

Here's What You'll Get in the Ruby's Wish Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Ruby's Wish
By: Shihm Yim Bridges
Grade Level: 3 / Guided Reading Level: N

Making Connections

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

Most girls in China do not get to go to school, but Ruby is lucky. She is born into a very large, wealthy family that hires a teacher to come to the house. Grandfather allows any of his grandchildren to attend classes. When the boys are finished with their studies for the day, they are free to play. The girls, however, must spend the remainder of their day learning about cooking and other household chores. One day, Ruby writes a poem that draws the attention of both her teacher and Grandfather. Little does she know, this poem sets the stage for a future that goes beyond marriage, cooking, and keeping house.

Link to What You Know

- What are some special traditions that you family celebrates?
- If you could make any wish, what would it be?

Important Words to Know and Understand

Join – To take part with others in an activity

Unusual – Uncommon or rare

2

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

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Making Connections

3

Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does this book remind you of things you've heard about in the world?

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 on your practice page.

Page 5 – Ruby's name came from her love of the color red. Make a **text-to-self** connection. What is your favorite color? How do you show people that it's your favorite?

Page 10 – When Ruby's teacher praised her for her beautiful handwriting, Ruby's cheeks turned red. Make a **text-to-text** connection by describing how you feel when someone praises you.

Page 14 – Ruby wrote a poem about boys and girls. Think about a poem you have read and make a **text-to-text** connection. Was Ruby's poem similar or different from the one you read? Explain your answer.

Page 20 – Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. Make a **text-to-world** connection. Do you think boys and girls are treated differently in the world today? Tell why you feel this way. How does making this connection help you to understand the story?

The author tells how the Chinese celebrate New Year's. Make a **text-to-self** connection. Would you like to celebrate New Year's this way? Why or why not?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand it even more. What did you already know about **Ruby's Wish**. How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the connections that you made while reading **Ruby's Wish**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Ruby's Wish**. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Predictions

3

Make Predictions While Reading

Look for clues that tell you what might happen next in the story. Write down your predictions.

Page 11 – Ruby is about to go to school. Predict what Ruby's teacher will say to her.

Page 14 – Ruby wrote a poem about boys and girls. Predict what Ruby's teacher will say to her.

Page 20 – Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. Predict what Ruby's teacher will say to her.

Synthesizing

3

Synthesize While Reading

Look for pieces where your opinion of a character changes. Notice when you have a new idea about a problem, or a new idea about how to solve a problem.

Page 11 – Ruby had to work long into the night, after everyone else had gone to bed. How do you think Ruby felt about this?

Page 14 – Grandfather told Ruby that she had to talk about her work with her teacher and girls. How do you think Ruby felt about this?

Page 20 – Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this?

Answer Key for Making Connections with Ruby's Wish

Page 5: Ruby's name came from her love of the color red. Make a **text-to-self** connection. What is your favorite color?

Page 10: When Ruby's teacher praised her for her beautiful handwriting, Ruby's cheeks turned red. How does making this connection help you to understand the story?

Page 14: Ruby wrote a poem about boys and girls. Think about a poem you have read and make a **text-to-text** connection. Was Ruby's poem similar or different from the one you read? Explain your answer.

Page 20: Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. Make a **text-to-world** connection. Do you think boys and girls are treated differently in the world today? Tell why you feel this way. How does making this connection help you to understand the story?

Answer Key for Making Predictions with Ruby's Wish

Page 11: Ruby is about to go to school. Predict what Ruby's teacher will say to her.

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Page 20: Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. Predict what Ruby's teacher will say to her.

Understanding Text Structure

3

Understand Text Structure While Reading

Notice the words on a page that tell you what the author is trying to do. Think about the purpose of the text.

Page 11 – Ruby is about to go to school. How do you think Ruby's teacher will say to her?

Page 14 – Ruby wrote a poem about boys and girls. How do you think Ruby's teacher will say to her?

Page 20 – Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby's teacher will say to her?

Determining Importance

3

Determine Importance While Reading

Notice when you have a new idea about a problem, or a new idea about how to solve a problem.

Page 11 – Ruby had to work long into the night, after everyone else had gone to bed. How do you think Ruby felt about this?

Page 14 – Grandfather told Ruby that she had to talk about her work with her teacher and girls. How do you think Ruby felt about this?

Page 20 – Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this?

Answer Key for Determining Importance with Ruby's Wish

Page 11: Ruby had to work long into the night, after everyone else had gone to bed. How do you think Ruby felt about this?

Page 14: Grandfather told Ruby that she had to talk about her work with her teacher and girls. How do you think Ruby felt about this?

Page 20: Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this?

Answer Key for Understanding Text Structure with Ruby's Wish

Page 11: Ruby is about to go to school. How do you think Ruby's teacher will say to her?

Page 14: Ruby wrote a poem about boys and girls. How do you think Ruby's teacher will say to her?

Page 20: Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby's teacher will say to her?

Understanding Text Structure

Determining Importance

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Ruby's Wish: Synthesizing

What was Ruby's problem at the beginning of the story? How was her problem solved? Who do you think was most responsible for solving her problem? Tell why you think this way.

I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

Ruby's Wish: Synthesizing

What was Ruby's problem at the beginning of the story? How was her problem solved? Who do you think was most responsible for solving her problem? Tell why you think this way.

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

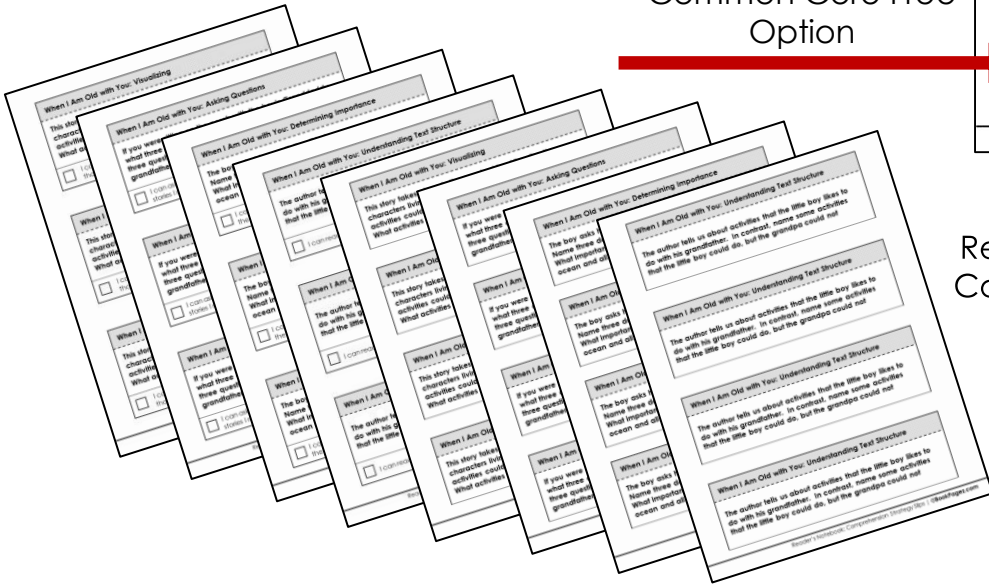
Strategy and Text Based Reader's Response Prompt

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

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

Text-to-Text Text-to-World Text-to-Text

Draw a picture of your connection in the box below.

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 Connections

Making Predictions

Title: _____

Predictions at the Beginning	While Reading	Check Predictions at the End
Write your predictions here.	Write your predictions here.	Indicate whether your predictions were correct or incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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 Predictions

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Understanding Text Structure

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

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

Understanding Text Structure

Synthesizing

Title: _____

At First I was Thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...

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

Vocabulary Connections Ruby's Wish
By: Shirin Yim Bridges
Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in Ruby's Wish

Concerned
Worried about something

Gently
Handled easily or mildly

Hired
Gave a job to someone

Jacket
A piece of clothing for the upper body, usually worn over other clothing

Join
To take part with others in an activity

Lessons
Readings or exercises to be studied

Parents
One's father and mother

Student
Someone who studies and learns

Unusual
Uncommon or rare

Upset
To cause worry or unhappiness

Vocabulary Word List | @BookPages.com

Important Words to Know and Understand in Ruby's Wish Word List

Vocabulary Connections Ruby's Wish
By: Shirin Yim Bridges
Grade Level: 3 / Guided Reading Level: N

Concerned	Gently	Hired
		
Jacket	Join	Lessons
		

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Ruby's Wish
By: Shirin Yim Bridges
Grade Level: 3 / Guided Reading Level: N

Concerned	Gently	Hired
Worried about something	Handled easily or mildly	Gave a job to someone
Jacket	Join	Lessons
A piece of clothing for the upper body, usually worn over other clothing	To take part with others in an activity	Readings or exercises to be studied

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Ruby's Wish
By: Shirin Yim Bridges
Grade Level: 3 / Guided Reading Level: N

Concerned is a/an noun verb adverb adjective Definition of Concerned:	Gently is a/an noun verb adverb adjective Definition of Gently:	Hired is a/an noun verb adverb adjective Definition of Hired:
Concerned looks like this:	Gently looks like this:	Hired looks like this:
Concerned reminds me of:	Gently reminds me of:	Hired reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections Ruby's Wish
By: Shirin Yim Bridges
Grade Level: 3 / Guided Reading Level: N

Ruby's Wish
By Shirin Yim Bridges

A new word that I learned in this book is:

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPages.com

Personalized Vocabulary Bookmark

Word Games with Words from Ruby's Wish

Directions: Complete the sentences below using the correct vocabulary words from the Word Bank.

Word Bank
unusual gently upset
jacket join student

- It's cold outside so better zip your _____.
- She is a _____ of New York University.
- I would like to _____ in a group study with my classmates.
- John got _____ when he heard the bad news.
- The mother laid her baby down _____ when he heard the bad news.

Directions: Read the vocabulary words in the box. Circle the nouns. Then use the nouns to write your own sentence.

Join
Lessons
Parents
Unusual
Upset

Name: _____

Answer Key from Ruby's Wish

1. jacket
2. student
3. join
4. upset
5. gently

Answer Key | @BookPages.com

Word Games and Answer Key

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before 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 | @BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Shirin Yim Bridges
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Suffix -ing

Background:
Adding -ing to a verb makes it present tense. If a word has a short vowel sound (vowel + consonant ending), the consonant is doubled before adding -ing. If a word ends in silent e, the e is dropped before adding -ing.

Examples:

acting	h
watching	h
stringing	st
writing	sv
stopping	a

Materials and Preparation:

- A Copy of *Ruby's Wish*
- Chart Paper
- Markers
- Pencils
- Scissors
- Guided Word Work one double-sided
- Crossword Puzzle
- Optional-Word I

Step 1: Introduce the Focus of Word Work

Introduce Suffix -ing

- Write the words: blowing, crashing, hunting on the chart paper. Ask students what they notice about all of those words. (They all end in -ing.) Ask what the base/root words are for each. Circle them as they answer. Ask: "What kind of words are these?" Help lead them to the conclusion that they are verbs (action words). Ask for volunteers to use one of the words in a sentence. Continue for the other two words.
- Write these words on the chart paper: wearing, hopping, taking. Ask students what the base/root words are. Circle them as they answer correctly. Ask them what they notice about how -ing was added to hop. (The p was doubled before adding -ing.) Ask what happened to the e in take before -ing was added. (It was dropped.) Ask what is different about wearing? (There is no change to the base word.) Lead them to conclusions about the rules for adding -ing.

Sample Anchor Chart

Adding -ing to Action Words

Rules for adding -ing:

- For most words, just add -ing.
- Short vowel in middle with consonant at end (vc) double the consonant and add -ing.
- Long vowel, consonant, silent e: drop the e and add -ing.

doing, cooking, keeping, practicing, praising, tuning

Step 2: Connect Word Work to Reading

Adding Suffix -ing in the Text

- Tell students that the book they will be reading today will have many examples of -ing words.
- Read pages 9-11. Have students put up a finger every time they hear an -ing word.
- Call on students to come up and write one -ing word they heard in one of the circles on the chart. (Allow them to copy from the book, if necessary.) Continue until all six -ing words are filled in on the chart.
- Tell the students that you are going to read the whole book to them. Have them listen for -ing words as you read.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Word Work
By: Shirin Yim Bridges
Grade Level: 3 / Guided Reading Level: N

Step 2: Connect Word Work to Reading (continued)

Adding Suffix -ing in the Text

Some Examples of Words Ending in Suffix -ing Found in the Text:

waiting	saying	wearing	turning
talking	hopping	handwriting	delighting
gossiping	wedding	praising	cooking
keeping	sitting		

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs. Give each student a **Roll and Write worksheet**. Give each pair one die. Depending on which number comes up, they must make that word into an -ing word by writing it on their paper. If they roll the same number more than once, they must lose their turn.
- Set a timer for 10 minutes. When the timer goes off, all play stops. Give prizes or praise to the students who were able to fill in their whole page correctly, and/or those in each pair who got the most words correct.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Try PickINg 3 Practice Page**.
- Read the directions with the class.
- Instruct the students to complete the page.
- Monitor students while they work; collect worksheets when they are finished.

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.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Roll and Write Interactive Activity

Rules of the Game: Roll the die. Look at the word. Rewrite the word with -ing at the end. Remember the rules for adding -ing.

1	aim	
2	hike	
3	brag	
4	greet	
5	plan	
6	sing	

Name: _____ Guided Word Work Practice Page | @BookPagez.com

Interactive Activity

Independent Practice Page

Try PickINg 3 Word Work Practice Page

Directions: Choose at least 3 in each group to complete.

Word	Add -ing	Write a sentence.
act		
blast		
flown		
wink		

What is the rule?

clip	
pet	
drip	
zap	

What is the rule?

blame	
share	
strike	
invite	

What is the rule?

Name: _____ Independent Word Work Practice Page | @BookPagez.com

Extension Activity

Word Detective: Suffix -ing Extension Activity

Directions: Be a word detective! Be on the lookout for words ending in suffix -ing while you read. Write the words that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: _____ Word Work Extension Activity | @BookPagez.com

Assessments

Running Record

Title: Ruby's Wish Guided Reading Text Level: N 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	Instructional	Hard
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy

Page	Text	COUNT		INFORMATION USED	
		E	SC	E	SC
		MSV	MSV	MSV	MSV
1	If you walk down a certain road in a certain city in China, past the pet market with its yellow-and-green ricebirds hopping in their bamboo cages, and the goldfish and the terrapins in their porcelain bowls, you will come to a block of houses, five houses wide and seven houses deep. Many families live here now, and the buildings are brown with age and dirt. But if you look closely, you will see that, once upon a time, this was all one house, the magnificent home of one family.				
4	The house was built by an old man who returned from				

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record Assessment

Ruby's Wish Name: _____
CCSS Assessment Score: / 9

Directions:
Use what you know about *Ruby's Wish* to answer each of the following questions.

1. What was the first event that showed Grandfather Ruby's feelings about how boys and girls were treated differently?

(A) Ruby told Grandfather when he called her to his office.
 (B) Grandfather praised Ruby for her beautiful handwriting.
 (C) Ruby wrote a poem about boys and girls.
 (D) Ruby stayed up late to finish her embroidery.

2. What was Ruby's wish?

(A) Ruby wished to get married and move to another city.
 (B) Ruby wished to go to university.
 (C) Ruby wished to have a carp for a pet.
 (D) Ruby wished to win an award for calligraphy.

3. Why did Ruby start out telling Grandfather that she had healed differently?

(A) Ruby did not want to upset her grandfather.
 (B) Ruby was afraid Grandfather would be angry.
 (C) Ruby couldn't think of anything else to say.
 (D) Ruby was afraid Grandfather would be disappointed.

4. What does the word *unusual* mean in this story, when most girls were never taught to write?

(A) uncommon
 (B) everyday
 (C) expected
 (D) regular

5. What information does the author give at the beginning of the story that helps you understand the end of the story? (RL.3.5)

(A) The house was built by an old man who returned from the Gold Mountain.
 (B) Ruby insisted on wearing red every day.
 (C) Whenever the weather was fine, classes were held in the garden.
 (D) On New Year's Day, children receive bright red envelopes full of good-luck money.

6. Who is the narrator? (RL.3.6)

(A) Ruby
 (B) Ruby's grandfather
 (C) Ruby's granddaughter
 (D) Ruby's daughter

7. How do the drawings help illustrate how Ruby got her name? (RL.3.7)

(A) The drawings show Ruby wearing a ruby ring.
 (B) In all the drawings, Ruby is wearing her favorite color red.
 (C) In most of the drawings, Ruby is carrying a red envelope.
 (D) In the drawings, Ruby is the only one with red lips.

8. How is Ruby's poem about girls and boys different from most poems you have read? (RL.3.9)

(A) Ruby's poem is much longer than most poems.
 (B) Ruby's poem is written in calligraphy.
 (C) Ruby's poem is written in the form of a letter to Grandfather.
 (D) Ruby's poem does not rhyme like many poems do.

9. Based on the end of the story, what will Ruby do next? (RL.3.10)

(A) Ruby will go to university and work hard.
 (B) Ruby will get married and leave the house.
 (C) Ruby will finish her embroidery.
 (D) Ruby will try not to show her disappointment with her gift.

CCSS Assessment 3rd Grade Reading Standards for Literature | BookPagez.com

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

Answer Key

Extension Activity

Name: _____ Date: _____
Directions: Ruby wrote a poem to show how she felt about girls being treated differently from boys. This led to her getting her wish to go to university. Write an acrostic poem that tells about your wish. Use each letter as the first letter in each line of your poem.
Acrostic Poem
R U B Y S W I S H
Extension Activity @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Ruby's With Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ruby's Wish" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 - Describe characters in a story (eg, their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events. RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6 - Compare their own point of view from that of the narrator or those of the characters. RL.3.9 - By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.6 - Explain that own ideas and understanding in the light of the discussion. SL.3.7 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.8 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, after, since, first, then, next, last, during, before, through, throughout, between, toward, away from, up, down, and so on) (through ongoing and focused instruction).</p> <p style="text-align: right;">Ruby's With CCSS Alignment @BookPagez.com</p>

Common Core State Standards Correlation
<p>Ruby's With Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ruby's Wish" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 - Describe characters in a story (eg, their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events. RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6 - Compare their own point of view from that of the narrator or those of the characters. RL.3.9 - By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.6 - Explain that own ideas and understanding in the light of the discussion. SL.3.7 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.8 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, after, since, first, then, next, last, during, before, through, throughout, between, toward, away from, up, down, and so on) (through ongoing and focused instruction).</p> <p style="text-align: right;">Ruby's With CCSS Alignment @BookPagez.com</p>

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Common Core State Standards Correlation
<p>Ruby's With Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ruby's Wish" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 - Describe characters in a story (eg, their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events. RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6 - Compare their own point of view from that of the narrator or those of the characters. RL.3.9 - By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.6 - Explain that own ideas and understanding in the light of the discussion. SL.3.7 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.8 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, after, since, first, then, next, last, during, before, through, throughout, between, toward, away from, up, down, and so on) (through ongoing and focused instruction).</p> <p style="text-align: right;">Ruby's With CCSS Alignment @BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Ruby's With Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ruby's Wish" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, after, since, first, then, next, last, during, before, through, throughout, between, toward, away from, up, down, and so on) (through ongoing and focused instruction).</p> <p style="text-align: right;">Ruby's With CCSS Alignment @BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>Ruby's With Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ruby's Wish" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right;">Ruby's With CCSS Alignment @BookPagez.com</p>

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Ruby's Wish Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para practicar: Sintetizar con Ruby's Wish (El deseo de Ruby)

Página 4:
Esta historia es sobre una familia que vivió en la antigua China. ¿Qué sabes de la familia hasta ahora?


Página 8:
¿Qué hizo el abuelo por sus nietos?

¿Por qué es esto inusual?

¿Por qué es importante saber esto?

Página 11:
Ruby tuvo que trabajar mucho tiempo en la noche, después de que todos los demás se fueron a la cama. ¿Por qué tuvo que trabajar tan duro?

Nombre: _____



Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Sintetizar con Ruby's Wish (El deseo de Ruby)

¿Crees que esto es justo? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: No creo que esto sea justo porque las niñas y los niños deberían tener la misma cantidad de responsabilidades.


Página 16:
El abuelo llamó a Ruby a su oficina para hablar sobre el poema que escribió sobre niños y niñas. ¿Cuál es tu opinión del abuelo hasta ahora?
Las respuestas varían. Podrían incluir: Me gusta el abuelo y creo que le importan mucho sus nietos.

¿Qué te hace sentir de esta manera?
Las respuestas varían. Podrían incluir: Me siento así porque realmente quiere saber por qué Ruby cree que los niños son tratados mejor que las niñas.

Página 20:
¿Cuál es el deseo de Ruby?
El deseo de Ruby es ir a la universidad cuando crezca.

¿Qué dice este deseo sobre su personaje?
Las respuestas varían. Podrían incluir: Su deseo demuestra que le importa aprender y no cree que los niños y las niñas deban ser tratados de manera diferente.

Nombre: _____



Hacer Conexiones con Ruby's Wish (El deseo de Ruby)

Página 20:
Ruby dijo que era que los al mundo. ¿mundo de f
Las respu
de moned

Página 5:
El nombre de Ruby vino de su ar mismo. ¿Cuál es tu color favorit

Di por qué t
Las respu
deportes
profesiona

¿Cómo te a
Las respu
la historia

El autor cue
tu mismo. ¿
Las respu
esta mane

¿Por qué o
Las respu
rejas con

Nombre: _____

Making Connections

Tu turno para practicar: Hacer Conexiones con Ruby's Wish (El deseo de Ruby)

Hacer predicciones con Ruby's Wish (El deseo de Ruby)

¿Por qué hic
Las respue
estaba pre


Página 20:
Mira la imagen en la portada y lee el título. Predice donde crees que tend
Las respu
Ruby vaya

¿Por qué cre
Las respu
pueden co

Página 23:
Ruby recibe
Las respu
el paquete

Página 14:
El abuelo lee el poema de Ruby que dice que en su casa solo se cuida a los niños. Él la convoca a su oficina. Predice lo que sucederá cuando Ruby vaya a verlo.

Nombre: _____



Making Predictions

Determinar la importancia con Ruby's Wish (El deseo de Ruby)

Página 1:
El autor da una descripción detallada de la casa en
Las respue
dice que la

¿Qué te ha
Las respue
cuántas pa

Página 5:
Incluso cuando Ruby tuvo que usar ropa sencilla, se a
Las respue
que Ruby

Página 11:
Ruby trabajó
Las respue
muestra q
de ir a cla

Nombre: _____

Determining Importance


Entender la estructura del texto con Ruby's Wish (El deseo de Ruby)

Página 1:
El autor utiliza sobre la casa
Las respue
antigua y

Página 9:
La autora us pusieron raj
Las respue
brillante. ¿
Las respue
dicen que B
letras a pes

Página 11:
El autor mues ellas aband
El proble
quedarse
todo.
Las respue
entender
trabajado

Nombre: _____



Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

Ruby's Wish (El deseo de Ruby): Hacer Conexiones

Ruby sigue trabajando duro en la escuela, aunque no cree que pueda asistir a la universidad. ¿Habrías seguido trabajando duro como Ruby o habrías dejado de ir a la escuela como las otras chicas? Haz una conexión texto a tu mismo para explicar su respuesta.

Puedo distinguir la diferencia entre lo que pienso y lo que el autor o los personajes podrían pensar en una historia. CCSS: RL.3.6

Ruby's Wish (El deseo de Ruby): Hacer Conexiones

Ruby sigue trabajando duro en la escuela, aunque no cree que pueda asistir a la universidad. ¿Habrías seguido trabajando duro como Ruby o habrías dejado de ir a la escuela como las otras chicas? Haz una conexión texto a tu mismo para explicar su respuesta.

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Ruby's Wish (El deseo de Ruby): Hacer Conexiones

Ruby sigue trabajando duro en la escuela, aunque no cree que pueda asistir a la universidad. ¿Habrías seguido trabajando duro como Ruby o habrías dejado de ir a la escuela como las otras chicas? Haz una conexión texto a tu mismo para explicar su respuesta.

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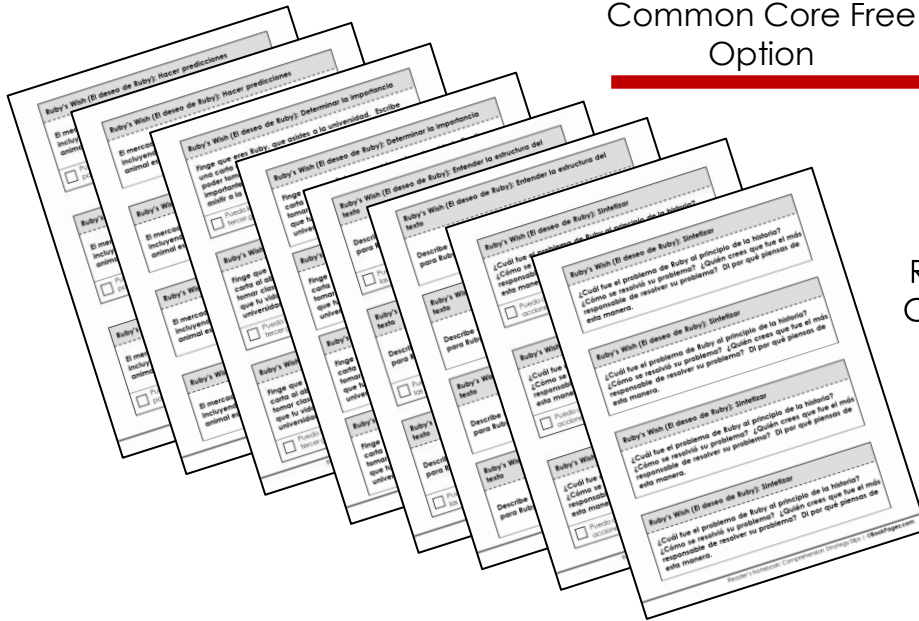
Ruby's Wish (El deseo de Ruby): Hacer Conexiones

Ruby sigue trabajando duro en la escuela, aunque no cree que pueda asistir a la universidad. ¿Habrías seguido trabajando duro como Ruby o habrías dejado de ir a la escuela como las otras chicas? Haz una conexión texto a tu mismo para explicar su respuesta.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text con mismo

Texto de texto

Texto al mundo

Haz un dibujo de tu conexión abajo.

Indicaciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer predicciones
Título: _____

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Indicaciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en el burbujita de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Indicaciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usada la estructura del texto	Cómo la estructura del texto me ayudó
	Página: _____	
	Página: _____	
	Página: _____	
	Página: _____	

Indicaciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque ahora pienso...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

Mi nueva forma de pensar es... Después de pensar sobre...
Porque... Porque... Porque concluí que... Porque...

Indicaciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Ruby escribió un poema para mostrar cómo se sentía acerca de que las niñas recibían un trato diferente al de los niños. Esto la llevó a conseguir su deseo de ir a la universidad. Escribe un poema acróstico que cuente sobre tu deseo. Usa cada letra como la primera letra en cada línea de tu poema.

Poema acrostico

D
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Y