

Read to Be Ready plans for: The Story of Ruby Bridges

ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. b) Know spelling-sound correspondences for additional common vowel teams.
- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d) Write most common, frequently used words and most irregular words.
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. c) use reflexive pronouns such as *myself* and *ourselves*.
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. use words and phrases acquired
- 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.
- 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
2. RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.
- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
- 2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- 2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.
- 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.W.TTP.2 Write informative/explanatory texts. a) Introduce a topic. b) Use facts and definitions to provide information. c) Provide a concluding statement or section.
- 2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
- 2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
- Social Studies: Government and Civics: 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.
- History: 2.29 Examine the significant contributions made by people of the U.S.

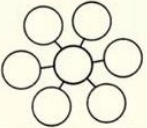
Comprehension skill: fact and opinion. **Phonics:** Vowels oo, ue, ew, ui

Grammar/Writing: Adverbs that tell how **Unit Focus:** Famous Americans

Culminating Activity: Comparison of characters from two different texts - Ruby from The Story of Ruby Bridges & Molly from Molly's Pilgrim

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>1. read – Read <u>The Story of Ruby Bridges</u> for enjoyment and flow of text. Use time wisely - Do not pause for much discussion as this will come later. * Do not read the “Afterword” yet.</p> <p>***Tell students ahead of time that while you read you want them to visualize themselves as Ruby and feel what she must have felt. Also, tell them that after reading they will be talking about how they would describe Ruby's character.</p>	<ul style="list-style-type: none"> • crops • janitor • courage • surrounded • mob • budge • irritated <p>These can be pre-taught or wait for explicit instruction tomorrow.</p> <p>These words should remain displayed throughout the week. Look for these to be used in student writing work.</p>	<p>1. Who is the main character?</p> <p>2. What character traits does Ruby have? (brave, courageous, determined, obedient, faithful, relaxed, comfortable, studious, respectful)</p> <p>3. Talk to a partner and describe how you might have felt in that same situation.</p> <p>4. What makes Ruby Bridges a person whom we should spend time getting to know about?</p> <p>*****POWERFUL Discovery Ed VIDEO- the real Ruby Bridges, her teacher, and a federal Marshall who escorted her- https://tinyurl.com/ybhppesf</p>	<p>Using a bubble map, write adjectives that describe Ruby Bridges.</p> <div style="text-align: center;"> <p>BUBBLE MAP</p> <p>FOR DESCRIBING USING ADJECTIVES</p> </div>	<p>Adjectives – this story is rich with adjectives, especially used to describe the main character.</p>

T U E S D A Y	<p>Re-read only the first half of book (see question column for guidance) Pause for think-pair-share discussions & whole group discussion on each of the pages noted for questions.</p> <p>**There are no page numbers so illustrations were used to denote pages for questions.</p> <p>**Today will be the beginning of explicit instruction on character comparison: Ruby & Molly</p> <p>Shared Reading: Ruby Bridges Goes to School</p>		<ol style="list-style-type: none"> 1. On first page: Can you think of another character we've read about who had to make a move with her family? (Molly's Pilgrim) 2. Why did both girls need to move? (explicitly guide discussion to include change of job for father and the similarity between the right to religious freedom and the right to go to school for a quality education) 3. Bedroom page -last paragraph: By using "Him" who is the author referring to in that sentence? 4. Church page: What is meant by "<i>be a credit to her own people and be a credit to all American people</i>"? (do something brave to stand up for the rights of all) 5. Protestor page: Who helped Ruby that day? (President of USA & Federal Marshalls) 6. Next Protestor page: What do you think Ruby heard, saw, & felt as she walked into school? (this can be done as a word web to help with writing prompt) 7. What character traits has Ruby exhibited up to this point in the story? 	<p>What was it like to be Ruby Bridges? Describe what Ruby must have seen, heard, and felt as she walked into school each day.</p>	<p>Review: Dipthong /ou/ - found in <u>Ruby Bridges</u>: surrounded proud outside shouted crowd down howling</p> <p>**This unit of study lends itself well to a Seesaw recording. Meets the standard to use digital tools to produce and publish writing.</p>
W E D N E S D A Y	<p>Read the last half of the story, beginning with the page where Ruby is sitting at a school desk, by herself. Pause on each page for questions from question column. Make sure to use think-pair-share as well as whole group discussion.</p>		<ol style="list-style-type: none"> 1. School page: What is remarkable about the teacher's description of Ruby? (Ruby was not nervous, nor anxious, nor irritable, nor scared) 2. Next page with teacher: What words are used to describe Ruby? (relaxed, comfortable) 3. Page with Ruby stopped in middle of mob: What do you think made Ruby so brave and calm on this page when the Marshalls were so "frightened"? (Ruby's faith and family) 4. Ruby with teacher: Explicitly teach the word "<i>irritated</i>". What message do you think the author was giving the reader on this page when writing about Ruby's talk with her teacher? 	<p>Ruby stopped in the middle of the mob to pray for them. What character traits did Ruby possess that enabled her to do this?</p>	

T H U R S D A Y	Using <u>Molly's Pilgrim</u> - Have students share the 10 class copies of the book, while teacher leads quick review of the main events in the book. (this book was featured during Quarter 2)	Tier 2 words to review from <u>Molly's Pilgrim</u> : <ul style="list-style-type: none"> • pilgrim • religious freedom • synagogue • taunted **These words are relevant to both texts - <u>Molly's Pilgrim</u> and <u>The Story of Ruby Bridges</u> .	1. Why did Molly's family move each time? 2. What problems did Molly have at school? 3. Why did the students in Molly's class end up changing their responses to her? 4. What character traits describe Molly from <u>Molly's Pilgrim</u> ? 5. Do any of those character traits make you think of Ruby from <u>The Story of Ruby Bridges</u> ? Why? *Tomorrow you will be writing a comparison between the two characters.	Create a bubble map of the adjectives that describe Molly from <u>Molly's Pilgrim</u> <div data-bbox="1008 283 1320 478" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>BUBBLE MAP</p>  <p>FOR DESCRIBING USING ADJECTIVES</p> </div>	
F R I D A Y	Teacher will lead students in a discussion of the two main characters, Ruby and Molly. Concentrate on the similarities of the two characters as this will be the focus of today's writing assignment.	Review the bubble maps created by students for Molly & Ruby - making sure that the students understand the meanings of the adjectives used to describe the characters	Today you will create a written comparison of the two main characters from <u>Molly's Pilgrim</u> and <u>The Story of Ruby Bridges</u> . In what ways were their lives the same? What character traits were similar in describing both characters? Each girl showed strength in some way. What way? Each girl's family endured a struggle. What were those struggles?	Culminating task: Using the word bubble for Ruby and the word bubble for Molly write a comparison of the two characters. How are they alike? Begin with a starter sentence, followed by at least 3 supportive detail sentences, and then end with a closing sentence.	Encourage students to use adjectives discussed during this text set study.