



## Lesson ELA 2C

### *The Most Magnificent Thing*

In this lesson, students will think about how characters react to major events and challenges in the story. By trying to identify with the main character, students will be able to relate her strategies and successes to their own challenges. By understanding that obstacles and failures are a part of the process, students will be able to apply that to their own life.

**Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.3**

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

**Time Frame:** 60-75 minutes

#### **Materials**

*The Most Magnificent Thing* by Ashley Spires (1 copy per student but could be shared among teachers at a school)

Sticky Notes (box of stickies)

Index Cards

Chart Paper

Handout for Target Task

Handout for Extend the Task

#### **Engage**

Explain to students that today we are going to investigate what happens when we face difficult challenges.

Read the first 2 pages of the book, *The Most Magnificent Thing*. Ask the students, What do you think is going to happen on her journey to create this magnificent thing? Listen to a few students respond.

Before we read on, you are going to have a chance to create an amazing tall tower.

#### **Explore**

Tell the students they will be building the tallest tower they can create with



the paper they choose (either sticky notes OR index cards).  
Ask the students to turn and talk about which material they would choose and why (sticky notes or index cards).

Have a few students share their thoughts.

Pass out materials and give the students 5 minutes to build their tower. Let the students know they should work on this quickly. Do not provide additional details or guidance – focus should be on having the students explore.



#### **Look For**

- Students who articulate clear explanations. (Communicative)
- Students who come up with original ideas. (Creative)
- Students who continue to continue to find new ideas to try out. (Creative)

#### **Explain**

Think about how you felt during the activity. How did you feel as you were building? What did you do when you felt struggle?

Ask the students to use sticky notes to write down all of the things they did when they felt frustrated.

Ask students to bring their sticky notes to the discussion area.  
Ask each student to read their sentence and place the sticky note on the chart paper.



Ask students, what do you notice about the responses? How might you sort the responses? Have students turn and talk.

Continue reading the story. Stop reading when the girl finishes her first attempt. Ask: How do you think she is feeling? How can you tell?  
Continue reading, stopping to check in how the girl is responding to the process of building her magnificent thing. Give students the opportunity to turn and talk about what they notice.



#### **Look For**

- Students who come up with more than one idea. (Creative)
- Students who notice a pattern with the sticky notes on the chart paper. (Perceptive)
- Students who articulate clear explanations about their ideas. (Communicative)
- Students who can effectively explain their feelings or the feelings of

the character. (Communicative)

### **Elaborate/Extend**

#### *Target Task*

Distribute the handout and student copies of the book. Ask students to think about what challenges the character faced in the story, how she responded to them, and why they think she responded that way. Students can write their response and draw an illustration.

Once the students have completed this task, pair them up to compare their ideas. Post the following questions on the board/Smartboard for them to use as potential conversation starters:

- What did the character do when she started to struggle?
- Why do you think she responded in the way she did?
- How do you think she felt when she was struggling?
- What happened to make the situation get better?
- Can you think of a time you struggled at something? How did you feel?

#### *Extend the Task*

For students who showed evidence of high potential behaviors earlier in the lesson, consider modifying the lesson with the following activity:

- Review the Extend the Task handout with the students.
- Ask students to think about what challenges the character faced in the story and how she responded to them, and then to think of another way the character could have responded to the challenges in the story.

#### *Scaffolding and Support*

For students who are struggling to identify how the character responded to challenges she faced in the story, review the text and ask guiding questions such as:

- What was something that was hard for the character? What did she do when building was hard for her?

For students who are struggling to write their response, encourage them to add details to their drawing and describe the event and response to you. They should also be encouraged to use spelling patterns they are familiar with to sound out words or parts of words.

#### **Look For**

- Students who can easily explain the relationships between the story events or challenges and the character's responses. (Communicative)
- Students who come up with other ways for the character to face

challenges. (Creative)

- Students who use ideas from the first task to persevere through the challenge. (Resourceful)
- Students who use ideas from the first task to write how the character would have persevered through the challenge. (Resourceful)

### **Evaluate**

Ask students: How did the character respond to challenges in the story? What are some ways that you responded to challenges, either in today's lesson, or in other situations?

Take a few minutes for students to share ideas in a group discussion.

Reiterate that people/characters respond in many different ways to challenges. By understanding that obstacles and failures are a part of the process, students will be able to apply that to their own life.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Think about the story, *The Most Magnificent Thing*. Respond to the question in complete sentences.  
Draw a picture to match your words. Then answer the other question.

**What was a challenge that the character faced in the story, and how did she respond to it?**

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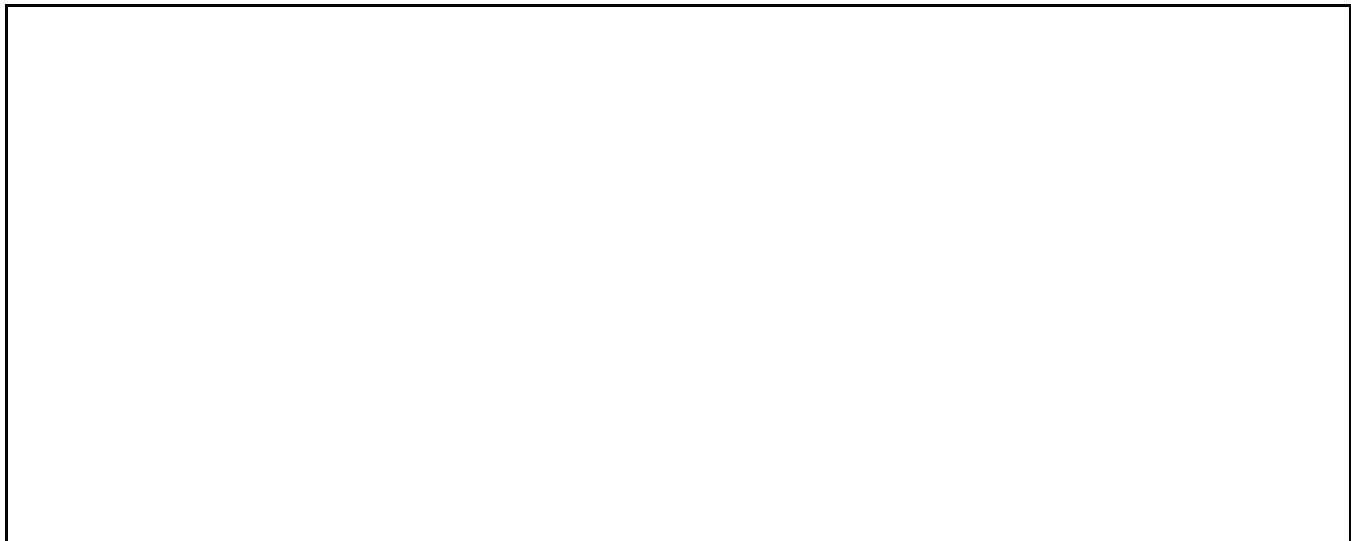
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**Why do you think she responded that way?**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Think about the story, *The Most Magnificent Thing*. Respond to the question in complete sentences.  
Draw a picture to match your words. Then answer the other questions.

**Think about the challenges the character faced and how she responded to them. What is another way the character could have responded to her challenges in the story?**

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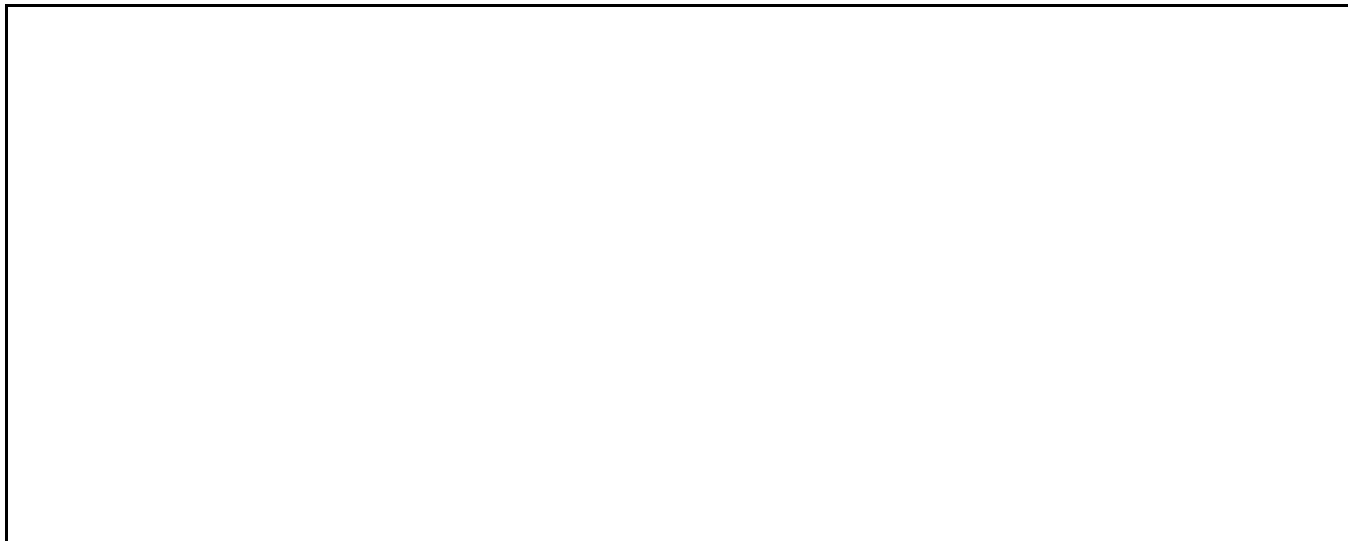
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**Why would your suggestion have been a good response? What might have happened next?**

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