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** |
| Based on the illustration on page 22, 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. |
| On page 23, 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 described on page 24? | 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 and illustration on page 24 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. |
| Look at the illustration on page 26. What is Ruby doing? How does this illustration serve as a form of foreshadowing? | In the illustration, 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 do both the text and the illustration on page 27 let us know this? | At lunch time Ruby hops home to make a sweater with flowers on it, just like Angela’s. The illustration 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? (Pg. 28) | 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 on p. 29? 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 on page 31 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. |
| How does the picture help explain why the author used the word *murmured* in the last sentence on p. 32? | The text says that Miss Hart murmured, “What a coincidence”. The picture shows Miss Hart with her hand on her head looking sad and frustrated as Ruby recites a similar poem to Angela’s. |
| \*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”? (p. 34?) | 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 on p. 35? 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 | p. 24 - coincidence  \*foreshadow | p. 23 - pleasant  p. 25 - slid  p. 30 - raced  p. 31 - loyal  p. 33 - scribbled  p. 34 - edge, polished  p. 37 - sprang |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | p. 32 - murmur | p. 23 - announced, tiptoed  p. 28 - matching  p. 29 - modeled  p. 32 - recited  p. 36 - peeled  p. 38 - 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.

Supports for English Language Learners (ELLs) to use

with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.