

1st & 2nd Grades Lesson Plan
Live with Purpose
Hopes and Dreams

THE MOST MAGNIFICENT THING



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grades: 1 st & 2 nd	Lesson: Live with Purpose-Hopes and Dreams That Didn't Always Come True But Left Them With No Regrets.

<p>OBJECTIVES: CCSS.ELA.LITERACY.RL.1.1: Ask and answer questions about key details in a text.</p> <p>CCSS.ELA.LITERACY.RL.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA.LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups/Large Groups
MATERIALS:	<p>Computer/laptop; internet (with access to YouTube); Smart Board; Comprehension Questions <i>The Most Magnificent Thing</i>; copies of Retell the Story, <i>The Most Magnificent Thing</i>; copies of Story Elements <i>The Most Magnificent Thing</i> Graphic Organizer; copies of How Does the Main Character Change?; copies of What Was the Main Character Thinking?; copies of Who, What, When, Where, Why and How Activity; copies of Your Most Magnificent Thing Drawing Activity</p>
Engage: Hook the students	<p>Show students the cover of the book, <i>The Most Magnificent Thing</i>. Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner, and share their answer.</p> <p>T/P/S Question: What would you make if you had to make the most magnificent thing? Does the most magnificent thing exist, or is it different for everyone? Explain your answer.</p>
Explore: Students make sense of a concept through observations.	<p>Play the YouTube Read Aloud, <i>The Most Magnificent Thing</i>, Author/Illustrator Ashley Spires. https://youtu.be/Sj6MAmeDh7k?si=FcCBI8_eFXaeZAI</p> <p>Hand out Comprehension Questions <i>The Most Magnificent Thing</i>. Allow students time to complete the assignment.</p> <p>Hand out Retell the Story <i>The Most Magnificent Thing</i> in Pictures. Allow students time to complete the assignment.</p> <p>Hand out Story Elements <i>The Most Magnificent Thing</i> Graphic Organizer. Allow students time to complete the assignment.</p> <p>Hand out How Does the Main Character Change? Allow students time to complete the assignment.</p> <p>Hand out What Was the Main Character Thinking? Allow students time to complete the assignment.</p> <p>Hand out Who, What, When, Where, Why and How Activity. Allow students time to complete the assignment.</p> <p>Hand out <i>Your Most Magnificent Thing</i> Drawing Activity. Allow students time to complete the assignment.</p>
Explain: Teacher introduces formal vocabulary and language to students.	<p>magnificent measures easy-peasy tinkers assistant ratio</p>
Elaborate: Students apply what they have learned.	<p>1st Grade: Students will ask and answer questions about key details in a text.</p> <p>2nd Grade: Students will ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. Students will describe how characters in a story respond to major events and challenges.</p>
Evaluate: assessment.	<p>Teachers will select which activities to use as formal/informal assessments.</p>
Enrichment/Service-Learning Project	<p>Encourage your school to participate in the Water for South Sudan Iron Giraffe Challenge. Information to register your school can be found here: https://www.waterforsouthsudan.org/iron-giraffe-challenge</p> <p>Print project completion certificates here</p>

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The Most Magnificent Thing Comprehension Questions

1. At the beginning of the story, the author says this is a regular girl. Why do you think the author calls her a regular girl?
2. Who is the girl's best friend in the whole wide world?
3. What kinds of things do the girl and her best friend do together?
4. The girl likes to make things, what does her dog do?
5. The girl decides she is going to make something magnificent. What does the girl do first?
6. Who does she hire?
7. What happens when the girl finishes her first attempt at building the magnificent thing?
8. What changes does she make to the design of the magnificent thing to try to get it to work?
9. When her hard work draws the attention of a few admirers, why does the girl get mad?
10. What happens when the girl gets angrier?
11. How did the girl's assistant help her to rethink her design problems?
12. What did the girl's mistakes teach her?

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Answer Key

Name _____

The Most Magnificent Thing Comprehension Questions

1. At the beginning of the story, the author says this is a regular girl. Why do you think the author calls her a regular girl? **Answers will vary.**
2. Who is the girl's best friend in the whole wide world? **The girl's best friend in the whole wide world is her dog.**
3. What kinds of things do the girl and her best friend do together? **The girl and her dog race, explore, eat and relax together.**
4. The girl likes to make things, what does her dog do? **The girl makes things, her dog unmakes things.**
5. The girl decides she is going to make something magnificent. What does the girl do first? **First the girl hires an assistant.**
6. Who does she hire? **The girl hires her dog as her assistant.**
7. What happens when the girl finishes her first attempt at building the magnificent thing? **When the girl finishes her first attempt at building the magnificent thing, she discovers it is not magnificent, or good. It is all wrong. So, she puts it to the side and decides to try again.**
8. What changes does she make to the design of the magnificent thing to try to get it to work? **The girl tries to make the magnificent thing better in many different ways. She makes it square, round, she gives it legs, she gives it antennae, she makes it fuzzy, long, short, rough, smooth, big, small and one even smells like stinky cheese.**
9. When her hard work draws the attention of a few admirers, why does the girl get mad? **The girl gets mad because the admirers cannot see the magnificent thing she has in her mind.**
10. What happens when the girl gets angrier? **When the girl gets angrier, she smashes her finger, and then she explodes in anger, and she starts to give up.**
11. How did the girl's assistant help her to rethink her design problems? **The girl's assistant suggests it was time to take a walk to help clear her mind.**
12. What did the girl's mistakes teach her? **Answers will vary.**

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Retell the Story, *The Most Magnificent Thing* Through Pictures

Directions: Draw pictures in the spaces below for each part of the book, *The Most Magnificent Thing*.

Beginning

Middle

End



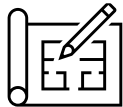
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Story Elements *The Most Magnificent Thing* Graphic Organizer

Main Character



Setting



Problem



Solution



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How Does the Main Character Change? Cite text evidence.

BEGINNING

MIDDLE

END

What did the girl learn from her mistakes? Do you learn from your mistakes? _____

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Who, What, When, Where, Why and How Activity

WHO?

WHAT?

WHEN?



WHERE?

WHY?

HOW?

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What was the Main Character Thinking?

At the beginning of the story...

When her first attempt did not work...

When her second attempt did not work...

When her many attempts did not work...

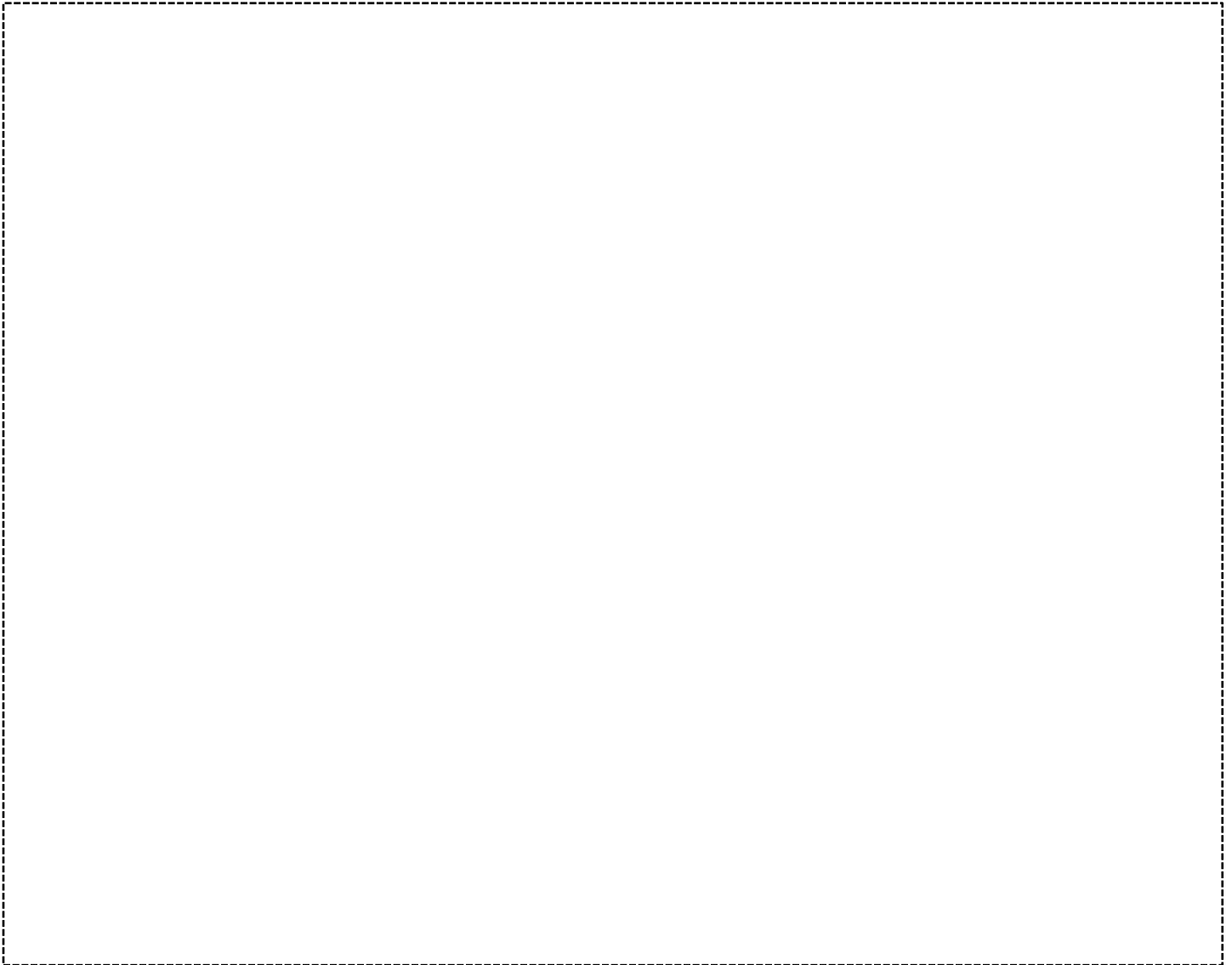
When she finally had success...

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If you were going to build a **Most Magnificent Thing**, what would it be? Draw a picture of it in the space below and make a list of what you would need to build it.



List of materials to build your **Most Magnificent Thing**:
