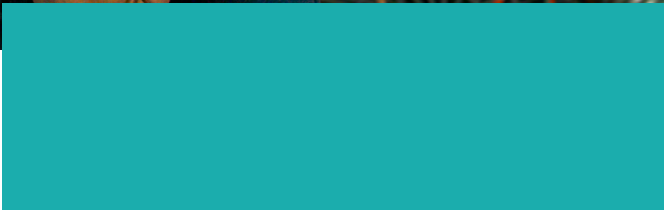




| TEACHERS' GUIDE

The Most Magnificent Thing

SUGGESTED GRADE LEVEL: K - 2nd |



SYNOPSIS

Award-winning author and illustrator Ashley Spires has created a charming picture book about an unnamed girl and her very best friend, who happens to be a dog. The girl has a wonderful idea. “She is going to make the most MAGNIFICENT thing! 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!” But making her magnificent thing is anything but easy, and the girl tries and fails, repeatedly. Eventually, the girl gets really, really mad. She is so mad, in fact, that she quits. But after her dog convinces her to take a walk, she comes back to her project with renewed enthusiasm and manages to get it just right.



THEMES IN THE STORY

- Perseverance
- Resilience
- Problem-Solving
- Creativity
- Imagination



Written by: Ashley Spires
Illustrated by: Ashley Spires
Published by: Kids Can Press
Read by: Olivia Munn
Suggested grade level: K - 2nd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1st and 2nd grades, but can be adapted to Kindergarten standards.

BEFORE VIEWING

Standard: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- Tell about a time you wanted to learn something new, but it was hard. What did you do?
- How does your body feel when you get really frustrated?
- What helps you calm down when you feel upset or want to quit?
- Look at the cover. What do you think the girl will build? Why?
- Why do you think she calls it “magnificent”?
- If you could invent something amazing to help you, what would it be? Why?
- What steps do you take to make something really great?
- What is the big idea of the story? (Hint: keep trying, don’t give up)

DURING VIEWING

Standard: *CCSS.SL.1.2, CCSS.SL.2.2*

Objective: Watch the story and answer the following questions.

Procedure: Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- What is the girl trying to do? What is not working? (1:59)
- What does she do when she feels frustrated? (3:53)
- How does the dog help her? (4:30)
- What do you see in the illustrations that show how she feels? (5:57)

AFTER VIEWING

Standard: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Students will ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

Procedure: Students will discuss the following questions with their carpet or desk partners:

- How did the girl make her magnificent thing? What did she do to keep going?
- Why didn't she give up? How did she calm down when she felt mad?
- What new ideas did she try when things didn't work?
- Can you think of a time you felt frustrated but kept trying? What happened?
- Is her final invention the same as what she first planned? What does that teach us about making something "magnificent"?

READING RESPONSE

Standard: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Answer the reading prompt using details from the text to support the response.

Materials:

- Reading response journal
- Pencils

Procedure:

1. After watching to the story of *The Most Magnificent Thing*, write about a time you felt frustrated or wanted to give up while making or learning something. How did you feel? What did you do to keep trying? Or what could you do next time?
2. Allow time for students to discuss the prompt.
3. Have students write their responses answering the above prompt in their reading response journals.

Note: Younger students may use a sentence stem to help them with their responses.

For example:

I felt frustrated when I _____.

I kept trying because _____.

READING

Standard: *CCSS.RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.*

Objective: Students will retell the story *The Most Magnificent Thing*.

Materials:

- Puppets (*pages 7-8*)
- Scissors
- Glue
- Popsicle sticks
- **Optional:** Story Sequence worksheet (*page 9*)

Procedure:

1. Students will cut out and create their puppets using the **Puppets** worksheet.
2. Students will use their puppets to retell the story of *The Most Magnificent Thing* in their own words.

Optional Extension Activity - Story Sequence:

1. Have students complete a sequencing worksheet with: **First, Then, Next, Finally**
2. In each box, have students draw or write what happened in the story. This can help them get ready to retell the story with their puppets.

WRITING

Standard: *CCSS.W.2.3 - Write a story about a real or imagined event. Include details about what happened, how people felt, use time words (first, next, last), and give a clear ending.*

Objective: Students will write about a time something was hard for them and draw a picture. Then they will write about how they kept trying or solved the problem and draw their success.

Materials:

- *Hard Things* worksheet (*page 10*)
- Pencils

Procedure:

1. Teacher and students brainstorm things that can feel hard (riding a bike, reading, solving math problems, trying something new, etc.).
2. As a class, discuss ways to overcome challenges (keep trying, ask for help, take a break, practice).
3. Give students the worksheet to complete and have them place their finished work on their desks.
4. Students do a gallery walk to look at each other's work and share kind, encouraging comments.

MATH – MAGNIFICENT MATH

Standard: 2.OA.B.2 – Fluency within 20: Fluently add and subtract within 20 using mental strategies, knowing all sums of two one-digit numbers by the end of the year.

Materials:

- Deck of cards
- **Magnificent Math** (page 11)
- Pencils
- 4 dice

Procedure:

1. Students choose a box on their Tic-Tac-Toe board.
2. Complete the math activity in that box using the materials provided to solve equations.
3. Complete 3 boxes in a row (horizontally, vertically, or diagonally).
4. Students earn a “Magnificent Mathematician” sticker when they have 3 in a row.
5. Optionally, students may finish or blackout remaining boxes at home.

VOCABULARY EXTENSION

Standard: CCSS L.2.4, L.2.5, L.2.6

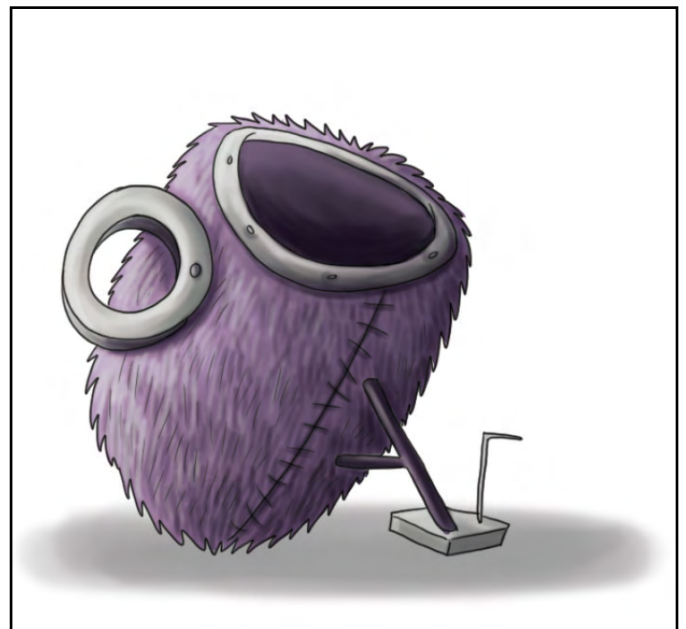
Objective: Students will illustrate, define, and give one synonym for each of these words: *Assistant, Examine, Tinker, Magnificent*.

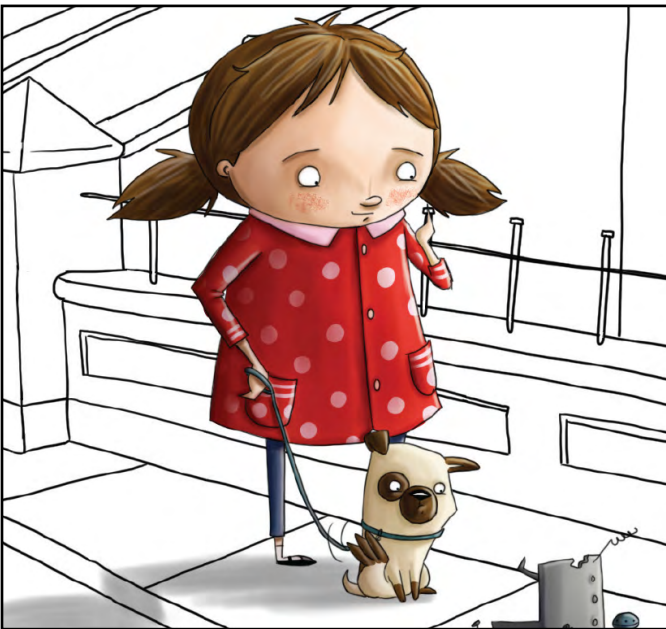
Materials:

- **Magnificent Vocabulary worksheet** (pages 12-15)
- Pencils

Procedure:

1. Teachers and students discuss the meaning of each word from the book (*assistant, examine, tinker, magnificent*).
2. Have students complete their worksheet for each word.
3. Worksheet differentiations: *Illustration only, Illustration & Synonym, Illustration, Definition, & Synonym*, or *Illustration, Definition, Synonym, & Sentence*.





Name: _____

Date: _____

THE MOST MAGNIFICENT THING STORY SEQUENCE

Characters

Setting

What happened

First

Then

Next

Last

Name: _____

Date: _____

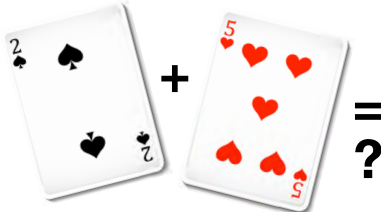

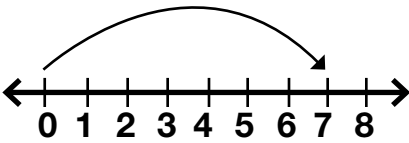

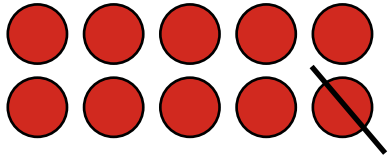
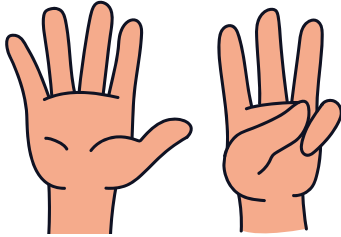


HARD THINGS WORKSHEET

The hardest thing for me is...

I overcame it by...

MAGNIFICENT MATH

Pick 3 in a row — across, down, or diagonal!

<p>Flip Two Cards Add them up</p> 	<p>Roll Two Dice Add them up</p> 	<p>Solve It</p> <p>$8 + 7 = ?$</p> <p>$12 - 5 = ?$</p>
<p>Number Line Start at 2, Jump +5</p> 	<p>Fact Family Make a fact family for 8, 3, 5 and 4</p> 	<p>Draw 10 Dots Cross Out 3</p> 
<p>Solve with Fingers</p> 	<p>Write Equations Write 3 equations in addition & subtraction</p> 	<p>Math Race Solve 5 problems fast!</p> 

Got 3 in a row? You're a...



Name: _____

Date: _____

MAGNIFICENT VOCABULARY

Word: **Assistant**

Illustration

Definition

Synonym

Sentence

Name: _____

Date: _____

MAGNIFICENT VOCABULARY

Word: **Examine**

Illustration

Definition

Synonym

Sentence

Name: _____

Date: _____

MAGNIFICENT VOCABULARY

Word: **Tinker**

Illustration

Definition

Synonym

Sentence

Name: _____

Date: _____

MAGNIFICENT VOCABULARY

Word: **Magnificent**

Illustration

Definition

Synonym

Sentence

ABOUT THIS GUIDE

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read-alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.