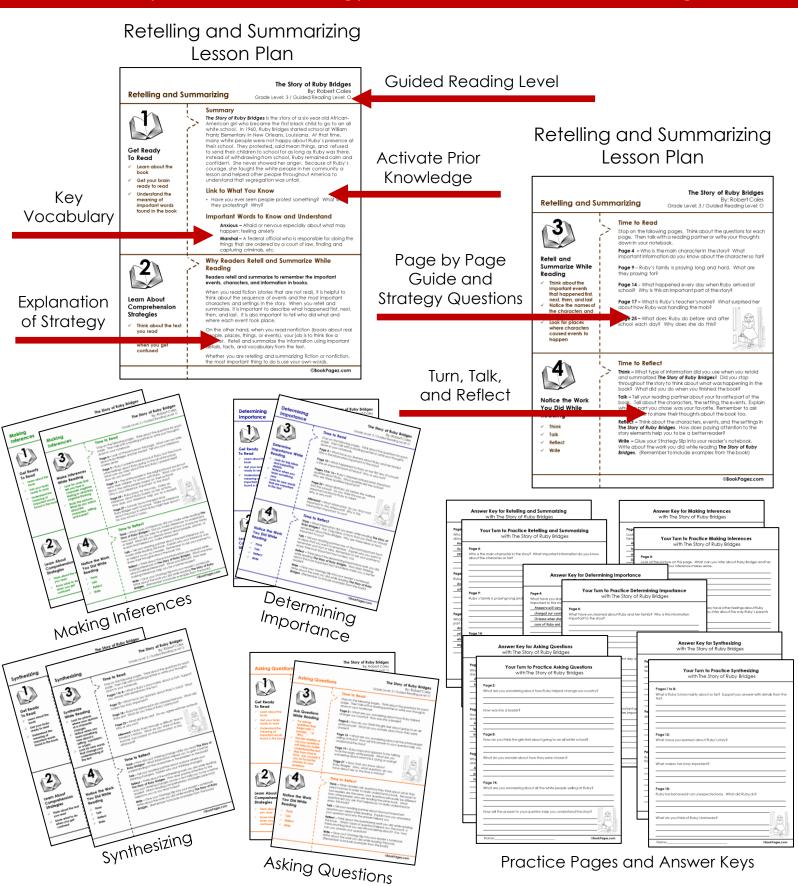
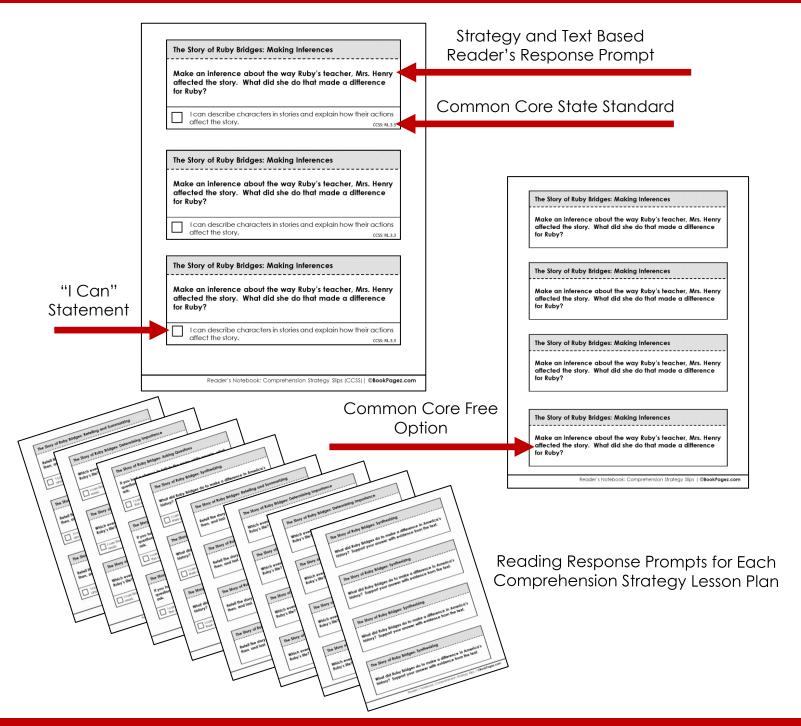
# Here's What You'll Get in the The Story of Ruby Bridges Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages



## Writing About Reading with Optional CCSS Alignment



## 5 Comprehension Strategy Graphic Organizers



Retelling and Summarizing



Making Inferences



Determining Importance

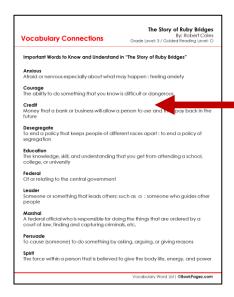


Asking Questions

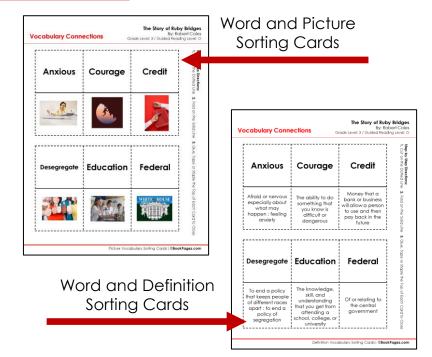


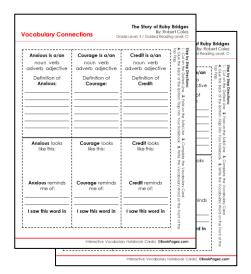
Synthesizing

## **Vocabulary Connections Resources**

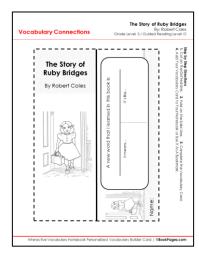


Important Words to Know and Understand in The Story of Ruby Bridges Word List

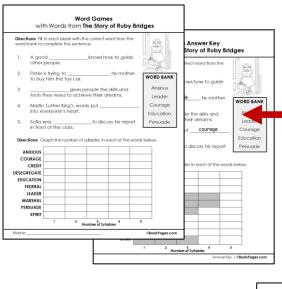




Interactive Vocabulary Notebook Cards

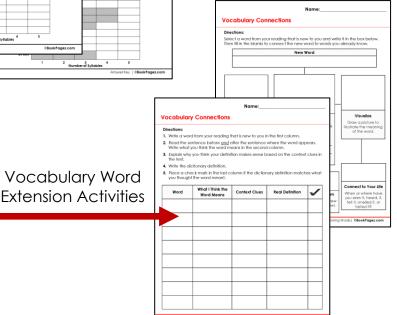


Personalized Vocabulary Bookmark

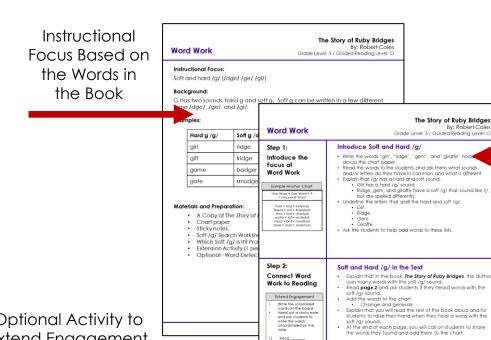


Vocabulary Word

Word Games and **Answer Key** 



### Word Work Lesson Plan and Activities



Step by Step Lesson Plan

List of words in the book that match the instructional focus

The Story of Ruby Bridges By: Robert ( Grade Level: 3 / Guided Reading Le Word Work Step 3: Interactive Exploration Guided Word Work Practice 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.
Bidges
Bidges Bridges
 Invite students to complete the worksheet on their own while you Step 4: 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. Independent Word Work Group Discussion Step 5: Bring the students back together.
 Ask students to explain what they learned about words based on the work they completed.
 Invite students to trun and talk with a partner about their word. Reconnect and Reflect on Word work.

Invite 2-3 students to share what they learned with the group. Extend Word Work (optional) **Extension Activity** 

Optional Activity to Extend Engagement

Interactive Activity

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

Word Work Lesson Plan | @BookPagez.com

Independent Practice Page

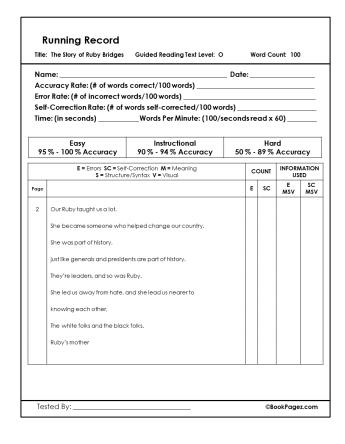
Dii	rections:
	and the passage. Then underline the words that contain a soft /g/ sound.
,	Ruby Bridges is known in history to be one of
1	the first black girls to go to an all white school in
l	New Orleans. A judge chose her and three other
ı	girls to go to white schools. This was a big change
ı	for schools in 1960. It took a lot of courage for Rub
	al.
ı	
	A large group of white people did not want Ruby of
ı	the school, so they protested, but Ruby did not
	budge. A marshal had to manage the crowd to
ı	keep Ruby safe. Instead of becoming angry,
ı	Ruby did something surprising. She
ı	prayed for the angry white people
l	even though they were not treating
1	her fairly.

w	ord Detective: S Extension		/g/
that you find along	el or <b>soft and hard /g/</b> wh with the title of the boo d the sentence with th	ok where you found	
Word	Book Title	Page	Sentence
Name:		Word Work Extension	Activity   OBookPagez.co

Which Soff /g /s lt? Word Work Practice Page  Decision: Read each sentence. Then circle the word with the conect soff /g/ spelling. Write the word on the blank line in the sentence.  1. He was so smart, he was a (genius, ginious). 2. The story was so sad that it was (tradgec, tragic). 3. The train had to go over the (bridge, brige) to cross the fire river. 4. She had to (nuge, nudge) the dog to get if to go outside. 5. The elephant at the zoo was a (geant, giant) 6. Cover your mouth when you cough so you don't spread (girms, germs). 7 (pigeons, pidgeons) are birds commonly found in big cities. 8. It's nice to (apologite, apolodgite) when you nurt someone's 'feelings. 9 Many children like to play (doge, dodge) ball at recess. 10. Wren you don't forgive someone, then you are holding a (grudge, grupe).						
Sead ach sentence. Then circle the worst with the correct soft /g/ spelling. Write the word on the blankline in the sentence.  I. He was so smart, he was a						
Write the vector in the blank line in the sentence.  He was so smart, he was a	Directions:					
2. The stary was so sad that it was						
3. The train had to go over the	1.	He was so smart, he was a (genius, ginious).				
the river.  4. She had to	2.	The story was so sad that it was [tradgec, tragic].				
outlide.  5. The elephant of the zoo was a	3.					
Cover your mouth when you cough so you don't spread (girms. germs).  (pigeons, pidgeons) are birds commonly found in big cities. (pigeons, pidgeons) are birds commonly found in someone's feelings. (apologite, apolodgite) when you hurt someone's feelings.  Many children like to play (doge, dodge) ball at recess.  (grudge, gruge).	4.	She had to (nuge, nudge) the dog to get it to go outside.				
(girms, perms),  7. big cifles. (pigeons, pidgeons) are birds commonly found in big cifles. (pigeons, pidgeons) are birds commonly found in big cifles.  8. It's nice to	5.	The elephant at the zoo was a(geant, giant)				
big cities.  8. It's nice to	6.					
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10. When you don't fargive someone, then you are holding a(grudge, gruge).	8.					
(grudge, gruge).	9.					
icame: Independent Word Work Practice   CheckPoner com	10.					
	lame: _	independent Word Work Practice   @BookPagez.com				

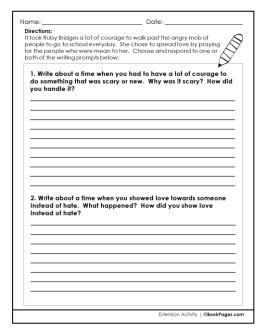
### <u>Assessments</u>

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



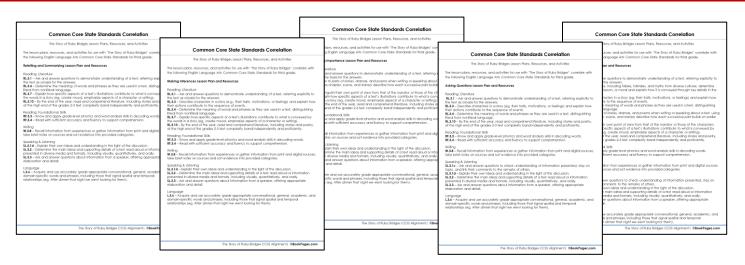
Common Core Assessment: One question for each Reading Informational OR Reading Literature standard (1-9) Name The Story of Ruby Bridges CCSS Assessment Score: /9 Directions: Use what you know about *The Story of Ruby Bridges* to answer each of the following questions: 1. After reading The Story of Ruby Bridges, what is the main idea the author is presenting? (A) Ruby Bridges liked school. Which of these keywords could be used to find out more about Ruby Bridges' first day at William Franz Elementary? (R1.3.5) (C) It was against the law to put students in different schools base Ruby Bridges, married Ruby Bridges was one of the first black students to go to an inte Ruby Bridges, 1st grade, New Orleans 2. Which of these best supports the idea that all children should be able © New Orleans, schools 6. What was Robert Coles' purpose in writing this selection? (RI.3.6) To give you information about an important person and event in U.S. history C To describe the city of New Orleans To give you information about what 1st grade was like in 1960 Ruby stops and seems to speak in front of the angry mob. Looking at the illustration, what does it show you about Ruby? (RL3.7) (C) Nothing was different – she just went to school like everyone A She is afraid and is crying. (D) Ruby got scared and decided not to go to school anymore B She is worried the mob is going to get her. 4. When Ruby stopped in front of the crowd, the Marshalls tried to get he "wouldn't budge." What does that phrase mean? (c) She is very happy and joking around with them Answer Key (A) She wouldn't listen. She was angry. she is small, but she is brave. She stands strong in front of them. B She started running. She would not move, not even a little. (A) compare and contrast (D) She dropped to the floor. sequential (time order) © fictional story CCSS Assessment 3rd Grade Reading Standards for Inform Which text feature does the author include to support the main idea? (R1.3.10) B Timeline of Ruby Bridge's life Afterword (at the end) Diagram of William Franz Elementary School CCSS Assessment 3rd Grade Reading Standards for Information | BookPagez.com

## **Extension Activity**

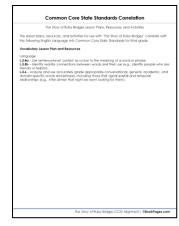


Bonus Extension Activity

## **Complete Common Core Alignment**



#### Comprehension Strategy Lesson Plan and Resource Common Core Alignment



Vocabulary Connections Common Core Alignment

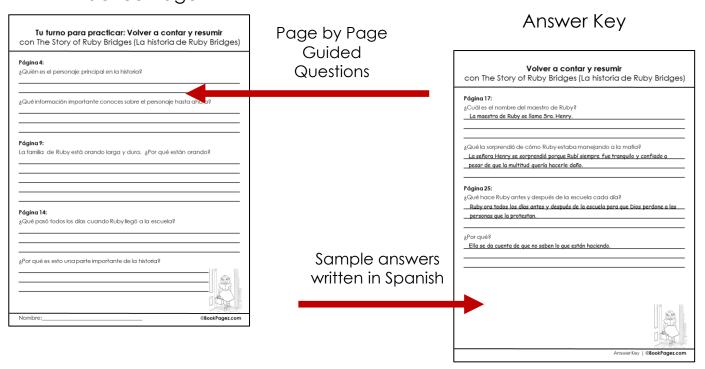


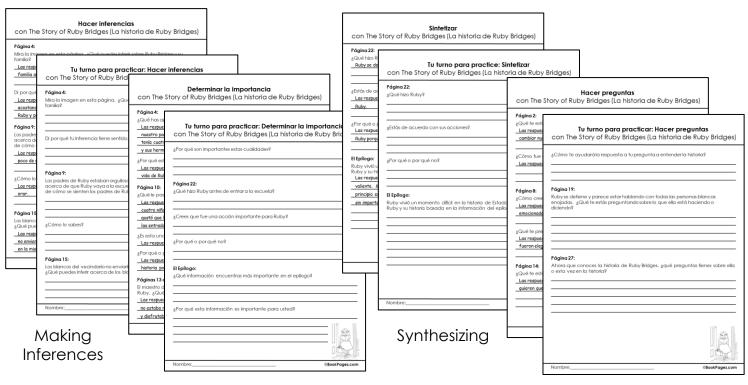
Word Work
Common Core Alignment

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

## 5 Comprehension Strategy Practice Pages

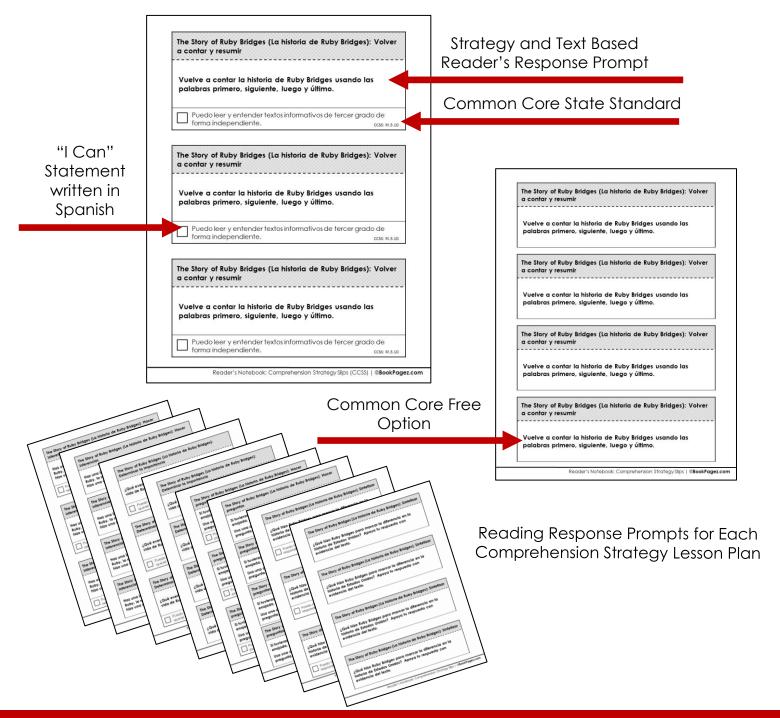
## Retelling and Summarizing Practice Page





Determining Importance Asking Questions

## Writing About Reading with Optional CCSS Alignment



## 5 Comprehension Strategy Graphic Organizers



Retelling and Summarizing



Making Inferences



Determining Importance



Asking Questions



Synthesizing

## **Extension Activity**

	La fecha:
irecciones:	
de personas para ir orando por las pers	evó mucho coraje caminar junto a la multitud enojada r a la escuela todos los días. Ella eligió difundir el amor sonas que eran malas con ella. Elja y responda a uno nsajes de escritura a continuación:
	un momento en el que tuviste que tener mucho cer algo que te asustara o fuera nuevo. ¿Por qué
	Cómo lo manejaste?
	e un momento en que mostraste amor hacia ar de odio. ¿Que pasó? ¿Cómo demostraste amor
en lugar de odi	