

# Here's What You'll Get in the The Story of Ruby Bridges Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

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

**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 to 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 uneasy  
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

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
The Story of Ruby Bridges  
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**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  
✓ Reflect  
✓ 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 book? 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 what you chose as your favorite. Remember to ask your partner to share their thoughts about the book too.  
Reflect - Think about the characters, events, and the settings in The Story of Ruby Bridges. How does paying attention to the story elements help you to be a better reader?  
Write - Glue 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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**Making Inferences**  
The Story of Ruby Bridges  
Grade Level: 3 / Guided Reading Level: O

**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**  
✓ Look for clues that help you understand what is going on in the story  
✓ Think about what the characters are feeling and why  
✓ Notice the names of the characters and places  
✓ 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  
✓ Reflect  
✓ Write

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

**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**  
✓ Look for big ideas  
✓ Notice what is important about the story  
✓ Think about what the characters are feeling and why  
✓ Notice the names of the characters and places  
✓ 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  
✓ Reflect  
✓ Write

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

**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**  
✓ Look for clues that help you understand what is going on in the story  
✓ Think about what the characters are feeling and why  
✓ Notice the names of the characters and places  
✓ 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  
✓ Reflect  
✓ Write

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

**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**  
✓ Look for big ideas  
✓ Notice what is important about the story  
✓ Think about what the characters are feeling and why  
✓ Notice the names of the characters and places  
✓ 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  
✓ Reflect  
✓ Write

**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**

**Answer Key for Making Inferences with The Story of Ruby Bridges**

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

**Answer Key for Determining Importance with The Story of Ruby Bridges**

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

**Answer Key for Asking Questions with The Story of Ruby Bridges**

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

**Answer Key for Synthesizing with The Story of Ruby Bridges**

**Your Turn to Practice Synthesizing with The Story of Ruby Bridges**

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**"I Can" Statement**

**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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the story?	Drawings, thoughts, or clues from the text.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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 part 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

**Asking Questions**

Title: \_\_\_\_\_

Question Sentence Starters

Why does...? How does...?

I am confused 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

**Synthesizing**

Title: \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

## Vocabulary Connections Resources

## Important Words to Know and Understand in The Story of Ruby Bridges Word List

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

**Vocabulary Connections**

**Important Words to Know and Understand in "The Story of Ruby Bridges"**

**Anxious**  
Afraid or nervous especially about what may happen : feeling anxiety

**Courage**  
The ability to do something that you know is difficult or dangerous

**Credit**  
Money that a bank or business will allow a person to use and then pay back in the future

**Desegregate**  
To end a policy that keeps people of different races apart : to end a policy of segregation

**Education**  
The knowledge, skill, and understanding that you get from attending a school, college, or university

**Federal**  
Of or relating to the central government

**Leader**  
Someone or something that leads others: such as a : someone who guides other people

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




**Persuade**  
To cause (someone) to do something by asking, arguing, or giving reasons

**Spirit**  
The force within a person that is believed to give the body life, energy, and power




Vocabulary Word List | ©BookPages.com

## Vocabulary Connections

**The Story of Ruby Bridges**  
 By: Robert Coles  
 Grade Level: 3 / Guided Reading Level: 0

Anxious	Courage	Credit
		

**Directions:**  
 1. Read the story.  
 2. Find on the board the 9 Words, Types or Subjects the Story of Ruby Bridges Contains.

Desegregate	Education	Federal
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**The Story of Ruby Bridges**  
 By: Rebecca Cottrell  
 Grade Level: 3 / Guided Reading Level: C

## Vocabulary Connections

**Step 1: Flip Definitions**

1. Cut out the word cards. 2. Fold on the solid line. 3. Write, draw or repeat the top of each card. 4. Glue.

<b>Anxious</b>	<b>Courage</b>	<b>Credit</b>
Afraid or nervous especially about what may happen: feeling anxiety	The ability to do something that you know is difficult or dangerous	Money that a bank or business will allow a person to use and then pay back in the future

<b>Desegregate</b>	<b>Education</b>	<b>Federal</b>
To end a policy that keeps people of different races apart : to end a policy of segregation	The knowledge, skill, and understanding that you get from attending a school, college, or university	Of or relating to the central government!

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

[illegible]


### Word Games

with Words from **The Story of Ruby Bridges**

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**Directions:** Fill in each blank with the correct word from the word bank to complete the sentence.

- A good \_\_\_\_\_ knows how to guide other people.
- Peter is trying to \_\_\_\_\_ his mother to buy him the toy car.
- \_\_\_\_\_ gives people the skills and tools they need to achieve their dreams.
- Martin Luther King's words put \_\_\_\_\_ into everyone's heart.
- Sally was \_\_\_\_\_ to discuss his report in front of the class.



**WORD BANK**

- Anxious
- Leader
- Courage
- Education
- Persuade

**Directions:** Graph the number of syllables in each of the words below.

ANXIOUS									
COURAGE									
CREDIT									
DESEGREGATE									
EDUCATION									
FEDERAL									
LEADER									
MARSHAL									
PERSUADE									
SPRIT									

1      2      3      4      5      6      7      8      9      10

Number of Syllables

Name: \_\_\_\_\_

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## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

## Vocabulary Connections


### The Story of Ruby Bridges

By Robert Coles

Grade Level: 3 / Guided Reading Level: O

### The Story of Ruby Bridges

By Robert Coles




A new word that I learned in this book is \_\_\_\_\_

it means \_\_\_\_\_

it feels \_\_\_\_\_

Name: \_\_\_\_\_



**By Ruby Bridges**      **2** First Grade      **3** Guided Reading Level: O

**Illustrated by Robert Coles**      **4** Grade 3 Vocabulary Card      **5** Grade 3 Vocabulary Card

Interactive Vocabulary Notebook   Personalized Vocabulary Builder Card   |   **©BookPage.com**

**Name:**

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## Vocabulary Connections

**Directions:**  
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

<b>New Word</b>	

**Name:**

---

## Connections

Your reading that is new to you in the first column.  
Below each offer the sentence where the word appears.  
In the second column, draw a picture to illustrate the meaning of the word.  
In the third column, link your definition makes sense based on the context clues in the passage.  
In the last column if the dictionary definition matches what you think and mean.

I Think the Word Means	Context Clues	Real Definition	<input checked="" type="checkbox"/>

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Spring Words | ©KhanPages.com

## Vocabulary Word Extension Activities

**Vocabulary Connections**

Name: \_\_\_\_\_

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence below and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | CBookPages.com

## Personalized Vocabulary Bookmark

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

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

**Instructional Focus:**  
Soft and hard /g/ (/dge/ /ge/ /gi/)

**Background:**  
G has two sounds, hard g and soft g. Soft g can be written in a few different ways /dge/, /ge/, and /gi/.

**Examples:**

Hard g /g/	Soft g /g/
girl	ridge
gift	fridge
game	badger
gate	smudge

**Materials and Preparation:**

- A Copy of *The Story of Ruby Bridges*
- Chart paper
- Slicky notes
- Soft /g/ Search Worksheet
- Which Soft /g/ Is It? Practice Page
- Extension Activity (1 per student)
- Optional - Word Detective

**Word Work**

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

**Step 1: Introduce the Focus of Word Work**

**Introduce Soft and Hard /g/**

- Write the words "girl", "ridge", "gem", and "giraffe" horizontally across the chart paper.
- Read the words to the students and ask them what sounds and/or letters do they have in common and what is different.
- Explain that /g/ has a hard and soft sound.
  - Girl has a hard /g/ sound.
  - Ridge, gem, and giraffe have a soft /g/ that sound like /j/.
- Underline the letters that spell the hard and soft /g/.
  - Girl
  - Ridge
  - Gem
  - Giraffe
- Ask the students to help add words to these lists.

**Sample Anchor Chart**

One Word = One Sound = A Compound Word

body + bag = bodybag  
flower + pot = flowerpot  
door + bell = doorbell  
wheel + ball = wheelball  
meal + ball = mealball  
show + room = showroom

**Step 2: Connect Word Work to Reading**

**Soft and Hard /g/ in the Text**

- Explain that in the book, *The Story of Ruby Bridges*, the author uses many words with the soft /g/ sound.
- Read **page 2** and ask students if they heard words with the soft /g/ sound.
- Add the words to the chart.
  - Change and generals
- Explain that you will read the rest of the book aloud and for students to raise their hand when they hear a word with the soft /g/ sound.
- At the end of each page, you will call on students to share the words they found and add them to the chart.

**Examples of Soft and Hard /g/ Found in the Text:**

- Bridges
- Judge
- Budge
- Change
- Generals
- Courage
- Large

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**

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

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Pass out the **Soft /g/ Search worksheet**
- Read the directions with the students.
- Read the first sentence and ask students to underline the soft /g/ spelling patterns in the words.
  - Bridges
- Invite students to complete the worksheet on their own while you monitor.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Pass out the **Which Soft /g/ Is It?** practice page to each student.
- Read the instructions and ask students to complete the page on their own.
- Circulate to monitor students.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask for students to look for **soft and hard /g/** in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPages.com

Interactive Activity

Independent Practice Page

**Soft /g/ Search Worksheet**

**Directions:**  
Read the passage. Then underline the words that contain a soft /g/ sound.

Ruby Bridges is known in history to be one of the first black girls to go to an all white school in New Orleans. A judge chose her and three other girls to go to white schools. This was a big change for schools in 1960. It took a lot of courage for Ruby to go to school.

A large group of white people did not want Ruby at the school, so they protested, but Ruby did not budge. A marshal had to manage the crowd to keep Ruby safe. Instead of becoming angry, Ruby did something surprising. She prayed for the angry white people even though they were not treating her fairly.

Name: \_\_\_\_\_ Guided Word Work Practice | ©BookPages.com

Extension Activity

**Word Detective: Soft and Hard /g/ Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for **soft and hard /g/** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity 1 | ©BookPages.com

**Which Soft /g/ Is It?**  
Word Work Practice Page

**Directions:**  
Read each sentence. Then circle the word with the correct soft /g/ spelling. Write the word on the blank line in the sentence.

- He was so smart, he was a \_\_\_\_\_ (genius, ginious).
- The story was so sad that it was \_\_\_\_\_ (tradge, tragic).
- The train had to go over the \_\_\_\_\_ (bridge, brige) to cross the river.
- She had to \_\_\_\_\_ (nuge, nudge) the dog to get it to go outside.
- The elephant at the zoo was a \_\_\_\_\_ (geant, giant).
- Cover your mouth when you cough so you don't spread \_\_\_\_\_ (germs, germs).
- \_\_\_\_\_ (pigeons, pidgeons) are birds commonly found in big cities.
- It's nice to \_\_\_\_\_ (apologize, apolodgize) when you hurt someone's feelings.
- Many children like to play \_\_\_\_\_ (dodge, dodge) ball at recess.
- When you don't forgive someone, then you are holding a \_\_\_\_\_ (grudge, grupe).

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPages.com



# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency

Running Record				
Title: <i>The Story of Ruby Bridges</i>		Guided Reading Text Level: O	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____				
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 85% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT
Page		E	SC	INFORMATION USED
2	Our Ruby taught us a lot.  She became someone who helped change our country.  She was part of history.  Just like generals and presidents are part of history.  They're leaders, and so was Ruby.  She led us away from hate, and she led us nearer to knowing each other.  The white folks and the black folks.  Ruby's mother			
Tested By: _____ ©BookPagez.com				

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

The Story of Ruby Bridges CCSS Assessment	
Name: _____	Score: / 9
<b>Directions:</b> Use what you know about <i>The Story of Ruby Bridges</i> to answer each of the following questions.	
<b>1. After reading <i>The Story of Ruby Bridges</i>, what is the main idea the author is presenting?</b> <input type="radio"/> A Ruby Bridges liked school. <input type="radio"/> B The federal Marshalls had to walk Ruby to school each day. <input type="radio"/> C It was against the law to put students in different schools based on race. <input type="radio"/> D Ruby Bridges was one of the first black students to go to an integrated school.	
<b>2. Which of these best supports the idea that all children should be able to go to school together?</b> <input type="radio"/> A Ruby walked to school each day. <input type="radio"/> B The judge said that it was not fair to separate kids. It was against the law. <input type="radio"/> C Ruby came in a clean dress with her lunch each day. <input type="radio"/> D When Ruby came, other families refused to send their children to school.	
<b>3. What was the result of Ruby going to the school where white students went?</b> <input type="radio"/> A Mobs of angry adults tried to scare her on her way into the school. <input type="radio"/> B Ruby had to sit in the back of the class, behind all the other students. <input type="radio"/> C Nothing was different – she just went to school like everyone else. <input type="radio"/> D Ruby got scared and decided not to go to school anymore.	
<b>4. When Ruby stopped in front of the crowd, the Marshalls tried to get her to move. What does that phrase mean?</b> <input type="radio"/> A She wouldn't listen. She was angry. <input type="radio"/> B She started running. <input type="radio"/> C She would not move, not even a little. <input type="radio"/> D She dropped to the floor.	

<b>5. Which of these keywords could be used to find out more about Ruby Bridges' first day at William Franz Elementary?</b> (RI.3.5) <input type="radio"/> A Ruby Bridges, married <input checked="" type="radio"/> B Ruby Bridges, 1 <sup>st</sup> grade, New Orleans <input type="radio"/> C New Orleans, schools <input type="radio"/> D First day of school
<b>6. What was Robert Coles' purpose in writing this selection?</b> (RI.3.6) <input checked="" type="radio"/> A To give you information about an important person and event in U.S. history <input type="radio"/> B To convince you to not be afraid of your first day of school <input type="radio"/> C To describe the city of New Orleans <input type="radio"/> D To give you information about what 1 <sup>st</sup> grade was like in 1960
<b>7. Ruby slaps and seems to speak in front of the angry mob. Looking at the illustration, what does it show you about Ruby?</b> (RI.3.7) <input type="radio"/> A She is afraid and is crying. <input type="radio"/> B She is worried the mob is going to get her. <input type="radio"/> C She is very happy and joking around with them. <input checked="" type="radio"/> D She is small, but she is brave. She stands strong in front of them.
<b>8. What is the main way this text was written (structure/organization)?</b> (RI.3.8) <input type="radio"/> A compare and contrast <input checked="" type="radio"/> B sequential (time order) <input type="radio"/> C fictional story <input type="radio"/> D as a newspaper article
<b>9. Which text feature does the author include to support the main idea?</b> (RI.3.10) <input type="radio"/> A Maps of New Orleans <input type="radio"/> B Timeline of Ruby Bridges' life <input checked="" type="radio"/> C Afterword (at the end) <input type="radio"/> D Diagram of William Franz Elementary School

Answer Key

## Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
If I took Ruby Bridges a lot of courage to walk past the angry mob of people to go to school everyday. She chose to spread love by praying for the people who were mean to her. Choose and respond to one or both of the writing prompts below:

1. Write about a time when you had to have a lot of courage to do something that was scary or new. Why was it scary? How did you handle it?

2. Write about a time when you showed love towards someone instead of hate. What happened? How did you show love instead of hate?

Extension Activity | ©BookPages.com

### Bonus Extension Activity

## Complete Common Core Alignment

[illegible]

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p><b>Common Core State Standards Correlation</b></p> <p>The Story of Ruby Bridges Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Story of Ruby Bridges" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p>Language</p> <p><b>L.3.4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.3.4b</b> – Identify explicit connections between words and their use (e.g., identify people who are friendly or helpful).</p> <p><b>L.3.4c</b> – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p>	<p><b>Common Core State Standards Correlation</b></p> <p>The Story of Ruby Bridges Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Story of Ruby Bridges" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p>Reading: Foundational Skills</p> <p><b>RF.3.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.4</b> – Read with sufficient accuracy and fluency to support comprehension.</p>
<p>The Story of Ruby Bridges CCSS Alignment   ©BookPages.com</p>	<p>The Story of Ruby Bridges CCSS Alignment   ©BookPages.com</p>

## Vocabulary Connections Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for The Story of Ruby Bridges Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

**Página 4:**  
¿Quién es el personaje principal en la historia?

¿Qué información importante conoces sobre el personaje hasta ahora?

**Página 9:**  
La familia de Ruby está orando larga y dura. ¿Por qué están orando?

**Página 14:**  
¿Qué pasó todos los días cuando Ruby llegó a la escuela?

¿Por qué es esto una parte importante de la historia?

Nombre: \_\_\_\_\_

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### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Volver a contar y resumir**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

**Página 17:**  
¿Cuál es el nombre del maestro de Ruby?  
La maestra de Ruby se llama Sra. Henry.

¿Qué la sorprendió de cómo Ruby estaba manejando a la mafia?  
La señora Henry se sorprendió porque Ruby siempre fue tranquila y confiada a pesar de que la multitud quería hacerle daño.

**Página 25:**  
¿Qué hace Ruby antes y después de la escuela cada día?  
Ruby ora todos los días antes y después de la escuela para que Dios perdona a las personas que la protestan.

¿Por qué?  
Ella se da cuenta de que no saben lo que están haciendo.

Nombre: \_\_\_\_\_

Answer Key | ©BookPages.com

**Hacer inferencias**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

**Página 4:**  
Mira la imagen en esta página. ¿Qué puedes inferir sobre Ruby Bridges y su familia?

**Tu turno para practicar: Hacer inferencias**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

**Página 4:**  
Mira la imagen en esta página. ¿Qué puedes inferir sobre Ruby Bridges y su familia?

Di por qué tu inferencia tiene sentido.

**Página 9:**  
Los padres de Ruby estaban orgullosos acerca de que Ruby vaya a la escuela. ¿Cómo se sentían los padres de Ruby?

**Página 14:**  
Los blancos del vecindario no enviaron a Ruby a la escuela. ¿Qué puedes inferir acerca de los blancos del vecindario?

Nombre: \_\_\_\_\_

Making  
Inferences

**Determinar la importancia**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

**Página 4:**  
¿Qué haces en esta página? ¿Qué haces en esta página?

**Tu turno para practicar: Determinar la importancia**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

¿Por qué son importantes estas cualidades?

**Página 10:**  
¿Qué le pasó a Ruby?

¿Crees que fue una acción importante para Ruby?

¿Es esta una acción importante para Ruby?

¿Por qué o por qué no?

**El Epílogo:**  
¿Qué información encuentras más importante en el epílogo?

¿Por qué esta información es importante para usted?

Nombre: \_\_\_\_\_

Determining  
Importance

**Sintetizar**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

**Página 22:**  
¿Qué hizo Ruby?

¿Estás de acuerdo con sus acciones?

¿Por qué o por qué no?

**El Epílogo:**  
Ruby vivió un momento difícil en la historia de Estados Unidos y su historia basada en la información del epílogo.

Nombre: \_\_\_\_\_

Synthesizing

**Hacer preguntas**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

**Página 2:**  
¿Qué te está pasando?

¿Cómo fue?

**Página 8:**  
¿Cómo crees que se sentía Ruby?

¿Qué te pasó?

**Página 14:**  
¿Qué te está pasando?

**Tu turno para practicar: Hacer preguntas**  
con The Story of Ruby Bridges (La historia de Ruby Bridges)

¿Cómo te ayudará la respuesta a tu pregunta a entender la historia?

Ruby se detiene y parece estar hablando con todas las personas blancas enojadas. ¿Qué te estás preguntando sobre lo que ella está haciendo o diciendo?

Nombre: \_\_\_\_\_

Asking  
Questions

# Writing About Reading with Optional CCSS Alignment

**“I Can” Statement written in Spanish**

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**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**

**Making Inferences**

**Determining Importance**

**Asking Questions**

**Synthesizing**



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

## Direcciones:

A Ruby Bridges le llevó mucho coraje caminar junto a la multitud enojada de personas para ir a la escuela todos los días. Ella eligió difundir el amor orando por las personas que eran malas con ella. Elija y responda a uno o ambos de los mensajes de escritura a continuación:



**1. Escribe sobre un momento en el que tuviste que tener mucho coraje para hacer algo que te asustara o fuera nuevo. ¿Por qué daba miedo? ¿Cómo lo manejaste?**

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**2. Escribe sobre un momento en que mostraste amor hacia alguien en lugar de odio. ¿Qué pasó? ¿Cómo demostraste amor en lugar de odio?**

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