

**ACADEMIC ENGLISH
MASTERY PROGRAM**

Grade 3

Using Complex Texts to Develop Language

Lesson Plan

The Story of Ruby Bridges

CLR Fellowship
2015

Designed by:

Kelly Martin, Barbara Roberts, and
LaDonna Hillman

Close Reading

(5+ Days)

Overview: This series of MELD Lessons are intended for 45 minutes – 1 hour, for five (5) days. Please adjust the time and/or number of days according to the needs of your students. You may also speed up or slow down per the needs of your students.

Title: **The Story of Ruby Bridges by Robert Coles and Illustrated by George Ford Lexile 730**

California State Standards

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

MELD OBJECTIVES

Students will be able to closely read and/or have read to them, a complex text:

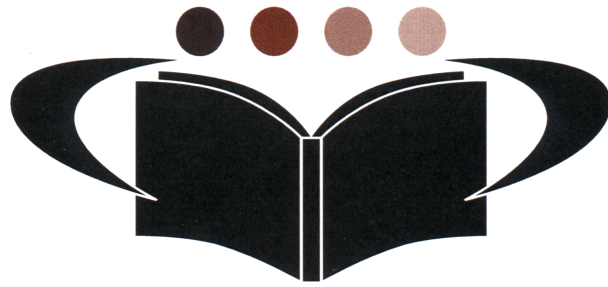
1. Demonstrate the command of the conversation of Standard English grammar and usage in writing or speaking.
2. Refer to details and examples in a text when explaining what the text says.
3. Pose and Respond to specific questions to clarify or follow up on information and convey ideas.
4. Write information/explanatory texts to examine a topic.

Depth of Knowledge Level	<p>DOK 2 What Challenges did Ruby face going to an all white school?</p> <p>DOK 3 According to the text and events in the story, what inference(s) can you make about Ruby?</p> <p>DOK 3 Can you elaborate on the reason why Ruby did not budge when the mob tried to attack her?</p> <p>DOK 3 What do you think would have happen if Ruby did not take a stand against segregation?</p> <p>DOK 3 Compare and contrast the differences between Ruby Bridges and Jackie Robinson.</p>
Essential Question	<p>What are some risks you are willing to take to accomplish your goals?</p>
Access Strategies	<p>Cooperative and Communal Learning Groups; Instructional Conversation; Advance Graphic Organizer; Cultural Connections; Academic Language Development</p>
Protocols	<p>Galley Walk, Jigsaw, Think-Pair-Share, My Turn Your Turn, Stop and Jot, Give One Get One and, Silent Appoinment</p>
Materials	<p>*Book-The Story of Ruby Bridges * Chart Paper *3-Fold Paper *Video-Jackie Robinson Breaks Barriers *Vocabulary Chart *Post-its *Graphic Organizer *Multiple Negation Worksheet *Vocabulary Worksheet</p>
Key Vocabulary	<p>Risk, Segregation, Strong, Credit, Surround, Anxious, Irritable, Gradually, Mob of Howling, Persuade, Budge, Mischief, Desegregated</p>
Resources	<p>WWW.History.com (Jackie Robinson Breaks Barriers)</p>
Culminating Task-Writing	<p>Compare and contrast a time when you or someone else had to take a stand even when it involved taking a risk?</p>
<p>Title: The Story of Ruby Bridges (PowerPoint aligned to the lesson is available)</p>	
<p>1st Read The protocol Call and Response used throughout all reads. Review Norms of Constructive Conversations and the sentence frames for create and clarify. Display the vocabulary words for</p>	<p>Visual Focus: Students will analyze one of the four pictures in cooperative groups. (pictures are in the resource packet)</p> <p>While students are discussing the photos:</p> <ol style="list-style-type: none"> 1. Use Create and Clarify Constructive Conversation Protocols to analyze the historical events portrayed in the pictures.

<p>students to become familiarized with them.</p>	<p>1st Read: Re-Aloud the story for flow and enjoyment!</p> <p>Have students share, using Think-Pair-Share Discussion Protocol, telling about a time when they had to take a stand against the majority.</p> <ol style="list-style-type: none"> 1. Compare a time when you took a stand similar to Ruby Bridges. <p>Quick Write: In the pictures the girl is taking a risk. Explain what you think the risk is. (use the pictures from the visual focus)</p> <p>Note: Teacher will use the sentences from the quick write for contrastive analysis for 2nd read activity. The focus will be double negation. (examples are given in the supplemental resource)</p>
<p>2nd Read</p> <p>Display the vocabulary words so that students can start becoming familiar with them. Go over the Jigsaw Discussion Protocol and MY Turn Your Turn Participation Protocol before the lesson.</p>	<p>Focus: Contrastive Analysis, Fortify and Negotiate Constructive Conversation Protocols, and Text Dependent Questions</p> <ol style="list-style-type: none"> 1. Go over learning objectives for the day. 2. Using yesterday quick write, use two to three sentences from students writing to complete the contrastive analysis activity. (Examples are provided in the supplemental resource) 3. In order to prepare for students to discuss the previous day activity, the teacher should post the four pictures, with text from the story that supports the picture. Each picture will also include one text dependent question. (Pictures are provided in supplemental resources) 4. Students will discuss and become experts within their cooperative groups. Each group will look at the picture and the text to determine how they are related. They will also write down their responses by utilizing the Jigsaw Protocol. <ol style="list-style-type: none"> a. What challenges did Ruby face going to an all white school? (Picture A) b. Why was Ruby mistreated for going to an all white school? (Picture B) c. What can you infer about Ruby being the only student in the classroom? (Picture C) d. How do you think the Marshals felt when they had to escort Ruby to school every day, for one year? (Picture D) 5. Students need sufficient amount of time to discuss and analyze the picture, the story text, and their text dependent question. 6. Using the Vocabulary Word Poster the teacher will lead the students in My Turn Your Turn Participation Protocol. 7. Close out lesson with a review of the learning objectives.
<p>3rd Read of the story</p>	<p>Focus: Using an Advance Graphic Organizer students will focus on Vocabulary Development</p>

	<ol style="list-style-type: none"> 1. Go over today’s learning objectives. 2. Teacher and students will read chorally on the given page. (A copy of the page is given in the resource packet) 3. Pointing out the vocabulary words * Strong* and *Credit* as well as making sure the students know that they have multiple meanings. 4. Students will determine which meaning is being used from the story for the words strong and credit. (strong= courageous and credit= role model) They will also explore the words further in their personal dictionary.
<p>1st Viewing of Video. The video on Jackie Robinson is available on www.History.com the Title is “Jackie Robinson Breaks Barriers”</p>	<ol style="list-style-type: none"> 1. Before students have watched the video ask students to pay close attention to the risk that Jackie Robinson had to face. 2. Have a discussion after the video is watched to give students an opportunity to talk about personal risk before writing. <ol style="list-style-type: none"> a. What challenges did Jackie Robinson face? b. Specifically, what is similar/ different between Ruby Bridges and Jackie Robinson lives? c. Who showed empathy towards Ruby Bridges and Jackie Robinson? d. How was empathy expressed toward Ruby and Jackie? e. How have you shown empathy towards someone else? 3. After the video, have students use their, 3-fold, Advance Graphic Organizer and stop and jot the following: Compare and Contrast the difference between Ruby Bridges and Jackie Robinson.
<p>4th Read</p>	<p>Focus: Annotating and Vocabulary</p> <ol style="list-style-type: none"> 1. Students will share their advance graphic organizer using the Give One Get One Discussion Protocol. 2. Students will circulate around the class making sure they have completed their graphic organizer and have enough information for their culminating writing task. 3. Teacher will introduce the vocabulary worksheet by reinforcing multiple meaning words. 4. Students will make a silent appointment, with a partner, to determine which words to use in the sentences. The teacher will review the directions and verify the answers whole group.
<p>Culminating Task –Writing</p>	<p>Focus: Informative Writing (3-5 paragraphs)</p> <ol style="list-style-type: none"> 1. Go over today’s learning objectives. 2. Review Informative criteria and rubric with students and remind them that they can use their Advance Graphic Organizer (Criteria and Rubric provided in supplemental resources.) 3. Prompt: Compare and Contrast a time when you or someone

	<p>else had to take a stand even when it evolved taking a risk? (Include at least one example from your life or some else's life as well as from the text and video.)</p>
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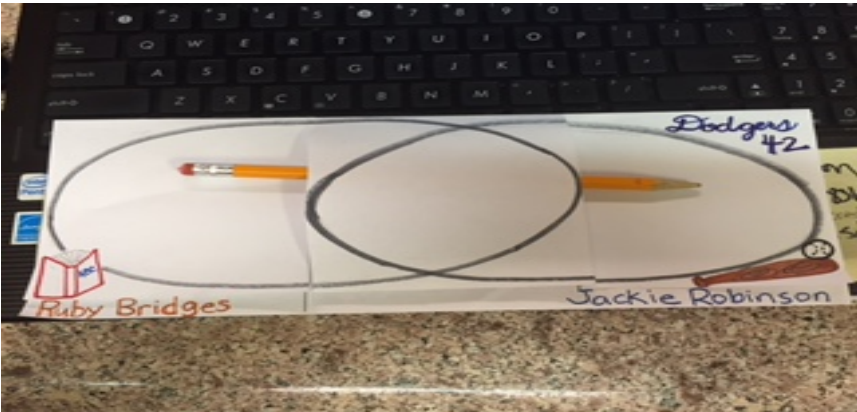
Supplemental Resources

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Pictures for Visual Focus



3-Fold Advance Graphic Organizer

Contrastive Analysis

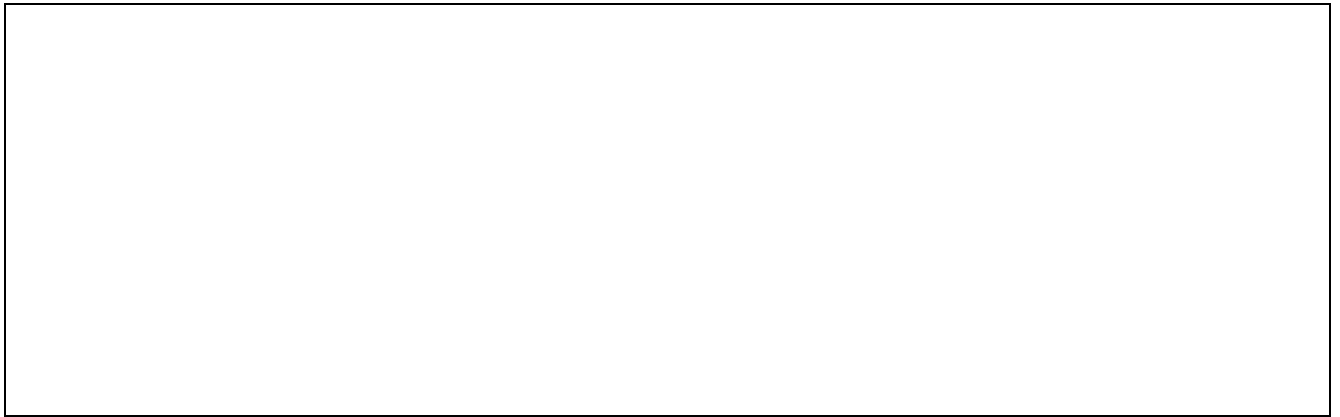
<u>Home Language</u>	<u>School Language</u>	<u>Linguistic Features</u>
1. Those kids don't Need no help.	----- -----	----- -----
2. He won't never do no homework.	----- ----- -----	----- -----
3. I'm not gonna do nothing' for him no more.	----- ----- -----	-----
4. That boy don't have no respect for nobody.	----- ----- -----	-----
5. The angry mob didn't want black at their school.	----- ----- -----	----- ----- -----

Personal Dictionary

1. Word _____

2. Sentence I found it in

3. Picture



1. Word _____

2. Sentence I found it in

3. Picture



Name: _____ Date: _____

Vocabulary

Multiple meaning words are words that have more than one meaning.

Example bat can be 1. (N) An animal that flies, 2. (N) Something you hit ball with or, 3. (V) Swinging at something with a stick or bat.

Directions: With a partner, read the sentences. Discuss and underline the clues that help you determine which meaning to use, for the word strong. Write the meaning on the line.

Courageous, Potent, Muscular, Extreme

1. The strong athlete lifted the heavy weights over her head. _____

2. Ruby Bridges was strong and determined to go to school.

3. A huge strong wave forcefully knocked the tiny sailboat. _____

4. Rotten eggs have a very strong smell.

Context Clues give you a hint! Underline the clues that help you determine which vocabulary word to write on the line.

5. The little boy was at _____ when he dashed into the street without looking.
6. Some adults get very _____ and tired after working all day.
7. I tried to push the heavy piano by myself, but it wouldn't _____.
8. The hungry children wanted to _____ their mom to stop and get a healthy snack before going home.

RUBRIC FOR INFORMATIVE WRITING

OVERALL: The writer taught readers information about a subject. She puts in ideas, observations, and questions.

LEAD: The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.

TRANSITION: The writer used words to show sequence such as before, later, after, and then. She also used words to show what did not fit such as “however” and “but.”

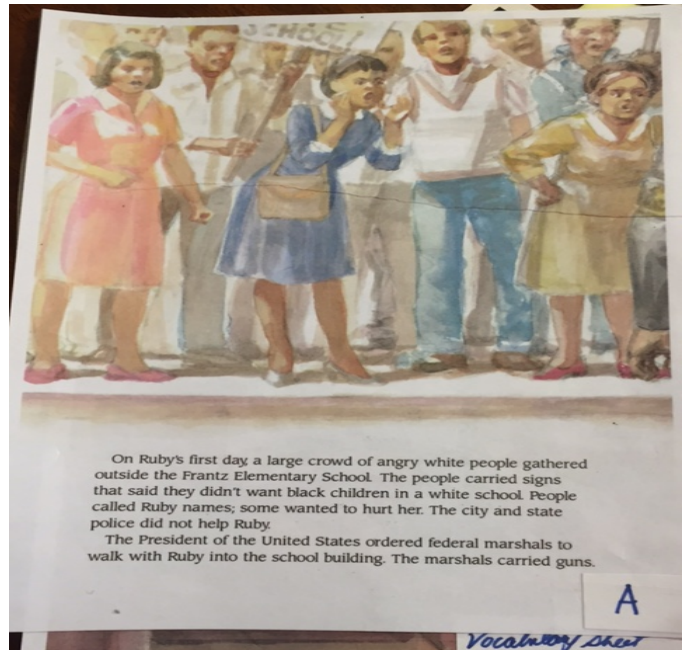
ENDING: The writer wrote an ending that drew conclusions, asked questions, or suggest ways readers might respond.

Criteria Chart for Informational Writing

1. Choose a topic and tell your reader about an event in your life when you took a stand.
2. Write a title and a topic sentence that get your readers' attention.
3. Use details from the event to support the main idea.
4. Write an introduction and a conclusion.
5. Tell different parts of your topic using subtitles and different pages.
6. Write at least three paragraphs.
7. You may use table of contents, glossaries, illustrations, labels, bold prints, and captions.
8. Use a checklist to revise and edit your writing.
9. Use Standard English, with correct spelling, and punctuation.
10. Publish using word processing.

Ruby's parents were proud that their daughter had been chosen to take part in an important event in American history. They went to church.

"We sat there and prayed to God," Ruby's mother said, "that we'd all be strong and we'd have courage and we'd get through any trouble; and Ruby would be a good girl and she'd hold her head up high and be a credit to her own people and a credit to all the American people. We prayed long and we prayed hard."



Mrs. Henry saw Ruby's lips moving and wondered what Ruby could be saying.

The crowd seemed ready to kill her.

The marshals were frightened. They tried to persuade Ruby to move along. They tried to hurry her into the school, but Ruby wouldn't budge.

Then Ruby stopped talking and walked into the school.

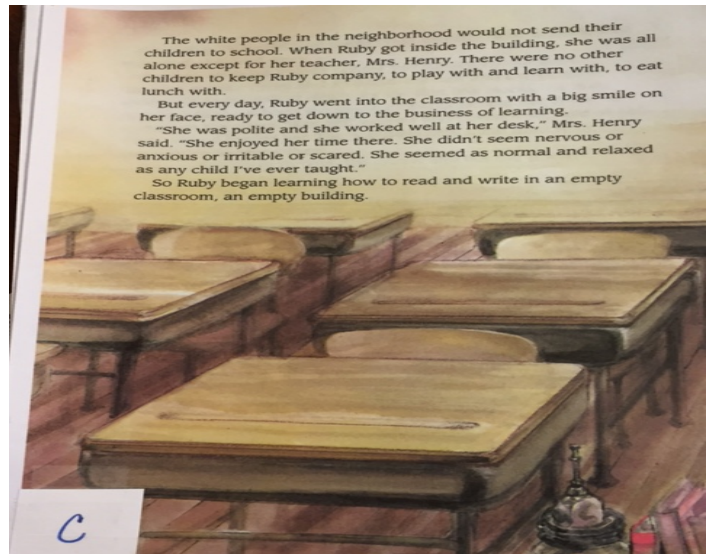


The white people in the neighborhood would not send their children to school. When Ruby got inside the building, she was all alone except for her teacher, Mrs. Henry. There were no other children to keep Ruby company, to play with and learn with, to eat lunch with.

But every day, Ruby went into the classroom with a big smile on her face, ready to get down to the business of learning.

"She was polite and she worked well at her desk," Mrs. Henry said. "She enjoyed her time there. She didn't seem nervous or anxious or irritable or scared. She seemed as normal and relaxed as any child I've ever taught."

So Ruby began learning how to read and write in an empty classroom, an empty building.



Every day for weeks that turned into months, Ruby experienced that kind of school day.

She walked to the Frantz School surrounded by marshals. Wearing a clean dress and a bow in her hair and carrying her lunch pail, Ruby walked slowly for the first few blocks. As Ruby approached the school, she saw a crowd of people marching up and down the street. Men and women and children shouted at her. They pushed toward her. The marshals kept them from Ruby by threatening to arrest them.

Ruby would hurry through the crowd and not say a word.

