

## ***The Most Magnificent Thing***

Written and illustrated by Ashley Spires

*The Most Magnificent Thing* is about a girl who wants to make something magnificent. She has a picture in her mind of how she wants it to turn out, but no matter what she does, it just doesn't match what she envisioned. This is a charming look at perseverance and its rewards.



### **Possible strategy instruction:**

#### ***Comprehension***

- **Use prior knowledge to connect with text:**
  - On page 1—How do you connect with the character? (Do you have a pet you spend time with? Do you enjoy spending time with a pet or sidekick?)
  - Keep reading page 2—Now how do you connect with the character? (Do you enjoy making things?)
  
- **Ask questions throughout the reading process:**
  - When the character sets up her work space, what are your thoughts on her choice of location?
  - On page 8, the character tosses it aside and tries again. What does this tell you about her personality? (She's not a quitter; she has perseverance.)
  - Page 10—Look at the picture. What is her facial expression telling you about how she's starting to feel?
  
- **Retell the story:**
  - Being able to retell a story is a great strategy for checking our comprehension. You can retell the main events in writing or when discussing the book.
    - Language you can use would be “in the beginning . . .,” “The main characters were . . .,” “The character was trying to . . .,” “The problem of the story was . . .,” and “The solution of the story was . . .”

#### ***Accuracy***

- **Use the pictures . . . Do the words and pictures match?**
  - Look at the picture of the model drawing the character has on page 4. She's making a plan. Look at the plan. How would you describe her? How would you describe her plan? (She thinks things through. She is detail oriented. She is organized.)

### ***Accuracy continued***

- **Use beginning and ending sounds:**
  - Slow down and pay attention to words you don't know by sight. For example, we might not know the word *magnificent* (mag-nif-i-cent). When that happens, look at the word, look at the letters in the word, and identify the beginning, *mag*, and the ending, *cent*. Now look at the middle, *nif-i*. Now put it all together: "mag-nif-i-cent." Now say it all together until it sounds smooth: "magnificent."

### ***Fluency***

- **Adjust and apply different reading rates to match text:**
  - On pages 10–12, the character is really focused on working on her project. That should be read more slowly: "The girl saws and glues and adjusts. She stands and examines and stares." Clarify that those are tasks she would do while being careful about her work.
- **Use punctuation to enhance phrasing and prosody:**
  - On pages 13–14, look at the punctuation separating the ideas in each sentence. "She tries all different ways to make it better. She makes it square. She makes it round. She gives it legs. She adds antennae."
  - On page 14 the adjectives are added to show how much she works on this invention. "She makes it fuzzy. She makes it long, short, rough, smooth, big, small—one even smells of stinky cheese! But none of them are MAGNIFICENT."
  - What does the punctuation used (the commas and exclamation mark at the end) do to enhance phrasing? (How we read that part of the story?)

### ***Expand Vocabulary***

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
  - On page 2, the word *magnificent* is repeated. What does *magnificent* mean?
  - Try using the word *magnificent* in your speaking or writing. What are some things that may be magnificent to you?
  - Page 11—The word *examines* is used. Look at the picture. What does the word *examines* mean? Can you use it in a sentence?

***This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.***