

Lesson 6: Close Read-aloud, Session 5: The Girl Makes Her 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 look closely at the illustrations and text to describe how the girl tries to build her magnificent thing. (RL.1.1, RL.1.3, RL.1.7)
- Through writing and drawing, I can explain one way the girl was able to make a magnificent thing. (W.1.8)
- I can listen and respond to my classmates' ideas. (SL.1.1)

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, observe students following the classroom discussion norms. Prompt and provide feedback to students as needed.
- During Work Time B, observe and support students as they independently write to the culminating task of the close read-aloud series of lessons. Collect students' writing at the end of the lesson, and assess the writing samples for progress toward W.1.8.

Agenda

1. Opening

- A. Engaging the Reader: Reviewing the Close Readers Do These Things Anchor Chart (10 minutes)

2. Work Time

- A. Close Read-aloud Session 5: *The Most Magnificent Thing*, Pages 22–29 (20 minutes)
- B. Independent Writing: Reflecting on the Reading (20 minutes)

3. Closing and Assessment

- A. Pinky Partners: How Do Habits of Character Help the Girl Do Work? (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the final lesson in which students engage in a close read-aloud of *The Most Magnificent Thing*. Students once again 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, all students participate in a Language Dive conversation that guides them through the meaning of a sentence from the anchor text, *The Most Magnificent Thing*. The passage was chosen for its use of phrases to talk about time and its connection to content. 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 structure and meaning of this sentence when completing their culminating tasks in Work Time C. 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. Invite students to discuss each chunk briefly, but slow down to focus on the highlighted structure **But before long**. Note that unlike the separate (and optional) Language Dives included in the supporting materials of Lessons 4 and 5, this Language Dive is embedded in the close read-aloud guide to benefit all students.
- This lesson provides students with an opportunity reflect in writing as they respond to a culminating task to write about how the little girl is able to get her magnificent thing built (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, and in this lesson they closely study a final excerpt of the text.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Down the road:

- In this lesson, students 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. Students will use the information they have learned about habits of character and apply them to the book read in the next four lessons, *The Little Red Pen*.

In advance:

- Prepare:
 - Sentence strip chunks for use during the close read (see supporting materials).
 - An envelope to hold completed *The Most Magnificent Thing* student response papers, to send to headquarters.

- Designated student seats and tables for Work Time B.
- Student writing materials in writing area or at student tables.
- Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers.
- Review: Close Read-aloud Guide: *The Most Magnificent Thing* (Session 5).
- Post: Learning targets, Unit 2 Guiding Question anchor chart, Classroom Discussion Norms anchor chart, Working to Become Effective Learners anchor chart, and *The Most Magnificent Thing* anchor chart for easy viewing and access.

Technology & Multimedia

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

- 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 a Language Dive discussion to examine the meaning of complex sentences.
- ELLs may find it difficult to synthesize all of the information in the book and relate it to concepts of habits of character. Before making the connection to habits of character, focus on the concrete things the little girl did. (Examples: “That’s right, she hammered and hammered to make the magnificent thing. So she hammered and did not stop. Does that remind you of a habit of character?”)

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.”
- Introduce the question “How does the girl make a magnificent thing?” at the beginning of the class. During the close read-aloud, remind students that they should be thinking of different things the girl does that help her make a magnificent thing. This will prepare students for synthesizing their learning.

For heavier support:

- During Work Time B, distribute a partially filled-in copy of *The Most Magnificent Thing* 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.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students are asked to make an explicit connection between the girl in *The Most Magnificent Thing* and the habits of character (examples: initiative, collaboration, 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):** Students will stay engaged and motivated when they have the opportunity to define and work toward personalized goals. Invite students to set personal goals with using habits of character during Closing and Assessment.

Vocabulary

- N/A

Materials

- ✓ Close Readers Do These Things anchor chart (begun in Lesson 3)
- ✓ Close Read-aloud Guide: *The Most Magnificent Thing* (from Lesson 2; Session 5; for teacher reference)
 - 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* (book; one for teacher read-aloud)
 - *The Most Magnificent Thing* anchor chart (begun in lesson 3)
 - Sentence strip chunks III: *The Most Magnificent Thing* (see supporting materials)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 1)
- ✓ *The Most Magnificent Thing* recording form (one per student and one to display)
- ✓ *The Most Magnificent Thing* recording form (answers, for teacher reference)
- ✓ Large envelope (one)
- ✓ Pinky Partners anchor chart (begun in Lesson 2)

Opening

A. Engaging the Reader: Reviewing the Close Readers Do These Things Anchor Chart (10 minutes)

- Invite students to move to sit with a partner, and designate partners as “A” or “B.”
- Direct students’ attention to the posted **Close Readers Do These Things anchor chart**.
- Remind students that there are some things that readers do to help them really understand the text well:
 - Look closely at the pictures
 - Reread important parts of the text
 - Listen carefully to the words
 - Answer questions about the words and pictures
 - Act out important parts of the text
 - Talk with classmates about the text
- Invite students to Think-Pair-Share and act out responses to the following questions:
 - “*What does it look like to listen closely to the words?*” (Students should cup a hand behind an ear and lean forward.)
 - “*What does it look like to look closely at the illustrations?*” (Students should mimic studying and looking deeply at imaginary pictures.)
- Share with students that they will reread one last section of *The Most Magnificent Thing*, and they will get to practice the things close readers do as they answer the focusing question:
 - “*How was the little girl able to make such a magnificent thing?*”

Meeting Students’ Needs

- 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: Check for comprehension by cold calling a beginning or intermediate proficiency student. Ask about the anchor chart. Example:
 - “*Can you tell me one thing that close readers do?*”
- If students have trouble answering the question, check to see if other students have similar confusion. Re-teach accordingly.

Work Time

A. Close Read-aloud: *The Most Magnificent Thing*, Pages 22–29 (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 5; 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 close read-aloud guide for the use of *The Most Magnificent Thing* **anchor chart**, and the supporting materials for guidance on the use of the **sentence strip chunks**.

Meeting Students' Needs

- For ELLs: As you read pages 22–29, provide students perceptual access to the text and illustrations by increasing their size with a document camera/ebook and projector. (MMR)

Work Time

B. Independent Writing: Reflecting on the Reading (20 minutes)

- Celebrate finishing the book with a classroom celebration or a big round of applause.
- Say:

“When you did writing in the lessons before, you wrote about how YOU got your work done. Today, after finishing the whole book, we are going to write about how the little girl was able to get her work done.”
- Direct students’ attention to the posted learning targets, and read the second one aloud:

– *“Through writing and drawing, I can explain one way the girl was able to make a magnificent thing.”*
- Draw students’ attention to *The Most Magnificent Thing* anchor chart. Remind students that they have been collecting details of how the girl uses habits of character each time they closely read the book.
- Display ***The Most Magnificent Thing* recording form** and read the prompt:

“How was the little girl able to make such a magnificent thing? Show examples from the story.”
- Model how you would complete the recording form, thinking aloud as you do:
 1. “My job is to show how the girl was able to make such a magnificent thing. Let me look back through the book to look for a page that shows how she was able to make a magnificent thing.”
 2. Slowly show each page to the class.
 3. Tell the class you have an idea of the picture you are going to draw to show how the girl was able to make her magnificent thing.
 4. Ask students to think of their own idea for a picture and to give a thumbs-up when they have it in their minds.
- Transition students to their table, inviting students to whisper, “Perseverance” and pump their fists in the air.
- Direct students to *The Most Magnificent Thing* recording forms in the center of their tables. Remind students that it may be helpful to them as writers to draw first and then 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). Refer to ***The Most Magnificent Thing* recording form (answers, for teacher reference)** as necessary.

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)
- To help students express ideas in their writing, offer sentence starters. (Example: "The girl made a magnificent thing by ____.") (MMAE)
- For ELLs: After they think aloud, ask two or three students to share their ideas with the whole class. Write the ideas on the board with thumbnail illustrations. Explain that students can choose to illustrate one of those options, or they may write about their own ideas.

Closing and Assessment

A. Pinky Partners: How Do Habits of Character Help the Girl Do Work? (10 minutes)

- Ask students to bring their *The Most Magnificent Thing* recording forms to the whole group meeting area and sit with a partner.
- Invite students to turn and share their writing with their partner.
- Invite volunteers to share whole group.
- Collect students' *The Most Magnificent Thing* recording forms, and place them in a **large envelope**. With excitement, tell students that you will send the envelope to headquarters for them to check the students' progress toward their mission.
- Tell students they will wrap up their learning by using the Pinky Partners protocol. Remind them that they used this protocol in the past few lessons. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Refer students to the **Pinky Partners anchor chart** as necessary.
- Prompt students with the following question:
"How do habits of character help the girl do work?"
- Lead students through the protocol and circulate to listen to answers.
- After 2 minutes, signal for students to finish their discussion and kneel down to begin the protocol again.
- Repeat the protocol.
- Prompt students with the following question:
"How do habits of character help you do work?" (Habits of character help make work easier and help me persevere through work that is difficult.)
- If productive, cue students to expand the conversation by giving an example:
"Can you give an example?" (Responses will vary.)
- Tell students that headquarters is going to be excited to hear that they learned that habits of character also help people do work.

Meeting Students' Needs

- Before students begin the Pinky Partners protocol, activate their background knowledge by revisiting the habits of character, definitions, and illustrations on the Working to Become Effective Learners anchor chart. (MMR)
- For ELLs: As students share ideas during the protocol, circulate among students and listen to informally assess connections they are making between the book and the habits of character. If individuals or pairs of students do not make the connection, clarify this big idea by saying: "Habits of character help people when work is difficult." (MMR)
- Optimize relevance by inviting students to reflect on personalized goals with prompts. Say:

"Give a thumbs-up if you think habits of character might help you do work in first grade. What is one time in the day you might need to collaborate? Whisper to a shoulder buddy." (MME)