

## Lesson 5: Close Read-aloud, Session 4: *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 acts when things go wrong. (RL.1.1, RL.1.3, RL.1.7)
- Using the text and illustrations, I can write about what the girl does. (W.1.8)

### Ongoing Assessment

- During Close Read-aloud Session 4 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 Time A, circulate and observe students following the classroom discussion norms. Prompt students as needed.
- During Work Time B, 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.
- During the Closing, as students engage in the Pinky Partners protocol, monitor students as they listen and respond to a classmate's idea. Prompt students to attend to the classroom discussion norms, and provide question and sentence stems if necessary.

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: Reviewing the Close Readers Do These Things Anchor Chart (5 minutes)

#### 2. Work Time

- A. Close Read-aloud Session 4: *The Most Magnificent Thing*, Pages 15–21 (20 minutes)
- B. Independent Writing: Reflecting on Habits of Character (20 minutes)

#### 3. Closing and Assessment

- A. Pinky Partners: Did the Girl Use Habits of Character? (10 minutes)

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- This is the fourth in a series of five lessons in which students engage in a close read-aloud of *The Most Magnificent Thing*. Students use the text and illustrations to ask and answer questions about the character and events in the story. Students also continue to practice and attend to the classroom discussion norms (RL.1.1, RL.1.3, RL.1.7, SL.1.1).
- During the close read, students have the option of participating in a supplemental Language Dive conversation that guides them through the meaning of a sentence from the anchor text, *The Most Magnificent Thing*. The conversation invites students to unpack complex syntax—or “academic phrases”—as a necessary component of building both literacy and habits of character. Students then apply their understanding of the meaning of this sentence when making their own magnificent thing in Unit 3. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations hasten overall English language development for ELLs.
- This lesson gives students an opportunity to notice the girl’s response to her work when things go wrong. Students will discuss whether or not the girl is using the habits of character they have defined so far, and as with the previous lessons, they will have the opportunity to reflect on their understanding of the text and the habits of character 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 continues to build upon the habits of character defined in Lesson 1, as well as students’ knowledge of the girl and how she does her work.
- In Lesson 2, students listened to the entire text of *The Most Magnificent Thing* read aloud. Now, in Session 4 of this close read-aloud, students closely study pages 15–21 of the text and add to the Close Readers Do These Things anchor chart (act out important parts of the text; talk with classmates about the text).

### Areas in which students may need additional support:

- Look for opportunities to support students as they practice building on one another’s ideas. Support them with sentence and question stems.

### Down the road:

- Students have been learning and applying the habits of character, as defined in Lesson 1. In Lesson 6, students will complete a culminating task in which they show what they know about the girl and how she uses habits of character to make a magnificent thing. In Lessons 7–10, students will study the same habits of character and apply their understanding to a new set of characters and events in *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).
  - Prepare the sentence strip chunks for use during the close read (see supporting materials).
- Pre-distribute Response to Illustration recording forms at student workspaces.
- Review:
  - Close Reading Guide: The Most Magnificent Thing (Session 4).
  - Think-Pair-Share protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Unit 2 Guiding Question anchor chart, Classroom Discussion Norms anchor chart, and Working to Become Effective Learners anchor chart for easy viewing and access.

## Technology &amp; 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.
- Closing and Assessment A: Video record students sharing with a partner to watch with students to evaluate strengths and areas for improvement. Post good examples 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.

**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 the close examination of language, the use of structured conversation, and drawing as a means of strengthening comprehension.
- ELLs may find it challenging to connect the concepts of habits of character to the events in the book. Some students may have trouble answering the question “Did the girl use habits of character?” Prompt students’ thinking by asking yes-or-no questions and building on their answers. (Example: “When the girl explodes, is she persevering? Why not?”)
- ELLs are invited to participate in the second of a pair of two connected Language Dive conversations in Work Time A (optional). This conversation guides them

through the meaning, function, and use of complex sentences from *The Most Magnificent Thing*. Students unpack complex syntax—or “academic phrases”—as a necessary component of building both literacy and habits of mind. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations hasten overall English language development for ELLs. Preview the Language Dive Guide in the Module 1 Appendix and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students’ needs. Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers.

### Levels of support

*For lighter support:*

- During the Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example:

**“What questions can we ask about this sentence? Let’s see if we can answer them together.”**

- Encourage students to use Conversation Cues with other students to promote productive and equitable conversation and enhance language development.

*For heavier support:*

- During Work Time B, distribute a partially filled-in copy of the Response to Illustration recording form. This will provide students with prompting for their writing, while relieving the volume of writing required.
- During the close read, support beginning proficiency students by encouraging them to act out events in the story. Dictate lines for them to recite so that they practice using verbal language.
- Review the anchor charts that the class has created together up to this point. Discuss with students when to use them and why.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students are asked to make an explicit connection between a scene in *The Most Magnificent Thing* and one of the habits of character (i.e., perseverance). To support student comprehension, you may need to directly highlight/reinforce this relationship during Closing and Assessment.
- **Multiple Means of Action & Expression (MMAE):** This lesson includes time for students to write and draw responses to an illustration from *The Most Magnificent Thing*. To help students express their ideas, offer options for drawing utensils (e.g., thick markers or colored pencils), writing tools (e.g., fine-tipped markers, pencil grips, slant boards), and scaffolds (e.g., dictation, sentence starters, writing prompts).
- **Multiple Means of Engagement (MME):** The cold call strategy is used several times throughout this lesson. During cold call, minimize discomfort by alerting individual students that you are going to call on them next.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

### New:

- jams, pummels (T)

### Review:

- smashes (T)

## Materials

- ✓ “Learning Target” song (from Lesson 2; one to display)
- ✓ Classroom Discussion Norms anchor chart (begun in Unit 1)
- ✓ Close Readers Do These Things anchor chart (begun in Lesson 3; added to in advance; see supporting materials)
- ✓ Close Read-aloud Guide: *The Most Magnificent Thing* (from Lesson 2; Session 4; for teacher reference)
  - *The Most Magnificent Thing* (book; one to display; for teacher read-aloud)
  - *The Most Magnificent Thing* anchor chart (begun in Lesson 3)
  - Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) (see Assessment Overview and Resources for Module 1)
  - Language Dive Guide II: *The Most Magnificent Thing* (optional, for ELLs; for teacher reference; see supporting materials)
  - Sentence strip chunks II: *The Most Magnificent Thing* (for ELLs; see supporting materials)
- ✓ Document camera (optional)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 1)
- ✓ Response to Illustration recording form (one per student and one to display)
- ✓ Pinky Partners anchor chart (begun in Lesson 2)

## Opening

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### A. Reviewing Learning Targets (5 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 them 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.”**
- Direct students’ attention to the **Classroom Discussion Norms anchor chart**, and cold call on a student to read the first norm: listen with care. Invite students to act out what this looks like.

- Repeat this with the other norms on the anchor chart.
- Tell students that they have been doing a lot of listening and discussing in this series of lessons. Provide specific feedback on behaviors that are in line with the norms and tune students to behaviors that need some adjustment.

### 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)
- During cold call, minimize discomfort/perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: To build confidence and to reinforce habits of character, commend a beginning or intermediate proficiency student's behavior, and explain how it is in line with the norms or habits of character. (Example: "I could tell that Penina had something to say, but she did not interrupt Jared. She quietly listened and waited until Jared was finished speaking.")

## Opening

### B. Engaging the Reader: Reviewing the Close Readers Do These Things Anchor Chart (5 minutes)

- Refocus 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 acts when things go wrong."*
- Direct students' attention to the **Close Readers Do These Things anchor chart**.
- Using a total participation technique, invite responses from the group:  
*"After hearing the second learning target and reviewing the Close Readers Do These Things anchor chart, which of the things that close readers do do you think we will be practicing today?" (all of the reading behaviors)*
- Provide specific feedback on each reading behavior as necessary. Highlight strengths and areas that students should strengthen in today's lesson.

### Meeting Students' Needs

- As you review the Close Readers Do These Things anchor chart and highlight strengths and areas that the class can work on, enhance students' capacity for monitoring progress by inviting input on how the class is doing with each learning target. (MMAE)

## Work Time

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### A. Close Read-aloud Session 4: *The Most Magnificent Thing*, Pages 15-21 (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 4; 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).
- Refer to the **Language Dive Guide: Part II** in the supporting materials for guidance on the language dive and use of the **sentence strip chunks**.

### Meeting Students' Needs

- For ELLs: As you read pages 15–21, provide students perceptual access to the text and illustrations by increasing their size with a document camera/ebook and projector. (MMR)
- For ELLs: At the beginning of Close Read-aloud Session 4, lead students through the Language Dive. Refer to **Language Dive Guide II: *The Most Magnificent Thing*** (for teacher reference). Display the **sentence strip chunks** (see supporting materials).

## Work Time

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### B. Independent Writing: Reflecting on Habits of Character (20 minutes)

- Offer students specific, positive feedback on reading the text closely. Draw students' attention to the Close Readers Do These Things anchor chart.
- Using a total participation technique, invite responses from the group:  
***“Were you right? Did we practice all these things today? If so, provide examples.”***  
***(Responses will vary.)***
- Transition students back to their workspaces.
- Direct students' attention to the posted learning targets, and read the third one aloud:  
***“Using the text and illustrations, I can write about what the girl does.”***
- Tell students that now that they have talked about it, they will have a chance to write about what the girl is doing in the picture on page 20.
- Using a **document camera**, display page 20 from *The Most Magnificent Thing*, and ask students to look closely at the illustration.
- Invite students to turn and talk with an elbow partner:  
***“What do you notice in the illustration on page 20?”*** ***(The girl is angry, yelling, and crushing the thing she made.)***
- Direct students to the **Response to Illustration recording forms** in the center of their tables. Orient students to the document by reading the prompt aloud:  
***“During this section of the text, is the girl using habits of character? Why or why not?”***
- Answer clarifying questions, and remind students that they may want to sketch before they write.

- Invite students to begin sketching and writing.
- Circulate and support students as necessary. Encourage them to use classroom resources (Word Walls, high-frequency word lists, and alphabet or letter sound combination charts).

### Meeting Students' Needs

- For ELLs: As you read the drawing/writing prompt aloud, activate students' background knowledge by revisiting the habits of character, definitions, and illustrations on the Working to Become Effective Learners anchor chart. (MMR)
- To vary methods for fine motor response, offer options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (examples: fine-tipped markers, pencil grips, slant boards). (MMAE)
- To help students express ideas in their writing, offer sentence starters. (Example: "The girl did/did not use *initiative, collaboration, perseverance* because she \_\_\_\_\_.") (MMAE)
- For ELLs: Create copies of page 20 and distribute to students so they can refer to it while working. Prompt students to choose one of the illustrations to work from and to circle it so they do not forget.

## Closing and Assessment

### A. Pinky Partners: Did the Girl Use Habits of Character? (10 minutes)

- Ask students to bring their Response to Illustration recording forms to the whole group meeting area and sit with a partner.
- Tell students that now they are going to share their writing with another student by using the Pinky Partners protocol. Remind them that they used this protocol in the previous lesson. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Refer students to the **Pinky Partners anchor chart** and the Classroom Discussion Norms anchor chart as necessary.
- Tell students that they will do the protocol two times.
- Prompt students with the following question:  
***"During this section of the text, is the girl using habits of character? Why or why not?"***
- Begin the protocol.
- If productive, cue students to expand the conversation by saying more:  
***"Can you say more about that?" (Responses will vary.)***
- After 2 minutes, signal for students to finish their discussion and kneel down to begin the protocol again.
- Repeat the protocol.
- Re-gather students to the whole group meeting area and offer specific, positive feedback on sharing their writing. Also offer specific, positive feedback on how students attended to the discussion norms.
- Let students know that in the next lesson they will finish closely reading *The Most Magnificent Thing*.

### Meeting Students' Needs

- For ELLs: As students share their writing during the protocol, circulate among students and listen to informally assess connections students are making between the book and the habits of character. Once the class has regrouped, highlight the relationship between the text and the Working to Become Effective Learners anchor chart by explicitly asking:  
*“When the girl gets angry, is she persevering? Why or why not?”*
- If students do not offer a response, clarify:  
*“The girl is getting upset and giving up. This is not persevering.”* (MMR)
- For ELLs: Before partner discussion begins, choose advanced or native language proficiency students to fishbowl participating in the discussion.