanding Text Structure with The Most Magnificent Thing

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?

Answer Key for Asking Questions with The Most Magnificent Thing

Your Turn to Practice Asking Questions with The Most Magnificent Thing

Page 3: Why are you wondering that?
Page 5: How does the girl plan to make something magnificent?
Page 11: How does the girl fix her problem?
Page 14: How does the girl explain why she is so angry and frustrated?
Page 20: How does asking questions at the end of the story help you understand the story?
Page 25 and 26: How does the girl solve her problem?

Answer Key for Synthesizing with The Most Magnificent Thing

Your Turn to Practice Synthesizing with The Most Magnificent Thing

Page 1: How does the author use a sequence text structure to tell about the girl's plan to create the most magnificent thing?
Page 11: How does the author use a cause and effect text structure to explain how the girl's problem is solved?
Pages 11 to 14: How does the author use a problem and solution text structure to explain how the girl solves her problem through her own hard work?
Pages 17 to 20: How does the author use a cause and effect text structure to explain how the girl's problem is solved?
Pages 25 and 26: How does the author use a problem and solution text structure to explain how the girl solves her problem through her own hard work?

Answer Key for Visualizing with The Most Magnificent Thing

Your Turn to Practice Visualizing with The Most Magnificent Thing

Page 18: How does the author use some words to help us visualize what the girl is doing?
Page 20: How does visualizing the character's actions help you as a reader?
Page 26: This page tells what happened when the girl pinches her finger and gets hurt. Do the illustrations match the text? Why or why not?
Page 29: This page tells us that despite having a few things different from the original plan, the things she does are still magnificent. Describe the picture you see in your mind. Compare the picture you had in your mind to the illustration in the book.

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

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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

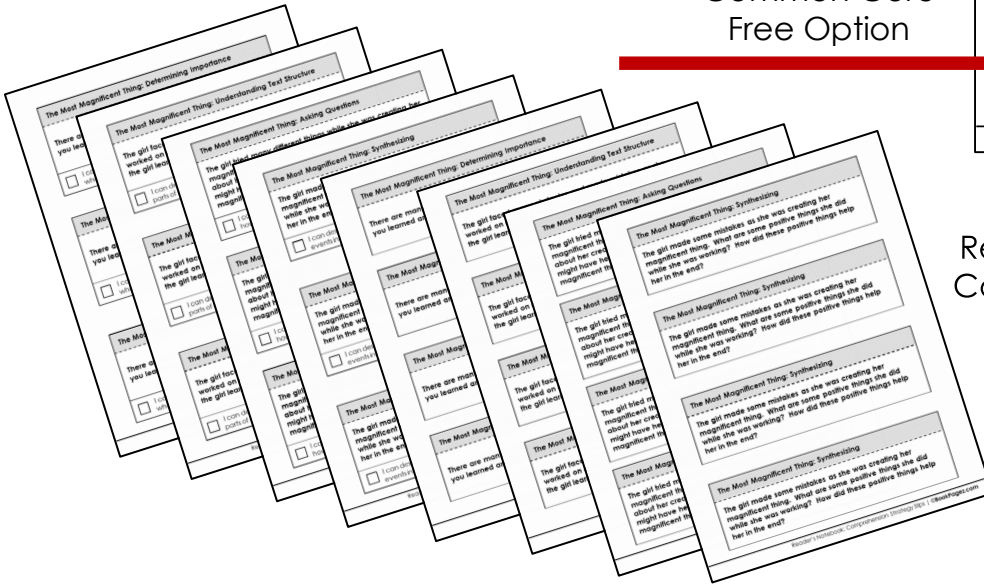
Your best friend wants to know what this book is about. Share the story with him/her by choosing your favorite illustration. Tell about the illustration using as many descriptive details as you can.

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.

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

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.

Comprehension Strategy Graphic Organizer | @BookPagez.com

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 parts 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.

Comprehension Strategy Graphic Organizer | @BookPagez.com

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.

Comprehension Strategy Graphic Organizer | @BookPagez.com

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.

Comprehension Strategy Graphic Organizer | @BookPagez.com

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

Vocabulary Connections Resources

Vocabulary Connections The Most Magnificent Thing
By: Ashley Spires
Grade Level: 2 / Guided Reading Level: L

Important Words to Know and Understand in The Most Magnificent Thing

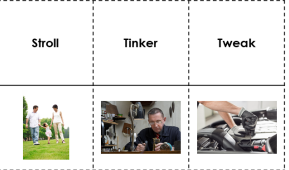
- Adjust**
To change something in a minor way so that it works better
- Alert**
To make someone aware of something
- Hire**
To use or get the services of someone to do a particular job
- Nudge**
To touch or push something gently
- Pummel**
To repeatedly hit or punch something very hard
- Ratio**
The relationship that exists between the size, number or amount of two things that is represented by two numbers
- Stroll**
To walk slowly in a pleasant and relaxed way
- Tinker**
To try to repair or improve something by making small changes or adjustments to it
- Tweak**
To change something slightly in order to improve it
- Ward off**
To avoid being hit by something

Vocabulary Word List | ©BookPages.com


Important Words to Know and Understand in *The Most Magnificent Thing* Word List

Vocabulary Connections The Most Magnificent Thing
By: Ashley Spires
Grade Level: 2 / Guided Reading Level: L

Stroll Tinker Tweak



Ward off



Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections The Most Magnificent Thing
By: Ashley Spires
Grade Level: 2 / Guided Reading Level: L

Adjust	Alert	Hire
To change something in a minor way so that it works better	To make someone aware of something	To use or get the services of someone to do a particular job
Nudge	Pummel	Ratio
To touch or push something gently	To repeatedly hit or punch something very hard	The relationship that exists between the size, number or amount of two things that is represented by two numbers

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections The Most Magnificent Thing
By: Ashley Spires
Grade Level: 2 / Guided Reading Level: L

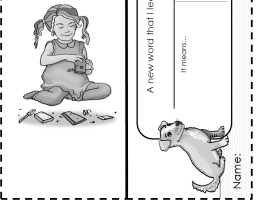
Adjust is a/an	Alert is a/an	Hire is a/an
noun verb adverb adjective	noun verb adverb adjective	noun verb adverb adjective
Definition of Adjust:	Definition of Alert:	Definition of Hire:
Adjust looks like this:	Alert looks like this:	Hire looks like this:
Adjust reminds me of:	Alert reminds me of:	Hire reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections The Most Magnificent Thing
By: Ashley Spires
Grade Level: 2 / Guided Reading Level: L

The Most Magnificent Thing
By Ashley Spires



A new word that I learned in this book is: _____
It means: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Word Games
with Words from *The Most Magnificent Thing*

Directions: Complete each sentence below using the vocabulary words in the Word Bank.

Word Bank

hire pummel adjust
nudge tinker stroll

- My family and I love to _____ along the beach on weekends.
- My brother John tried to _____ with the television in hopes of getting a clear picture.
- I _____ my sleepy sister during breakfast to try to wake her up.
- Grandma needs to _____ the volume of the radio so she can hear it.
- The school will _____ a new teacher for our class.

Directions: Graph the number of consonants in each of the words below.

TWEAK					
PUMMEL					
RATIO					
NUDGE					
ALERT					
	1	2	3	4	5

Name: _____ Number of Consonants

Word Games and Answer Key

Answer Key

1. My family and I love to **stroll** along the beach on weekends.
2. My brother John tried to **tinker** with the television in hopes of getting a clear picture.
3. I **nudge** my sleepy sister during breakfast to try to wake her up.
4. Grandma needs to **adjust** the volume of the radio so she can hear it.
5. The school will **hire** a new teacher for our class.

Vocabulary Connections Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Connect
Connect the new word to words you already know.

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen/heard it, felt it, smelled it, or tasted it?

Vocabulary Word Extension Activities

Vocabulary Connections Name: _____

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

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

Word Work

Instructional Focus:
Prefixes dis-, mis-, un-

Background:
A prefix is placed at the beginning of a word to change its meaning.
The prefix dis- means not and opposite of.
The prefix mis- means wrong.
The prefix un- means not.
All of these prefixes have the same meaning.

Examples:

untie
misprint
dislike

Materials and Preparation:

- A Copy of *The Most Magnificent Thing*
- Anchor Chart
- Marker
- Tape or Magnifying Glass
- Magnificent Prefixes Party (1 page)
- Optional-Word Detective

Step 2: Connect Word Work to Reading

Prefixes dis-, mis-, un- in the Text

- Tell students that the book they will be reading today has a few examples of words with the dis-, mis-, and un- prefixes.
- Show students page 8. Tell the class to listen carefully and look at the words as you read. Instruct them to put their finger on their nose when they hear a word that has a dis-, mis-, or un- prefix.
- Read page 8.
- After reading, ask the students to identify the word that has a prefix (discover).
- Tell students you are going to read the book once from beginning to end.
- Read *The Most Magnificent Thing*.

Examples of Words with Prefixes dis-, mis-, un- Found in the Text:

- discover • disappointed • distractions • unakes

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with **Magnificent Prefixes Word Sort**.
- Read the directions while the students silently follow along.
- Direct students to work independently to complete the task.
- As students are working, walk around, observe and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Prefix Party** practice page.
- Read the directions while the students silently follow along.
- Instruct students to complete the rest of the practice page.
- Monitor students as they work.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Interactive Activity

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

Word Work

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words with prefixes dis-, mis-, un- based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with prefixes dis-, mis-, un- in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart. (Review the added sticky notes with the class later in the day or before moving on to the next word work lesson.)
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | @BookPages.com

Prefix Party
Word Work Practice

Directions: Read each sentence. Choose the word with the correct prefix.

- I couldn't _____ my jacket.
(mikip untip dikip)
- My sister _____ the smell of popcorn.
(mislikes unlikes dislikes)
- I was late for school because my mom _____ her keys.
(misplaced unplaced displaced)
- My teacher gets upset when a student is _____.
(mishonest unhoneest dishonest)
- My dad asked me to _____ the dishwasher.
(misload unload disload)
- The principal made a _____ regarding the lunch menu.
(mistake untake distake)
- I am trying to stay away from _____ drinks.
(mishealthy unhealthy dshealthy)
- The coach is upset because his team showed _____ towards the opposing team.
(misrespect unrespect disrespect)

Name: _____ Independent Word Work Practice | @BookPages.com

Magnificent Prefixes Word Sort
Word Work Practice

Directions: Sort the words from the box according to the prefix in each word. Write the word in the correct column and then read each word.

1. unwind	2. dislike	3. misread	4. discard
5. misuse	6. unfair	7. disable	8. unhappy
9. discover	10. misplace	11. unload	12. misguide

dis-	mis-	un-

Name: _____ Guided Word Work Practice | @BookPages.com

Independent Practice Page

Extension Activity

Word Detective: Prefixes dis-, mis-, un- Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with prefixes dis-, mis-, un- while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Independent Word Work Practice | @BookPages.com

Assessments

Running Record									
Title: <i>The Most Magnificent Thing</i>		Guided Reading Text Level: L		Word Count: 100					
Name: _____			Date: _____						
Accuracy Rate: (# of words correct/100 words) _____									
Error Rate: (# of incorrect words/100 words) _____									
Self-Correction Rate: (# of words self-corrected/100 words) _____									
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____						
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy					
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual					COUNT				
					E				
					SC				
					M				
					S				
					V				
					INFORMATION USED				
					E				
					SC				
					M				
					S				
					V				
Page					E	SC	M	S	V
1	This is a regular girl and her best friend in the whole wide world. They do all kinds of things together. They race. They eat. They explore. They relax.								
2	She makes things. He unmakes things. One day, the girl has a wonderful idea. She is going to make the most MAGNIFICENT thing!								
3	She knows just how it will look. She knows just how it will work. All she has to do is make it, and she makes things all the time. Easy-peasy!								
Tested By: _____						©BookPagez.com			

Running Record Assessment

The Most Magnificent Thing CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>The Most Magnificent Thing</i> to answer each of the following questions.		
1. Where does the girl set up her work area for the magnificent thing?		
<input type="radio"/> A In the girl's basement <input type="radio"/> B The park <input type="radio"/> C At her assistant's house <input type="radio"/> D Outside in the middle of the busy sidewalk		
2. What is the central message of <i>The Most Magnificent Thing</i> ?		
<input type="radio"/> A Having an assistant is important when you make things. <input type="radio"/> B A positive attitude helps when you make things. <input type="radio"/> C Walking is great exercise. <input type="radio"/> D Getting hurt when making something is a bad thing.		
3. Why does the girl decide to quit her creation?		
<input type="radio"/> A She is unable to get it right and thinks it is too hard. <input type="radio"/> B She quits because she wants to take a break. <input type="radio"/> C Her assistant tells her to quit. <input type="radio"/> D She quits because it's time for her to go to school.		
4. Which set of words are verbs?		
<input type="radio"/> A smashes, stinky, eat <input type="radio"/> B magnificent, round, rough <input type="radio"/> C mad, upset, sad <input type="radio"/> D tinkers, examines, gluing		
5. How does the girl's assistant help her solve her problem? (RI.2.5)		
<input type="radio"/> A The assistant tells the girl to give up. <input checked="" type="radio"/> B The assistant suggests they take a break and go for a walk. <input type="radio"/> C The assistant quits his job of being her assistant. <input type="radio"/> D The assistant asks people walking by to help.		
6. Who is telling the story? (RI.2.6)		
<input type="radio"/> A The girl's assistant <input type="radio"/> B The girl's Mom <input checked="" type="radio"/> C A narrator <input type="radio"/> D The girl		
7. How do the illustrations reflect the girl's feelings? (RI.2.7)		
<input checked="" type="radio"/> A The illustrations of the girl match the way she is feeling. <input type="radio"/> B There are no illustrations in the book. <input type="radio"/> C The illustrations do not match the way she is feeling. <input type="radio"/> D The girl is not in any of the illustrations.		
8. How are the girl and her assistant alike? (RI.2.9)		
<input type="radio"/> A They both got hurt while making the magnificent thing. <input type="radio"/> B They both created a plan for the magnificent thing. <input type="radio"/> C They both like to unmake things. <input checked="" type="radio"/> D They both like to explore.		
9. Based on what she learned, how will the girl react the next time she faces an obstacle while creating something? (RI.2.10)		
<input type="radio"/> A She will break her creation into pieces and throw it all away. <input checked="" type="radio"/> B She will take a break to clear her mind and return with a positive attitude. <input type="radio"/> C She will have her assistant finish the creation while she takes a nap. <input type="radio"/> D She will ask friends and neighbors for help with finishing the creation.		
CCSS Assessment 2 nd Grade Reading Standards for Literature BookPagez.com		

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

Extension Activity

STEM Activities
Extension Activity

Directions: Provide one of the following STEM activities for your students to complete. After they have participated in the activity, distribute copies of the Reflection Questions for the students to answer. These questions encourage students to compare and contrast their STEM experience with the experience of the girl in *The Most Magnificent Thing*.

Marshmallow Structures

Activity: Assemble a structure using marshmallows and pretzel sticks (or mini marshmallows and tooth picks).

Materials Needed: marshmallows and pretzel sticks or mini marshmallows and toothpicks

Recycle Boats

Activity: Build a boat that can float out of recyclable materials.

Materials Needed: collection of clean recyclables, duct tape, scissors, kiddie pool or other container for testing each boat's ability to float

Straw Towers

Activity: Build a tower out of straws. (Note: As an added challenge, you could ask that the tower be able to hold a certain weight or remain standing when placed in front of a fan on high speed, etc.)

Materials Needed: plastic straws, tape (weight, fan if using a challenge task)

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">The Most Magnificent Thing Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with the Most Magnificent Thing correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Literature RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.3 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.3.9 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: x-small;">The Most Magnificent Thing CCSS Alignment @BookPagez.com</p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">The Most Magnificent Thing Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with the Most Magnificent Thing correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Adding Questions Lesson Plan and Resources</p> <p>Reading: Literature RI.2 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.3 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.3.9 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: x-small;">The Most Magnificent Thing CCSS Alignment @BookPagez.com</p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">The Most Magnificent Thing Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with the Most Magnificent Thing correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: x-small;">The Most Magnificent Thing CCSS Alignment @BookPagez.com</p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">The Most Magnificent Thing Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with the Most Magnificent Thing correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Visualizing Lesson Plan and Resources</p> <p>Reading: Literature RI.2 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.3.9 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: x-small;">The Most Magnificent Thing CCSS Alignment @BookPagez.com</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">The Most Magnificent Thing Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with the Most Magnificent Thing correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.6 - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.6a - Identify real-life connections between words and their use (eg. describe foods that are salty or juicy). L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg. because).</p> <p style="text-align: right; font-size: x-small;">The Most Magnificent Thing CCSS Alignment @BookPagez.com</p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">The Most Magnificent Thing Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with the Most Magnificent Thing correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right; font-size: x-small;">The Most Magnificent Thing CCSS Alignment @BookPagez.com</p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Most Magnificent Thing Super Pack

5 Comprehension Strategy Practice Pages

Visualizing Practice Page

Tu turno para Visualizar
con The Most Magnificent Thing (La cosa más magnífica)


Página 5:
La niña y su perro encuentran un lugar para comenzar a trabajar. ¿Qué ves en tu mente? ¿Cómo se ve el lugar?

¿La imagen en tu mente coincide con la del libro? ¿Cómo son iguales? ¿Diferente?

Páginas 13 y 14:
El autor usa muchas palabras descriptivas para contarnos las muchas formas en que la niña intentó mejorar su creación. ¿Qué palabras te ayudan a visualizar?

¿Cómo te ayuda tu imagen mental a comprender mejor la historia?

Nombre: _____



Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Visualizar
con The Most Magnificent Thing (La cosa más magnífica)

Página 18:
Aquí el autor usa algunas palabras para ayudarnos a visualizar. ¿Qué palabras te ayudan a visualizar las acciones de la niña?

Las respuestas varían. Podrían incluir: Las palabras "rompe", "mermeladas", "golpes" y "grande" me ayudan a visualizar lo enojada que se está poniendo.

¿Cómo te ayuda la visualización de las acciones del personaje como lector?

Las respuestas varían. Podrían incluir: Visualizar las acciones me ayuda a comprender los sentimientos del personaje.


Página 20:
Este page cuenta lo que sucedió cuando la niña pellizca el dedo y se hace daño. ¿Las ilustraciones coinciden con el texto? ¿Por qué o por qué no?

Las respuestas varían. Podrían incluir: Las imágenes coinciden con el texto porque muestran que el dedo de la niña está hinchado y rojo y su rostro está rojo por toda la ira que siente. Cuando explota, sus brazos se extienden con sus manos apretadas en puños y hay una nube de polvo a su alrededor que contiene los fragmentos de las piezas rotas.

Página 29:
Esta página nos dice que a pesar de tener algunas cosas diferentes al plan que tenía en mente, ¡estaba hecho y es magnífico! Describe la imagen que ves en tu mente. ¿Cómo se compara la imagen que tenía en mente con la ilustración del libro.

Las respuestas varían. Podrían incluir: Aunque no tenía idea de lo que estaba haciendo la niña, imaginé que la cosa magnífica estaba pintada de azul y tenía una rueda.

Nombre: _____



Determinar la importancia
con The Most Magnificent Thing (La cosa más magnífica)

¿Es este un problema importante?

Las respuestas varían.

Página 17:
¿Qué ha pasado con el problema?

¿Es este un problema importante?

Las respuestas varían.

Páginas 25:
La niña comienza a trabajar. ¿Qué es lo más importante que debe hacer?

Las respuestas varían.

Páginas 7 y 8:
La niña y su asistente encuentran un lugar para comenzar a trabajar.

Nombre: _____

Determining
Importance

Tu turno para Determinar la importancia
con The Most Magnificent Thing (La cosa más magnífica)

Página 4:
¿Qué personajes has conocido?


¿Qué crees que es importante?

Páginas 5 y 6:
¿Dónde tiene lugar esta historia?

Página 3:
¿Tiene sentido tu pregunta? ¿Cómo es eso?

Página 14:
El proyecto de la niña no está resultando como se lo había imaginado, incluso después de múltiples intentos de mejorarlo. ¿Qué te preguntas?

Nombre: _____



Asking
Questions

Entender la estructura del texto
con The Most Magnificent Thing (La cosa más magnífica)

Páginas 4 y 5:
La autora usa una estructura de texto de secuencia para contarnos lo que sucede cuando planea sus cosas magníficas. ¿Qué hace la niña primero y entonces?

Primero, ella planea lo que quiere hacer. Entonces, ella comienza a trabajar.

¿Harías lo mismo que la chica? ¿Por qué o por qué no?

Las respuestas varían.

Página 8:
En esta página, el autor habla sobre el primer intento de la niña de hacer algo magnífico. ¿El problema que ella tenía ni se siente de nuevo?

Las respuestas varían.

Páginas 11:
Estas páginas describen las muchas cosas que hace la niña. ¿Tres de las cosas que hace la niña?

Tres de las cosas que hace la niña son: hacer un molde, hacer un molde y hacer un molde.

Páginas 11 a 14:
Estas páginas describen las muchas cosas que hace la niña. Diga tres palabras que la autora usa para describir la frustración de la niña.

Nombre: _____

Understanding
Text Structure

Sintetizar
con The Most Magnificent Thing (La cosa más magnífica)

Páginas 1 y 2:
Lea las palabras que describe la niña. ¿Qué palabras te ayudan a visualizar lo que ella está haciendo?

Las respuestas varían.

¿Cuántos intentos hizo?

Las respuestas varían.

Página 7:
Mira la ilustración de la niña. Ella se siente muy frustrada y enojada mientras trabaja en su magnífica cosa. ¿Qué espigas sobre cómo está reaccionando la niña?


Las respuestas varían.

Página 18:
¿Han cambiado tus sentimientos sobre la chica? ¿Cómo?

Página 24:
La niña se siente mejor cuando sale a pasear con su perro. ¿Cómo te sientes acerca de cómo la niña está manejando sus fuertes sentimientos ahora?

¿Manejarías la frustración y la ira de la misma manera?

Nombre: _____



Synthesizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

The Most Magnificent Thing (La cosa más magnífica): Sintetizar

La niña cometió algunos errores mientras creaba su cosa magnífica. ¿Qué cosas positivas hizo mientras trabajaba? ¿Cómo la ayudaron estas cosas positivas al final?

Puedo describir cómo los personajes de una historia reaccionan a eventos importantes en la historia. CCSS: RL.2.3

The Most Magnificent Thing (La cosa más magnífica): Sintetizar

La niña cometió algunos errores mientras creaba su cosa magnífica. ¿Qué cosas positivas hizo mientras trabajaba? ¿Cómo la ayudaron estas cosas positivas al final?

Puedo describir cómo los personajes de una historia reaccionan a eventos importantes en la historia. CCSS: RL.2.3

The Most Magnificent Thing (La cosa más magnífica): Sintetizar

La niña cometió algunos errores mientras creaba su cosa magnífica. ¿Qué cosas positivas hizo mientras trabajaba? ¿Cómo la ayudaron estas cosas positivas al final?

Puedo describir cómo los personajes de una historia reaccionan a eventos importantes en la historia. CCSS: RL.2.3

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

The Most Magnificent Thing (La cosa más magnífica): Sintetizar

La niña cometió algunos errores mientras creaba su cosa magnífica. ¿Qué cosas positivas hizo mientras trabajaba? ¿Cómo la ayudaron estas cosas positivas al final?

The Most Magnificent Thing (La cosa más magnífica): Sintetizar

La niña cometió algunos errores mientras creaba su cosa magnífica. ¿Qué cosas positivas hizo mientras trabajaba? ¿Cómo la ayudaron estas cosas positivas al final?

The Most Magnificent Thing (La cosa más magnífica): Sintetizar

La niña cometió algunos errores mientras creaba su cosa magnífica. ¿Qué cosas positivas hizo mientras trabajaba? ¿Cómo la ayudaron estas cosas positivas al final?

The Most Magnificent Thing (La cosa más magnífica): Sintetizar

La niña cometió algunos errores mientras creaba su cosa magnífica. ¿Qué cosas positivas hizo mientras trabajaba? ¿Cómo la ayudaron estas cosas positivas al final?

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

Common Core
Free Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Visualizar
Título:

¿Qué página usaste para practicar o visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunos de los palabras que la autora empleó que le ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnate de haber dibujado todas las palabras que le ayudaron a visualizar.

Instrucciones:
1. Contesta cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Determinar la importancia
Título:

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1

#2

#3

Instrucciones:
1. Contesta cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining
Importance

Hacer preguntas
Título:

Muéstreme para empezar una oración

Quiero saber... ¿Por qué no...? ¿Cómo...?

Me confundió cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

Instrucciones:
1. Contesta cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking
Questions

Sintetizar
Título:

Al principio ya estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
		Pero ahora pienso...
		Porque...
Me nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

Instrucciones:
1. Contesta las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding
Text Structure

Sintetizar
Título:

Al principio ya estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
		Pero ahora pienso...
		Porque...
Me nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

Instrucciones:
1. Contesta las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: Responda las siguientes preguntas comparando y contrastando su experiencia durante la actividad STEM y lo que sabe sobre la niña en **La cosa más magnífica**.

Preguntas de reflexión

1. La niña creó planes detallados y estaba llena de confianza cuando comenzó su creación. Describa cómo se sintió al comenzar su actividad. ¿Hiciste un plan antes de comenzar a crear?

¿Cómo te sentiste con la tarea?

2. Los primeros intentos de la niña no resultaron ser magníficos, por lo que siguió comenzando de nuevo. ¿Tuviste que comenzar tu creación de nuevo? ¿Por qué o por qué no?

Si comenzaste de nuevo, ¿cómo te hizo sentir?
