

Lesson 3: Close Read-aloud, Session 2: *The Most Magnificent Thing*



CCS Standards

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.



Daily Learning Targets

- I can listen and respond to my classmates' ideas. (SL.1.1)
- I can look closely at the illustrations and text to describe how the girl begins to make her magnificent thing. (RL.1.1, RL.1.3, RL.1.7)
- I can explain what I did to complete a challenge. (W.1.8)

Ongoing Assessment

- During Close Read-aloud Session 2 in Work Time A, use the Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students' progress toward the RL standards listed for this lesson (see Assessment Overview and Resources).
- During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed.
- During Work Time C, observe students drawing and writing. Collect their writing at the end of the lesson and to determine areas students may need support with informational writing tasks in upcoming lessons. Note: Informational Writing is formally assessed in Unit 3.

Agenda

1. Opening

- A. Reviewing Learning Targets (10 minutes)

2. Work Time

- A. Close Read-aloud Session 2: *The Most Magnificent Thing*, Pages 1–6 (20 minutes)
- B. Developing Language: Jump Rope Challenge (10 minutes)
- C. Independent Writing: Reflecting on the Challenge (10 minutes)

3. Closing and Assessment

- A. Whole Group Share: How Did You Complete the Challenge? (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the second in a series of five lessons in which students engage in a close read-aloud of *The Most Magnificent Thing*. In Session 2, students focus their attention on a smaller chunk of the text, and use the text and illustrations to ask and answer questions about the character and events in the story (RL.1.1, RL.1.3, RL.1.7).
- As students engage in the close read-aloud, they are prompted to attend to classroom discussion norms (SL.1.1) as they discuss the key details from the text and illustrations.
- The Close Readers Do These Things anchor chart is introduced in the Opening. Its purpose is to identify the behaviors that close readers do to understand a complex text, and this anchor chart will be added to over the next several lessons.
- This lesson provides students with an opportunity to experience the habit of character of collaboration with a whole group challenge. Students will have read about how the character in *The Most Magnificent Thing* collaborates to do her work, and the collaboration challenge will develop and reinforce students' understanding of this habit of character. They will have the opportunity to reflect on their learning by responding to an independent writing prompt (W.1.8).
- To allow for a volume of reading on the topic of tools and work for this module, see the Recommended Texts and Other Resources document for this unit. Ensure that a variety of informational and narrative texts below, on, and above grade level for this topic are available during independent reading in the K-2 Reading Foundations Skills Block.

How this lesson builds on previous work:

- This lesson builds on the habits of character defined in Lesson 1.
- In Lesson 2, students listened to the entire text of *The Most Magnificent Thing* read aloud. Now, in Session 2 of this close read-aloud, students closely study pages 1–6 of the text. Continue to reinforce the value of revisiting this rich and complex text many times, to think about the important ideas and enjoy the beautiful language.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Look for opportunities to support students as they practice building on one another's ideas. Provide sentence stems and probing questions.

Down the road:

- Throughout this unit, students return to the habits of character defined in Lesson 1. In Lessons 3–6, students study these habits of character within the close read-alouds. Lessons 7–10 will build on this understanding and students will study the same habits of character in a series of focused read-alouds of *The Little Red Pen*.

In advance:

- Set up a document camera to read *The Most Magnificent Thing* and to show other documents throughout the lesson (optional).

- Prepare:
 - Close Readers Do These Things anchor chart (see supporting materials).
 - Tools and Work Word Wall Cards for *collaboration* and *initiative*. Write or type the words on cards, and create or find a visual to accompany each word.
- Determine groups for the Jump Rope Challenge.
- Distribute Jump Rope Challenge recording forms at student tables.
- Review:
 - Close Read-aloud Guide: *The Most Magnificent Thing* (Session 2).
 - Think-Pair-Share protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, “Learning Target” song, Close Readers Do These Things anchor chart, Guiding Question anchor chart, Classroom Discussion Norms anchor chart, and Working to Become Effective Learners anchor chart.

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Opening A: If you recorded students singing the “Learning Target” song in Lesson 2, play this recording for them to join in with.
- Opening A: Create the Close Readers Do These Things in an online format, for example a Google Doc, to display and for students to access with families at home.
- Work Time B: Jump Rope Challenge Note could be an email.
- Work Time B: Video record students participating in the challenge to watch with students to evaluate strengths and areas for improvement in collaborative work. Post it on a teacher webpage or on a portfolio app like Seesaw (<http://web.seesaw.me>) for students to watch at home with families. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time C: If recorded in Work Time B, playback the recording before independent writing to help students remember what they did and to see from a different perspective.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.A.3, 1.I.B.5, 1.I.B.6, and 1.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs through movement and the close examination of complex language.
- ELLs may find the instructions for the Jump Rope Challenge difficult. Model the activity more than once if necessary, and group the students strategically so that more advanced proficiency students can serve as models.

- Some students may need some orientation to cultural values and assumptions implicit within *The Most Magnificent Thing*. Briefly address points of potential confusion and invite students to share how their experiences may differ. Examples:
 - The child is by herself throughout the story and feels safe around strangers.
 - The child builds something and uses tools on her own.
 - The child’s best friend is a dog.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- In this lesson, making connections between the text, the challenge, and the habits of character may be abstract. Take additional opportunities to review the anchor charts, especially the Working to Become Effective Learners anchor chart along with the corresponding behaviors. Referring to the anchor chart often may strengthen these connections.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** The Jump Rope Challenge in this lesson requires students to integrate spatial awareness and gross motor coordination skills. To support students with this challenge, it will be important to spend time modeling and discussing how this challenge requires students to make shapes from a “bird’s-eye view.”
- **Multiple Means of Action & Expression (MMAE):** This lesson includes time for students to write and draw about what they did during the Jump Rope Challenge. To help them express their ideas, offer options for drawing utensils (examples: thick markers or colored pencils), writing tools (examples: fine-tipped markers, pencil grips, slant boards), and scaffolds (examples: dictation, sentence starters, writing prompts).
- **Multiple Means of Engagement (MME):** To foster collaboration during the Jump Rope Challenge, prompt students to discuss strategies for sharing individual ideas and listening to ideas of group members.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- closely, collaboration, initiative (L)
- assistant, supplies (T)

Materials

- ✓ “Learning Target” song (from Lesson 2; one to display)
- ✓ Close Readers Do These Things anchor chart (new; teacher-created; see supporting materials)
- ✓ Close Read-aloud Guide: *The Most Magnificent Thing* (from Lesson 2; Session 2; for teacher reference)
 - *The Most Magnificent Thing* (book; one to display; for teacher read-aloud)
 - Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) (see Assessment Overview and Resources for Module 1)
 - *The Most Magnificent Thing* anchor chart (new; co-created with students during Work Time A; see supporting materials)
- ✓ Mission Envelope #3 (from Lesson 1; one to display)
 - Jump Rope Challenge Note (one to display)
 - Jump ropes (one per group)
 - Shape cards (one set per group)
- ✓ Document camera (optional)
- ✓ Jump Rope Challenge recording form (one per student and one to display)
- ✓ How Were You Able to Complete the Jump Rope Challenge? chart (new; co-created with students during Closing and Assessment A; see supporting materials)
- ✓ Tools and Work Word Wall cards (teacher-created; two)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 1)
- ✓ Tools and Work Word Wall (from Unit 1)

Opening

A. Reviewing Learning Targets (10 minutes)

- Gather students together whole group and invite them to sit with a partner. Designate partners as “A” or “B.”
- Direct students’ attention to the posted **“Learning Target” song** and invite students to sing the song along with you.
- Focus students’ attention on the posted learning targets, and read the first one aloud:

“I can listen and respond to my classmates’ ideas.”
- Tell students that today they are going to have the opportunity to practice this discussion norm, starting with answering some questions about the text they read yesterday.
- Remind students that during the Think-Pair-Share protocol, they have been practicing listening and responding to what their partner has to say by asking questions and adding to their partner’s ideas.
- Focus students’ attention on the posted learning targets, and read the second one aloud:

“I can look closely at the illustrations and text to describe how the girl begins to make her magnificent thing.”
- Focus students on the word *closely*. Point out that throughout this year, they will practice looking closely at the pictures and words in the text to help them understand the details.

- Display the new **Close Readers Do These Things anchor chart**. Tell students that today they will reread a section of *The Most Magnificent Thing* and look closely at the illustrations to answer the focusing question: “How was the little girl able to make such a magnificent thing?”
- Tell students: “With a rich and complex text, often it is important to read it many times in order to really understand it. This is called close reading. Today, you are going to practice studying a small part of the text, and then afterward together we will think about what you were doing, as readers, and add those ideas to the anchor chart.”

Meeting Students' Needs

- Designating partner roles provides a structure for students to discuss and share their thinking.
- To help students anticipate and prepare for sharing their thinking with a partner, provide all students with index cards that designate whether they are partner A or B (numbers or colors could also be used). (MME)
- For ELLs: To vary methods for response, invite students to generate ideas for physical movements that express particular phrases in the “Learning Target” song (e.g., “grow your mind”; “do your best”; “hooray”). Invite students to join you in doing the movements as you sing the song together. (MMAE)
- For ELLs: When looking at the word *closely*, underline the suffix *-ly*. Briefly discuss the meaning of the suffix. Say:
“When we see the -ly, we know the word is describing the way that we do something. So if we are reading closely, we are reading something in a close way.”

Work Time

A. Close Read-aloud Session 2: *The Most Magnificent Thing*, Pages 1–6 (20 minutes)

- Guide students through the close read-aloud for *The Most Magnificent Thing* using the **Close Read-aloud Guide: *The Most Magnificent Thing* (Session 2; for teacher reference)**. Consider using the Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) during the close read-aloud (see Assessment Overview and Resources).
- During Session 2, refer to the guide for the use of ***The Most Magnificent Thing anchor chart***.

Meeting Students' Needs

- For ELLs: As you read pages 1–6, provide students perceptual access to the text and illustrations by increasing their size with a document camera/ebook and projector. (MMR)
- For ELLs: Be aware that not all cultures regard dogs as friends or companions. Some students may find it strange that the character’s dog is her best friend. If necessary, provide background knowledge about pets. Invite students to share their experiences and perspectives about dogs.

Work Time

B. Developing Language: Jump Rope Challenge (10 minutes)

- Remind students of **Mission Envelope #3** from Lesson 1. Tell them that you noticed the envelope has another note in it.
- With excitement, reveal the **Jump Rope Challenge Note** and display it using a **document camera**.
- Read aloud the Jump Rope Challenge Note to students: “Your challenge today is to to make shapes with your classmates using the **jump ropes**. The tricky part is that each person must be holding the rope at all times with at least one hand. Good luck!”
- Remind students that their task is to create different shapes with the ropes. Post and review the following directions. Answer clarifying questions:
 1. Everyone should have one hand or both hands on the jump rope at all times.
 2. Each group should choose one of their **Shape cards** and make that shape.
 3. Once the shape is formed, a group member should raise his/her hand to show the teacher their shape.
 4. Once the teacher has approved the shape, the group should choose another shape to make.
- Invite six students in the middle of the circle to model making a shape using a Shape card.
- Get organized for the challenge:
 - Move students into pre-determined groups of six to eight.
 - Assign each group an area in the room to work.
 - Give each group a rope tied in a circle.
 - Invite students to stand around their group’s rope.
 - Remind students that they should hold onto the rope with at least one hand at all times.
- Tell students that they will have 10 minutes for this challenge, and invite them to begin.
- Circulate to support students as necessary, and to check the group once a shape has been made.
- After 9 minutes, give students a 1-minute warning.
- Signal students to end their challenge.
- Invite each group to shake hands with their teammates.

Meeting Students' Needs

- For ELLs: To build confidence and to scaffold the activity, invite one or two beginning proficiency students to be a part of the group that models the Jump Rope Challenge for the class.
- As students help you demonstrate using a Shape card to make a shape with the rope, provide options for perception by inviting student volunteers to lay the rope-shape on the floor once. As student volunteers step away from the rope shape, explain that this activity requires students to make shapes from a “bird’s-eye view.” (MMR)

- For ELLs: As you create groups for the Jump Rope Challenge, provide differentiated mentors by creating groups with a range of English language proficiency, spatial, and organizational skills students. (MMAE)
- To proactively foster collaboration during the Jump Rope Challenge, prompt students to discuss strategies for listening to ideas of group members (Example: "Several students in your group might have an idea about how to make the shape. What might help you listen with care and respond to one another?") and sharing ideas (Example: "You might have an idea to share with your group. How can you tell your group your idea in a kind, respectful way?"). (MME)

Work Time

C. Independent Writing: Reflecting on the Challenge (10 minutes)

- Transition students back to their tables by having them pretend to jump rope on their way.
- Tell students that now they will have an opportunity to reflect on the experience of the Jump Rope Challenge.
- Direct students' attention to the posted learning targets, and read the third one aloud:
"I can explain what I did to complete a challenge."
- Tell students that now they will explain how they completed the challenge in writing.
- Display the **Jump Rope Challenge recording form** and read the prompt aloud: "How were you able to complete the challenge?"
- Briefly model by sketching and writing a response on the recording form.
- Tell students that before they write, they will Think-Pair-Share their ideas with an elbow partner. Remind students that they have used this mode for sharing in previous lessons. Give students 30 seconds to think about what they will share.
- Invite students to pair with their elbow partner and begin sharing.
- Refocus students whole group.
- Direct students to the Jump Rope Challenge recording forms in the center of their table. Let students know that it may help them as writers to spend a little time drawing a quick sketch of how they completed the challenge before they write.
- Invite students to begin sketching and writing.
- Circulate and support students as necessary. Encourage them to use classroom resources as they work (Word Walls, high-frequency word lists, and alphabet or letter sound combination charts).

Meeting Students' Needs

- To vary methods for fine motor response, offer options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (e.g., fine-tipped markers, pencil grips, slant boards). (MMAE)
- For ELLs: To help students express ideas in their writing, offer sentence starters. (Example: "We completed the challenge by ____.") (MMAE)

- For ELLs: Allow beginning proficiency students to work with a partner of a higher proficiency level. If partners speak the same home languages, invite beginning proficiency students to dictate their ideas in their home languages. Their partners can help them translate in English.

Closing and Assessment

A. Whole Group Share: How Did You Complete the Challenge? (10 minutes)

- Ask students to bring their Jump Rope Challenge recording forms to the whole group meeting area and sit with a partner.
- Read aloud the unit guiding question: “How do habits of character help us do work?” and remind students that they are working to answer this question as they read the text and work through the challenges.
- Invite students to turn and talk to share how they were able to complete the challenge.
- As students share, prompt them with questions such as:
 - “*How did you work together while doing this?*”
 - “*How did you communicate?*”
- If productive, cue students to expand the conversation by giving an example:
 - “*Can you give an example?*” (Responses will vary.)
- Invite a few students to share whole group. As they share, capture their ideas on the **How Were You Able to Complete the Jump Rope Challenge? chart**.
- Using a total participation technique, invite responses from the group:
 - “*Do the behaviors that you used remind you of a habit of character the girl used to begin to make her magnificent thing?*” (collaboration)
- Show students the **Tools and Work Word Wall card** for *collaboration*. Say the word and show the card.
- Invite students to turn and talk with an elbow partner. Refer to the **Working to Become Effective Learners anchor chart** as necessary:
- Ask:
 - “*What is collaboration?*” (to work with other people nicely; to listen to other people’s ideas; to help make better ideas by thinking with others)
- Encourage students to use the word in a sentence to a partner. Have students repeat after you:
 - “*I used collaboration when I _____.*”
- Place the Word Wall card for *collaboration* on the **Tools and Work Word Wall**.
- Display **The Most Magnificent Thing** and reread pages 1 and 2.
- Refer students to *The Most Magnificent Thing* anchor chart and, using a total participation technique, invite responses from the group:
 - “*Which habit of character is the girl showing in the first part of the story?*” (initiative)
- Show students the Tools and Work Word Wall card for *initiative*. Say the word and show the card.

- Invite students to turn and talk:
“What is initiative?” (I decide what needs to be done, and I do it. I ask questions to help me learn.)
- Using a total participation technique, invite responses from the group:
“How do you know the girl is using initiative to help her do work?” (She had an idea and went right to work on it.)
- Encourage students to use the word in a sentence to a partner. Have students repeat after you:
“The girl used initiative when she had an idea and got to work on it right away.”
- Tell students that they were able to understand that the girl used initiative by rereading part of the text, which is something close readers do.
- Place the Word Wall card for *initiative* on the Tools and Work Word Wall.
- Offer students specific, positive feedback on using a habit of character to complete the challenge and doing things close readers do as they reread this portion of the book. Tomorrow they will closely read a different part of the story.

Meeting Students' Needs

- As you prepare each Tools and Work Word Wall card, clarify vocabulary by including a small photo or illustration on each card. Consider using scanned illustrations from *The Most Magnificent Thing* to help students make connections between the text and their own behaviors. (MMR)