

READY READERS BOOK PLAN

Suggested Grade: 1 st -2 nd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>The Most Magnificent Thing</u> Written and illustrated by Ashley Spires			
Theme(s)/Big Idea(s): Determination; Ingenuity; Managing Emotions; We can handle hard feelings; We can solve problems if we keep trying.			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Determined – not giving up even when something is hard.	
Image/symbol: Show children images at the end of the lesson. Ask what each person might be determined to do. Ask why this goal might be hard to reach.	Gesture: N/A
Use in context: Share an example of a time you were or felt determined to accomplish a goal, learn something new or get something done. For example; “It took me a long time to learn how to tie my shoelaces. When I first started my knot was loose or uneven and came apart easy. I was frustrated but I felt determined to learn to do it on my own. It took me several tries and I had to practice tying my shoes again and again but after several tries, I got it right.”	
Prompt kids to use in context: Ask children to think of a time they were learning to do something they had not done before but felt <i>determined</i> to learn how. Call on a few volunteers to share an example. Reinforce use of the focus word while children share.	
Bridge to book: Explain that while we read, we are going to notice what challenges our characters face and how they handle these challenges.	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Review RR expectations Introduce Book/Author/Illustrator Teach focus vocab word (See plan above) Ask 1-2 questions to activate prior knowledge/ solicit predictions 	<p>Explain that today we will be reading a new story called <u>The Most Magnificent Thing</u> written and illustrated by Ashley Spires. Before we read, let’s learn our word of the day. <i>Teach focus word using the vocab plan above and then begin the Read Aloud.</i></p>
DURING READING	
<i>write questions and vocab <u>with page numbers</u> and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize) Note opportunities to reinforce focus word. 	<p>Q1. Hmm. She has an idea and wants to make the most magnificent thing! When something is magnificent, it can mean that it is very beautiful, out of the ordinary or amazing! What magnificent thing do you think the girl wants to make?-pg.3 (Hands-up/Volunteers)</p> <p><i>Take a few responses from children. Ideas can vary, but prompt children to support answers.</i></p> <p>Q2. Why do you think she keeps trying even though her idea isn’t coming out right?</p>

READY READERS BOOK PLAN

<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>-pg. 10 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. Ideas to look for: Because her idea hasn't come out right yet; She doesn't want to give up; She's determined.</i></p> <p>Q4. How is the girl feeling? Why is she feeling that way?-pg.20 (Act it Out) Follow-up: Can you think of a time you tried something and it just didn't work? How did it make you feel? (Hands up/Volunteers)</p> <p><i>Prompt children to Act it Out with their faces and bodies. Call out what you see and invite a few children to explain what they acted out and why. Ask follow-up questions and take answers from volunteers.</i></p> <p>Q5. The girl took a walk to feel better when she was mad. What are some things that can help us feel better if we are mad or upset? -pg. 24 (Stop and Jot)</p> <p><i>Prompt children to Stop and Jot. Explain that they can write words or draw pictures. After 1-2 minutes, prompt children to hold up what they wrote or drew. Call out what you see and invite a few children to share.</i></p> <p>Where and how will you reinforce focus word? Make note of all the attempts the main character makes and how she decides to keep trying each time, even when it doesn't match her expectations. "She seems really determined to me! She wants to make her idea a reality."</p> <p>What additional words might you address while reading?</p> <ul style="list-style-type: none"> Magnificent Assistant Examines Tinkers Adjusts
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<ul style="list-style-type: none"> Ask 1 question reflecting on book theme Make connection to extension activity 	<p>Q1. What do you think the girl learned in our story? Follow-up: How could this be a good lesson for us too?</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes take shares from pairs. Ideas to look for: We can use our mistakes to learn and do things even better; It's okay to feel frustrated and take a break; It's important to keep trying, even if something does work out the first time. Ask follow-up and then call on volunteers.</i></p> <p>What will you say to connect theme or big idea to extension activity: <i>Explain that there will be many times we will be challenged and feel like giving up. It is important to take a step back (go for a walk) and return to see our ideas through. When we work hard and stay determined, we can accomplish our goals. Our friend had an idea of something she wanted to make and after several tries, got it the way she wanted. Today you are all going to be inventors and creators like her. You are all going to design and create your own robot and share out what magnificent things it can do.</i></p>
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EXTENSION ACTIVITY	
<p>Activity Description</p> <p>Using a variety of materials, children will design an original robot and describe what the robot is designed to</p>	<p>Materials</p> <ul style="list-style-type: none"> Sample robot design made by instructor Scratch paper

READY READERS BOOK PLAN

do. *If materials are a challenge, a low material version of this activity is for children to draw out their robot design.

- Construction paper
- Recyclables (plastic cup or bottles, milk carton, etc.)
- Drinking straws
- Glue
- Pipe cleaner
- Tape
- Popsicle sticks, etc.
- Lined paper or notecard for writing

Introduction

Explain that for our special activity today, we are going to design our own robots using art materials. Like the little girl we read about, we will think about what we want our robot to be able to do first, then we will use materials to actually make our robots designs. Note: It might help to clarify that they are going to come up with an idea for a robot and show what it could look like, but we are not making actual, working robots.

Model

Share your own version of a robot design that you have created using the same materials you will make available to the children. Share what the different parts of the robot will do. For example, "My robot has a vacuum as an arm, so it will help me clean my house. It also has wheels so it will move around easily."

Brainstorm (Whole group and/or Individual)

Ask children to remember how the little girl first had an idea about making something magnificent. Similarly, we will first think about our design and try to sketch it out. Hand out scratch paper. Ask children to think about how they want their robot to look and what they want their robot to be able to do. What color is your robot? How does your robot get around? Does it have special tools? Does your robot have ears? Can your robot talk? What will your robot be able to do and how? Give children 5 minutes to brainstorm and work out some ideas on their scratch paper. NOTE: It may help to show an example of the brainstorm for the facilitator robot model.

Instructions for Independent Work

Hand out available materials for building the robot design. Give children 15-20 minutes to work on their robot design. Optional: Give children paper or notecards to write about what their robot does. This can also be done verbally during the share.

Share Back and Reflection

Invite children to share within their groups or in a circle share with the class. Facilitate share with the following prompts:

- Tell us about your robot design
- What would your robot do? What parts do what?
- Were any parts hard to make? If so, which parts?

READY READERS BOOK PLAN

Focus Word Images



READY READERS BOOK PLAN

