

The Most Magnificent Thing

A RIF GUIDE FOR EDUCATORS

Themes: Imagination, Engineering, Perseverance

Book Brief: This book follows a young girl and her best friend as she attempts to create the most magnificent thing. Join her as she finds out that creating something magnificent means making mistakes along the way.

Author and Illustrator:
Ashley Spires

Content Connections:
Science, Math,
Social Studies



TIME TO READ!



BEFORE WE READ, LET'S LOOK AT...

The Cover: What *inferences* can you make about the girl on the cover based on the title and cover picture? What do you think the book will be about? Explain.

The Pictures: Show students the first couple of pages. What do the pictures tell you about the setting of the book? What can you tell about the relationship between the girl and her dog?

Prior Knowledge: Ask students to define “magnificent.” Have them provide examples of things, actions, or people that they think this word describes. Can they list any synonyms for magnificent? Any antonyms? What does it mean to be the *most* magnificent?

Vocabulary: magnificent, assistant

Purpose for Reading: As we read, think about how the author uses verbs to help you understand the process of creating something magnificent.

WHILE WE READ

MONITORING COMPREHENSION

- ◆ What do you think the girl's idea is going to be?
- ◆ Why is she working on the sidewalk?
- ◆ How could her creation be all wrong after she was so confident about the design?
- ◆ What do you notice about how the author uses verbs in this story?

- ◆ How do the illustrations reflect the girl's feelings?
- ◆ Have you ever heard someone say, “I took a walk to clear my head”? How could a walk help to do that?
- ◆ What did the girl's mistakes teach her?



LET'S THINK ABOUT

Our Purpose: How did the author use verbs to give a deeper sense of what it took to create something magnificent? How did this create a sense of rhythm for the text?

Extending Our Thinking: What character traits would you use to describe the girl? How might the story have changed if the girl had been the narrator? Think about this story from the dog's perspective. How might the story have changed if he had been the narrator? 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.

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



Reading Is
Fundamental