

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for The Story of Ruby Bridges by Robert Coles

Retelling and Summarizing Lesson Plan

The Story of Ruby Bridges
By: Robert Coles
Grade Level: 3 / Guided Reading Level: O

Retelling and Summarizing

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary
The Story of Ruby Bridges is the story of a six-year-old African-American girl who became the first black child to go to an all-white school. In 1960, Ruby Bridges started school at William Frantz Elementary in New Orleans, Louisiana. At that time, many white people were not happy about Ruby's presence at their school. They protested, said mean things, and refused to send their children to school for as long as Ruby was there. Instead of withdrawing from school, Ruby remained calm and confident. She never showed her anger. Because of Ruby's courage, she taught the white people in her community a lesson and helped other people throughout America understand that segregation was unfair.

Link to What You Know

- Have you ever seen people protest something? What were they protesting? Why?

Important Words to Know and Understand

Anxious—Afraid or nervous especially about what may happen; feeling anxiety.

Marshal—A federal official who is responsible for doing the things that are ordered by a court of law, finding and capturing criminals, etc.

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a reporter. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

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Retelling and Summarizing

3
Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4—Who is the main character in the story? What important information do you know about the character so far?

Page 9—Ruby's family is praying long and hard. What are they praying for?

Page 14—What happened every day when Ruby arrived at school? Why is this an important part of the story?

Page 17—What is Ruby's teacher's name? What surprised her about how Ruby was handling the mob?

Page 25—What does Ruby do before and after school each day? Why does she do this?

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect
Think—What type of information did you use when you retold and summarized *The Story of Ruby Bridges*? Did you stop throughout the story to think about what was happening in the story? What did you do when you finished the book?

Talk—Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Write—Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Story of Ruby Bridges*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

The Story of Ruby Bridges
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Grade Level: 3 / Guided Reading Level: O

Making Inferences

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3
Make Inferences While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

4
Notice the Work You Did While Reading

- Think
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Determining Importance

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3
Determine Importance While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect
Think—What type of information did you use when you retold and summarized *The Story of Ruby Bridges*? Did you stop throughout the story to think about what was happening in the story? What did you do when you finished the book?

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Making Inferences

Determining Importance

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Synthesizing

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3
Synthesize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect
Think—What type of information did you use when you retold and summarized *The Story of Ruby Bridges*? Did you stop throughout the story to think about what was happening in the story? What did you do when you finished the book?

Talk—Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Write—Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Story of Ruby Bridges*. (Remember to include examples from the book!)

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Asking Questions

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3
Ask Questions While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect
Think—What type of information did you use when you retold and summarized *The Story of Ruby Bridges*? Did you stop throughout the story to think about what was happening in the story? What did you do when you finished the book?

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Write—Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Story of Ruby Bridges*. (Remember to include examples from the book!)

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Synthesizing

Asking Questions

Answer Key for Retelling and Summarizing with The Story of Ruby Bridges

Your Turn to Practice Retelling and Summarizing with The Story of Ruby Bridges

Page 4—Who is the main character in the story? What important information do you know about the character so far?

Page 9—Ruby's family is praying long and hard. What are they praying for?

Page 14—What happened every day when Ruby arrived at school? Why is this an important part of the story?

Page 17—What is Ruby's teacher's name? What surprised her about how Ruby was handling the mob?

Page 25—What does Ruby do before and after school each day? Why does she do this?

Answer Key for Making Inferences with The Story of Ruby Bridges

Your Turn to Practice Making Inferences with The Story of Ruby Bridges

Page 4—Who is the main character in the story? What important information do you know about the character so far?

Page 9—Ruby's family is praying long and hard. What are they praying for?

Page 14—What happened every day when Ruby arrived at school? Why is this an important part of the story?

Page 17—What is Ruby's teacher's name? What surprised her about how Ruby was handling the mob?

Page 25—What does Ruby do before and after school each day? Why does she do this?

Answer Key for Determining Importance with The Story of Ruby Bridges

Your Turn to Practice Determining Importance with The Story of Ruby Bridges

Page 4—Who is the main character in the story? What important information do you know about the character so far?

Page 9—Ruby's family is praying long and hard. What are they praying for?

Page 14—What happened every day when Ruby arrived at school? Why is this an important part of the story?

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Answer Key for Asking Questions with The Story of Ruby Bridges

Your Turn to Practice Asking Questions with The Story of Ruby Bridges

Page 2—What are you wondering about how Ruby helped change our country? How was she a leader?

Page 6—How do you think the girls feel about going to an all-white school? What do you wonder about how they were chosen?

Page 14—What are you wondering about all the white people yelling at Ruby? How will the answer to your question help you understand the story?

Answer Key for Synthesizing with The Story of Ruby Bridges

Your Turn to Practice Synthesizing with The Story of Ruby Bridges

Page 1—What is Ruby's story mainly about so far? Support your answer with details from the text.

Page 12—What have you learned about Ruby's story? What makes her story important?

Page 18—How did Ruby behave in an unexpected way? What did Ruby do? What do you think of Ruby's behavior?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text.	What do you know about the story?	

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Making Inferences

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below:

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Determining Importance

Asking Questions

Title: _____

Question Sentence Starters	Why didn't I...?	How does...?
I am confused about...	I am curious about...	I am not sure why...

Question	Answer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Asking Questions

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Synthesizing