Unit 1/Week 1

Title: Ruby the Copycat

Suggested Time: 5 days (30-45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.5, RL.3.7, RF.3.4; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.4, L.3.5, L.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teaching about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Everyone has special gifts to share, and it is important to be your own person.

Synopsis

In this story, Ruby wants to fit in with her new class, so she imitates everything her friend, Angela, does. At first, Angela doesn’t seem to mind, but she soon grows tired of Ruby imitating her. The teacher, Miss Hart, realizes what is happening and encourages Ruby to just be herself. At first, Ruby struggles with this idea and instead of copying Angela, she starts to copy Miss Hart. After some additional prodding from Miss Hart, Ruby discovers that she has a special gift to share. Her classmates recognize this too and embrace Ruby’s “hopping” talent--even Angela.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.

Text Dependent Questions

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| **Questions** | **Answers** |
| How does Ruby feel about coming into this classroom? What in the picture makes you think this? | Ruby feels nervous or afraid of coming into a new classroom. I think this because:   * Ruby only half-way opens the door * She just peeps in instead of coming into the classroom * Ruby holds her head down as if she is afraid to look in * The expression on Ruby’s face shows that she is nervous and frightened. |
| The author says, Ruby smiled at Angela’s bow and tiptoed to her seat.” Based on the text and what happens in the story, why did Ruby “smile at Angela’s bow”? | Miss Hart drew Ruby’s attention to Angela’s bow when she called it pretty and identified Angela based on the bow. Based on only this information, we can infer that perhaps Ruby smiled at the bow because she thought it was pretty or liked it in some way; however, we can infer from reading the rest of the story that Ruby planned to copy the bow, and this idea made her smile.  Teachers could note that this is a form of foreshadowing, and they could explain this term to students. Ruby’s smiling at the bow foreshadows that she is going to “copy” the bow in some way. |
| A coincidence is when two things happen that are connected or similar but were not planned. What is the coincidence? | Angela said that she was the flower girl in her sister’s wedding. Ruby said that she was the flower girl in her sister’s wedding too. |
| After Ruby said she was also a flower girl in a wedding, Angela turned and smiled at Ruby. The author writes, “Ruby smiled at the top of Angela’s head.” Use the text to help you explain what this means. | When Angela smiled at Ruby it made Ruby like Angela even more. When Angela turned back around Ruby kept smiling even though she was looking at the back of Angela’s head. The illustration shows a big smile on Ruby’s face and a look that indicates she thinks that Angela is wonderful. |
| What is Ruby doing that serves as a form of foreshadowing? | Ruby is looking around the easel to see what Angela is wearing. She is painting similar flowers to the ones on Angela’s sweater. This foreshadows the fact that Ruby is going to copy Angela’s sweater in some way. |
| At lunchtime Ruby hops home. What does Ruby do when she gets home? How does Angela respond? How does the text let us know this? | At lunch time Ruby hops home to make a sweater with flowers on it, just like Angela’s. It also helps us see that Ruby cut out the flowers that she painted during art and pinned them onto her purple sweater. |
| Why did Ruby answer, “Wet paint” when Angela asked her why she was sitting like that? | Ruby responded “Wet Paint” because she had just painted her t-shirt and sneakers to match Angela’s. Her shirt, shoes and hands were not dry yet. |
| Why didn’t Angela whisper back to Ruby? Use the text to support your answer. How is this different from the other times Ruby copied her? How does illustration help to show us how Angela feels? | Ruby copied Angela once again after lunch by modeling her “flower girl” dress. This time Angela didn’t comment that she liked Ruby’s dress as she had all the other times. She is tired of being copied. The illustration shows Angela is angry because she is not even looking at Ruby and is walking away from her. The illustration also shows that Angela has a clenched fist. |
| A metaphor is a phrase that describes something by comparing it to something else. For example, I was ice. Rather than simply saying that I was feeling cold, I compared how cold I was to ice. Angela’s poem is a metaphor for how she feels. Re-read the poem, and, in your own words, describe how Angela feels and explain how you know.” | A proficient answer should include:  The cat in Angela’s poem referred to Ruby. When Angela said she could not see the cat because it stayed in back of her, she meant she would never know Ruby's true personality because she stayed behind Angela looking for things to copy instead of talking with her. Angela wrote that the cat was loyal and it was sad that they would never meet. This line describes that Angela knew Ruby liked her and she was sad they would never get to know one another. |
| \*Ruby did not copy Angela’s poem exactly. Without using the exact poem, how did Ruby copy?  *See additional task on p. for more details.* | \*She changed some of the words. Instead of saying cat, she said *pet*, instead of saying that she could not see it, she said she *never met it*. Angela said the cat stayed in back of her. In Ruby’s poem she said it *stayed behind her*. In the last line of Ruby’s poem, she said *I’m sure* *it was a cat* ***too.*** |
| What does Miss Hart mean when she says, “be Ruby first”? | Miss Hart is telling Ruby to be herself. She tells her that she can be anything she wants but most of all she needs to be herself. |
| Who is Ruby copying? What happens in the text that foreshadows that Ruby will do this? | Ruby is copying Miss Hart. The text says she copied her by gluing long pink fingernails to every finger. Miss Hart told the class that she went to the opera over the weekend. Ruby said that she went to the opera too. We can expect Ruby to copy Miss Hart because the author says, “Ruby smiled at Miss Hart’s beautiful, polished fingernails.” The illustration reinforces this fact, as we see Ruby staring down and smiling at Miss Hart’s hand. |

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| |  |  | | --- | --- | | How does Miss Hart remind Ruby to be “Ruby first” on 36? | Miss Hart makes Ruby think about something else that she did over the weekend. Ruby said that she hopped. | | How did “Ruby the Copycat” become a leader that others copied? | She showed her hopping skills to the class. The text says that the class cheered and clapped because Ruby was the best hopper that they had ever seen. Miss Hart turned on the music and told the class to follow the leader and do the “Ruby Hop” so Ruby led the class around the room while everyone copied her. | |  |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | coincidence  \*foreshadow | pleasant  slid  raced  loyal  scribbled  edge, polished  sprang |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | murmur | announced, tiptoed  matching  modeled  recited  peeled  cheered |

Culminating Task

* Re-Read, Think, Discuss, Write

*In the beginning of the story, Ruby was nervous about being new at school. What did she do as a result of being nervous? Write a paragraph with at least 5 sentences for your answer, and give at least 2 examples from the story in your answer.*

*In a second paragraph with at least 5 sentences, describe the lesson Miss Hart helped Ruby learn by the end of the story. Explain how you know Ruby really learned this lesson. Use at least 3 details from the story in this second paragraph.*

Answer:

In Ruby the Copycat, Ruby was nervous about being new at school. Because she was nervous, Ruby copied everything that her friend Angela did. For example, when she saw Angela’s bow, she went home and put a bow in her own hair. And when she saw Angela was wearing a sweater with flowers, she went home and pinned flowers on her own sweater. At first, Angela did not care that Ruby was copying her, but after a while she started to get angry.

After Miss Hart realized what Ruby was doing and saw how it was upsetting Angela, Miss Hart told Ruby to just “be Ruby” or be herself. At first, after Miss Hart said this to Ruby, Ruby started to copy Miss Hart. Miss Hart saw this and encouraged Ruby, again, to be herself. After this help from Miss Hart, Ruby realized that she was really good at hopping. She showed her classmates how to hop, and everyone hopped around the classroom. Angela and Ruby even hopped home from school that day. Ruby’s decision to show her classmates how much she liked to hop, showed that she was being herself. Since she hopped home every day earlier in the story, we know this is something she really likes to do, and it is something that makes her “her.”

Additional Tasks

* Compare and contrast Angela’s poem to Ruby’s poem. Do this by placing the two poems side by side on the overhead or ELMO rereading and analyzing each stanza word-by-word, line-by-line.

Goes with the text dependent question and answer marked by asterisk on p. 3

* Think about a gift or talent you possess. Write a paragraph about **either** the first time you discovered this talent and how that discovery made you feel **or** a time when she shared this talent with someone else and why you decided to do so.

Note to Teacher

* This story provides a great opportunity to teach the concept of foreshadowing. Questions regarding foreshadowing have been built into the question sequence.