

Ruby the Copycat

Written by Peggy Rathmann

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**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

Targeted Treasure Hunt: Ruby the Copycat

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Produced by the Reading Wings 4th Edition Team

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LITERATURE (6 DAY)

Ruby the Copycat

Written by Peggy Rathmann

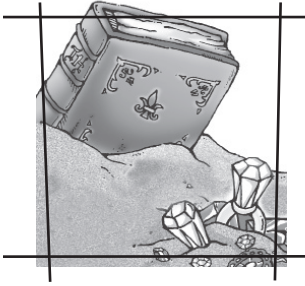
Summary

Ruby is a new student in Miss Hart’s class and desperately wants to fit in. She wears a red bow, a dress, painted sneakers, and makes up poems just like her classmate Angela. Miss Hart realizes that Ruby has a hard time being herself, so she suggests that Ruby should be happy being different. Ruby takes Miss Hart’s advice and stops copying Angela. When Ruby comes back to school on Monday, she doesn’t look like Angela, but she does have long pink fingernails—just like Miss Hart!

Instructional Objectives

| | Reading | Word Power | Writing |
|----------------|---|--|--|
| CYCLE 1 | Compare and contrast (CC) | Base word and ending | Write a poem. |
| | Students will compare and contrast the main character to other characters in the story. | Students will break words into base words and endings and use the endings <i>-ed</i> and <i>-ing</i> to help read difficult words. | Students will write acrostic poems to describe themselves using their names. |

Teacher’s Note: The text, *Ruby the Copycat*, has no page numbers. Number the first page of story text page 5.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **practice active listening**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Ruby the Copycat* by Peggy Rathmann. As we read, we'll compare and contrast. Good readers compare and contrast to tell how things are alike and how they are different.

- Point out the strategy target on the team score sheet.

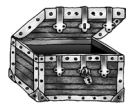


- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the topic.
 - Use **Think-Pair-Share** to have students tell about famous people they admire and the qualities that these people have. Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students tell whether it is better to copy other people, or whether it is better to be yourself. Have students tell why. Randomly select a few students to share.
 - Use **Think-Pair-Share** to have students imagine what it would be like to be a new student at an unfamiliar school. Randomly select a few students to share.

Vocabulary TP



- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 1
 Student Edition chart does not contain page numbers or identification examples.

| Word and Page Number | Identification Strategy | Definition | Sentence |
|-----------------------------|--|----------------|--|
| slid page 9 | blend | moved smoothly | The baseball player <i>slid</i> into third base. |
| whispered page 9 | base word + ending: whisper + ed | softly said | Jessica <i>whispered</i> a secret to James so no one would hear. |
| raced page 14 | base word + ending: rac(e) + ed | ran fast | Ralph <i>raced</i> home so he could play with his new toy. |
| scribbled page 21 | base word + ending: scribbl(e) + ed | quickly wrote | Megan <i>scribbled</i> a note to her mother before running out the door. |

| Word and Page Number | Identification Strategy | Definition | Sentence |
|---------------------------|---|-------------------------|--|
| buried page 21 | base word + ending: bur(y) + i + ed | covered up, hid | The baby was so shy that she <i>buried</i> her face in her mother's arms anytime a stranger came near. |
| gently page 22 | chunk: gent-ly | softly | The cat <i>gently</i> licked her new kitten. |
| serious page 24 | /e/ and /i/ = long e sound chunk: se-ri-ous | not funny or playful | Byron knew that his father was <i>serious</i> by looking at the frown on his face. |
| giggled page 27 | base word + ending: gigg(l)e + ed | laughed | The girls <i>giggled</i> every time Derek made a funny face. |

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in literature.

As we read *Ruby the Copycat*, we will focus on comparing and contrasting. Comparing and contrasting is telling how things are alike and how they are different. Good readers compare and contrast to understand stories better.



- Use a **Think Aloud** to model identifying the difference between comparing and contrasting.

I want to make sure I understand the difference between comparing and contrasting. Comparing is telling how things are alike. Contrasting is telling how things are different.

- Use a **Think Aloud** to model comparing and contrasting.

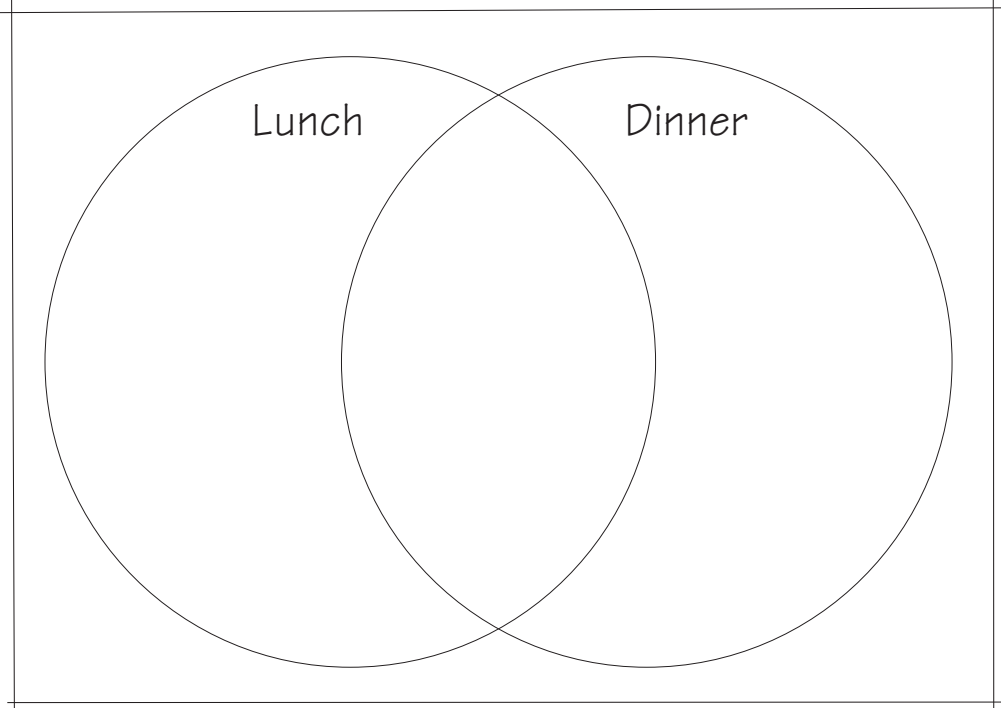
I can compare and contrast almost anything. I want to compare and contrast lunch and dinner. To compare them, I would think about how they are alike. Let me think...they're both meals. They're both part of a balanced diet. To contrast, I would think about how they are different. I eat lunch around noon, but I eat dinner in the evening. Also, dinner is usually a larger meal than lunch. So I just compared and contrasted.

- Display the following blank Venn diagram.

Blackline master provided.

Venn Diagram

Title: _____



- Point out to students that this Venn diagram can help them understand comparing and contrasting. Use the information about lunch and dinner to fill in the diagram.

This Venn diagram can help us understand comparing and contrasting. One side of the diagram is lunch, and the other is dinner. On the lunch side, I'll put things that just describe lunch. I'll put "middle of the day" and "small" on the lunch side. On the dinner side, I'll put things that just describe dinner. I'll put "evening" and "larger" on the dinner side. But there are things that describe both lunch and dinner. Those things go in the part of the Venn diagram where the circles overlap. So in this part, I'll write "meal, part of a balanced diet." By looking at this diagram, I can see how lunch and dinner differ and how they are the same. That helps me understand comparing and contrasting.

- Point out that readers compare and contrast characters in stories.
- Use a **Think Aloud** to model comparing and contrasting characters in a story.

Recently, I read the story of the country mouse and the city mouse. I can compare and contrast those two characters. The country mouse and the city mouse are, of course, both mice. They're both friends with each other. They also both like to write letters. That's comparing because I'm telling how they are alike. To contrast, I would tell how they are different. The country mouse lives on a farm, and the city mouse lives in a big city. The country mouse likes simple things, but the city mouse likes fancy things. That's contrasting.

- Use a **Think Aloud** to model filling out a Venn diagram with this information as time permits or if necessary.
- Point out that students will compare and contrast as they read *Ruby the Copycat*.

Listening Comprehension

- Read page 5 of *Ruby the Copycat* aloud. Use a **Think Aloud** to model contrasting Ruby with the rest of the students.

I just read about Ruby's first day at her new school. As I was reading, I noticed a difference between Ruby and the rest of Miss Hart's class. While the other students have been in Miss Hart's class for a while, it is Ruby's first day. She's a new student.

- Remind students to look for things that are the same and different as they begin reading today.

Preview Team Talk

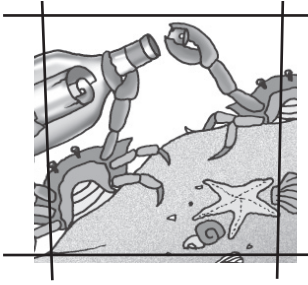
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Is Miss Hart nice? Support your answer. |DC|
2. Tell one way that Ruby and Angela are alike in today's reading. (Write-On) |CC|
3. When did Ruby come back to school wearing a red bow? |SQ|
 - a. the next day
 - b. after lunch
 - c. the next week
 - d. after dinner
4. Has Ruby found a friend? Support your answer. |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 6 and 7 aloud with partners.
pages 8 and 9 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Is Miss Hart nice? Support your answer. |DC|

(Accept supported answers.) 100 points = Miss Hart is very nice. She asks the students about their weekends. She says that Angela’s weekend was exciting. 90 points = Miss Hart is very nice. She asks the students about their weekends. 80 points = She is very nice.

2. Tell one way that Ruby and Angela are alike in today’s reading. (Write-On) |CC|

(Answers may vary.) 100 points = One way that Ruby and Angela are alike in today’s reading is that they were both flower girls at their sisters’ weddings. 90 points = One way that they are alike in today’s reading is that they were both flower girls. 80 points = They were both at weddings.

3. When did Ruby come back to school wearing a red bow? |SQ|

- a. the next day
- b. after lunch
- c. the next week
- d. after dinner

Team Talk *continued*

4. Has Ruby found a friend? Support your answer. |DC|

(Accept supported answers.) 100 points = Yes. Ruby has found a friend. She and Angela get along well. They both like each other's red bows.

90 points = Ruby has found a friend. She and Angela get along well.

80 points = Yes. Angela.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

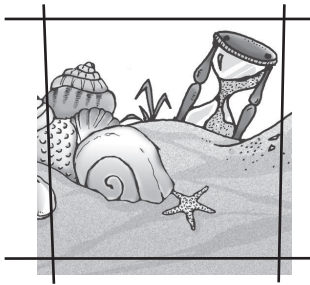
Team Talk Extenders

Why do you think Ruby is copying Angela?
 Have you ever wanted to copy somebody?
 If so, who was it and why?
 Has anyone ever tried to copy you? How did that feel?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

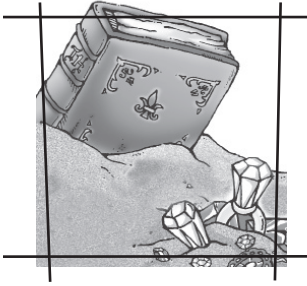
Pages 6 and 7

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

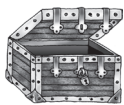
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Who went to a wedding over the weekend?

Listening Comprehension



- Read pages 10 and 11 aloud. Use a **Think Aloud** to model comparing Ruby and Angela.

I just noticed a way that Ruby and Angela are alike. They are both wearing purple sweaters with flowers on them.

- Remind students to look for things that are the same and different as they continue reading.

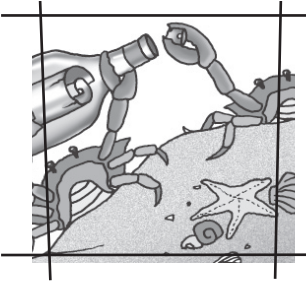
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Tell one way that Ruby and Angela are alike in today's reading. (Write-On) |CC|
2. Why does Ruby hold her arms and legs out as she sits at her desk? |CE|
3. Why does Ruby put on a flowered dress? |CE|
4. Ruby's actions are making Angela— |DC|
 - a. happy.
 - b. sad.
 - c. angry.
 - d. scared.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 12 aloud with partners.
pages 13 and 14 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Tell one way that Ruby and Angela are alike in today's reading. (Write-On) |CC|

(Answers may vary.) 100 points = One way that Ruby and Angela are alike in today's reading is that they are both wearing hand-painted rainbow T-shirts. 90 points = One way that they are alike is that they are both wearing hand-painted T-shirts. 80 points = They are both wearing hand-painted T-shirts.

2. Why does Ruby hold her arms and legs out as she sits at her desk? |CE|

100 points = Ruby holds her arms and legs out as she sits at her desk because her T-shirt and shoes have wet paint on them. She doesn't want to get the paint everywhere. 90 points = She holds her arms and legs out as she sits at her desk because of the wet paint. 80 points = Because of the wet paint.

3. Why does Ruby put on a flowered dress? |CE|

100 points = Ruby puts on a flowered dress because Angela does. Ruby wants to be like Angela. 90 points = Ruby puts on a flowered dress because Angela does. 80 points = She wants to be like Angela.

| Team Talk <small>continued</small> | |
|--|--|
| 4. Ruby’s actions are making Angela— DC | |
| a. happy. | |
| b. sad. | |
| c. <i>angry</i> . | |
| d. scared. | |

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

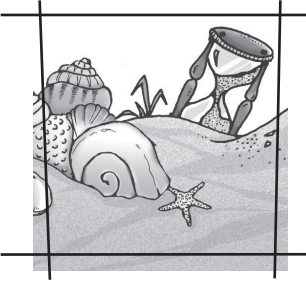
Class Discussion TP



| | |
|-------------------------|--|
| Strategy-Use Discussion | <ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. |
|-------------------------|--|

| | | |
|------------------------------|---|---------------------|
| Think-and-Connect Discussion | <ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. | |
| | <table border="1"> <tr> <td style="background-color: #cccccc;">Team Talk Extenders</td> <td> How would you try to convince Ruby to be herself? Do you think Ruby’s actions should bother Angela? Why or why not? </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. | Team Talk Extenders |
| Team Talk Extenders | How would you try to convince Ruby to be herself? Do you think Ruby’s actions should bother Angela? Why or why not? | |

| | |
|---------------------|---|
| Write-On Discussion | <ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. |
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FLUENCY IN FIVE **TP**

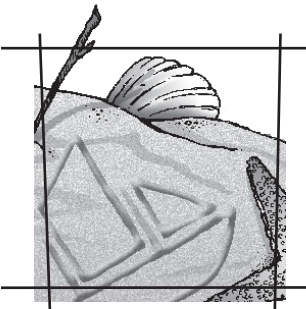
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Pages 12 and 13

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



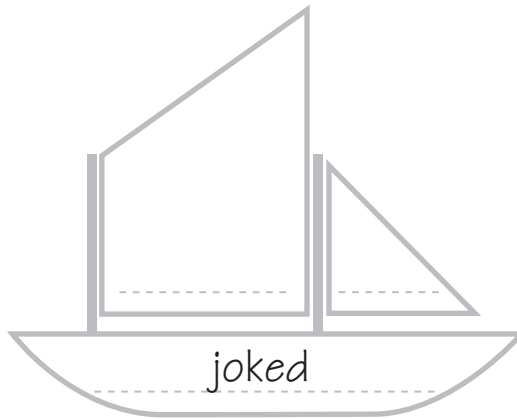
WORD POWER **TP**

Timing Goal: 10 minutes

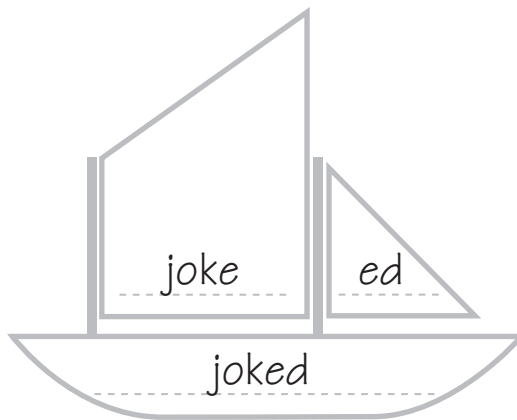
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill—reading base words with endings. Link the skill to Captain Read More’s Word Treasure clue for reading base words with endings.

Blackline master provided.

- Display a sailboat with one main sail and one small sail. Write the word “joked” on the bottom of the boat.

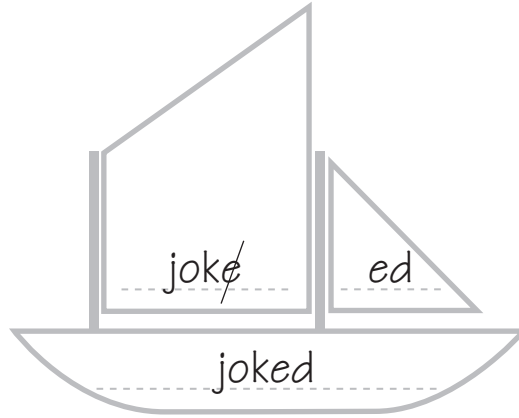


- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to ask students if they can figure out what the clues mean—how the sails can help them to read the word—and which word parts should go on the sails.

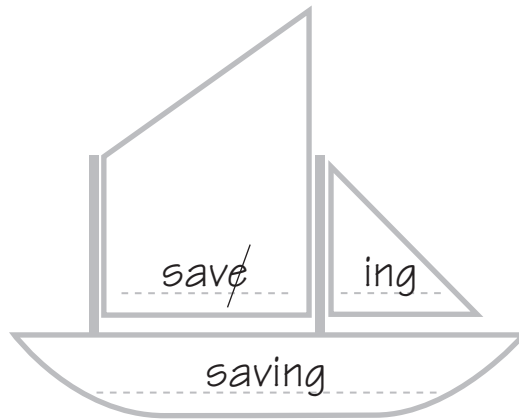


- Randomly select a few students to share. Write the word parts on the sails.
- Have students read the sail parts with you, read the word, and compare the sail parts to the boat to see if they are the same. Randomly select a few students to share.
- Confirm students’ responses, or explain that there is only one *e* in *joked* on the boat, but there are two on the sails.

- Introduce the scrubber as a tool that Captain Read More uses to make the sails match the word on the boat. Scrub off the *e* from *joke* on the main sail by drawing a line through it.



- Point out that sometimes base words that end with an *e* change when endings are added. Explain that the scrubber is used to get rid of the extra letter in the big sail.
- Repeat the activity with the word *saving*.



- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm students' responses, or model, by reading Captain Read More's treasure note.

Word Treasure

Sometimes when an ending is added to a base word that ends in *e*, the *e* is dropped.

If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.

- Tell students to be on the lookout for words from this cycle's vocabulary list that have base words with *e* endings.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 2 and 3

Skill Practice

Write the word in your journal. Then write the base word and ending. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. based *base* + *ed*
2. shared *share* + *d*
3. flaking *flake* + *ing*
4. hiking *hike* + *ing*

Building Meaning

| | | | |
|--------|-----------|---------|-----------|
| slid | whispered | raced | scribbled |
| buried | gently | serious | giggled |

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

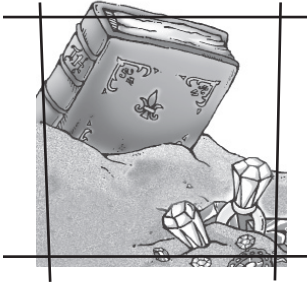
6. Which of the following could be buried?
 - a. a dump truck
 - a. a circus tent
 - a. a big airplane
 - a. a treasure chest



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

| Team Celebration Points | |
|---|--|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | <ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points? |



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

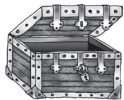
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What does Ruby's dress look like?

Listening Comprehension



- Read page 15 aloud. Use **Team Huddle** and **Random Reporter** to have students contrast Ruby and Angela.

Let's think about a way that Ruby and Angela are different in this passage. What is one way that they are different? Think about their clothing.

Give students time to discuss. **Right. While Ruby is wearing a striped dress, Angela is wearing a black dress.**

- Read pages 16 and 17 aloud, pausing to make points, ask questions, or focus students' attention as necessary.
- Remind students to look for things that are the same and different as they continue reading.

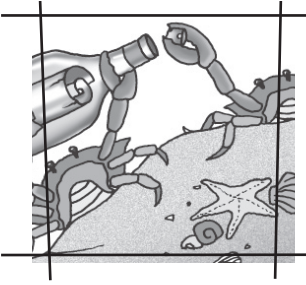
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. Did Ruby have a cat? Support your answer. |DC|
2. How does Ruby feel about Angela? |DC|
 - a. Ruby hates Angela.
 - b. Ruby likes Angela.
 - c. Ruby fears Angela.
 - d. Ruby misses Angela.
3. Tell one way that Ruby and Angela are different in today's reading. (Write-On) |CC|
4. What do you predict is going to happen to Ruby after school? Support your prediction. |PR|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 18 and 19 aloud with partners.
pages 20 and 21 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Did Ruby have a cat? Support your answer. |DC|

(Accept supported answers.) 100 points = No. Ruby did not have a cat. She is just copying Angela. Angela recites a poem about having a cat, so Ruby does the same. 90 points = No. Ruby did not have a cat. She is just copying Angela. 80 points = No. She is just copying Angela.

2. How does Ruby feel about Angela? |DC|

- a. Ruby hates Angela.
- b. Ruby likes Angela.
- c. Ruby fears Angela.
- d. Ruby misses Angela.

Team Talk *continued*

3. Tell one way that Ruby and Angela are different in today’s reading.
(Write-On) |CCI|

100 points = *One way that Ruby and Angela are different in today’s reading is that Angela is angry and Ruby is sad. Angela is angry at Ruby for copying her. She writes a note and hurts Ruby’s feelings.*

90 points = *One way that Ruby and Angela are different in today’s reading is that Angela is angry and Ruby is sad. 80 points = Angela is angry, and Ruby is sad.*

4. What do you predict is going to happen to Ruby after school? Support your prediction. |PR|

100 points = *I predict that Miss Hart is going to talk to Ruby about being a copycat. She is going to tell Ruby to stop copying Angela. Miss Hart sends everyone else home from school but has Ruby stay. 90 points = I predict that Miss Hart is going to talk to Ruby about being a copycat. She sends everyone but Ruby home. 80 points = Miss Hart is going to tell Ruby to stop copying Angela.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion TP



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team’s strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

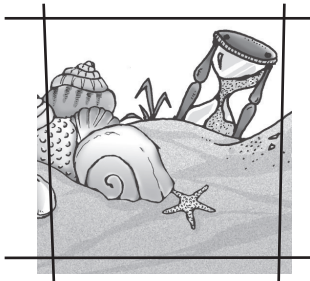
Team Talk Extenders

If you were Angela, how would you feel about Ruby copying you all the time?
Do you think the teacher should get involved to stop Ruby from copying Angela? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

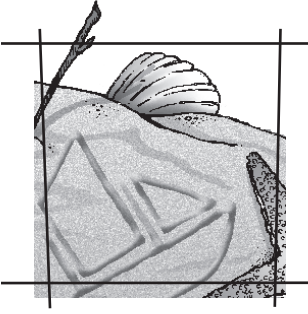
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Pages 12 and 13 or page 21

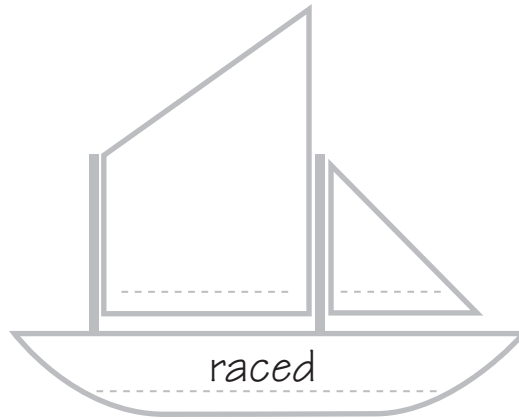
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



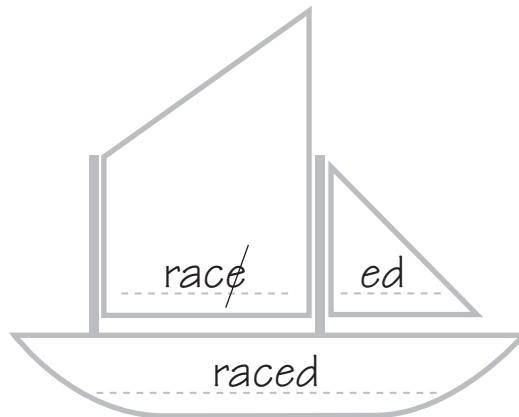
WORD POWER **TP**

Timing Goal: 10 minutes

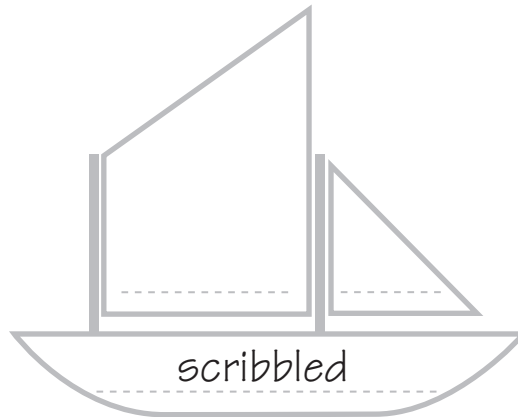
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skills. Use the message to remind students of the skills they are working on (dropping the *e* in a base word when adding an ending).
- Point out that there is a word from this cycle's vocabulary list that contains a base word with an *e* on the end. Display another blank sailboat. Write the word *raced* on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word part should go on the big sail [*race*], which word part should be written on the smaller sail [*ed*], and which letter should be scrubbed [*e*]. Randomly select a few students to share.



- Display another sailboat. Write the word “scribbled” on the bottom of the boat. Point out that *scribbled* is another word from the vocabulary list.



- Use **Think-Pair-Share** to have students identify which word part should go on the big sail [*scribble*], which word part should be written on the smaller sail [*ed*], and which letter should be scrubbed [*e*]. Randomly select a few students to share.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 3 and 4

Skill Practice

Write the word in your journal. Then write the base word and ending. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. noted *not~~e~~ + ed*
2. poking *pok~~e~~ + ing*
3. filed *fil~~e~~ + ed*
4. living *liv~~e~~ + ing*

Building Meaning

| | | | |
|--------|-----------|---------|-----------|
| slid | whispered | raced | scribbled |
| buried | gently | serious | giggled |

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Which of the following could not be buried?
- a. a cloud in the sky
 - b. a dog bone in the backyard
 - c. a book under a stack of papers
 - d. a toy in the sand

Practice Lists

Group 1

| | | |
|-------|--------|---------|
| raked | raking | shaking |
| timed | timing | striped |
| rated | rating | proving |

Group 2

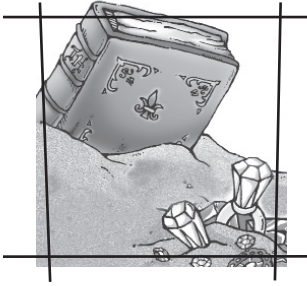
| | | |
|--------|--------|--------|
| sound | timing | roping |
| waking | only | timed |
| work | taped | rating |



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

| Team Celebration Points | |
|---|--|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | <ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points? |



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

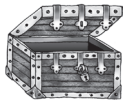
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why does Miss Hart keep Ruby after school?

Listening Comprehension



- Read page 22 aloud. Use **Team Huddle** and **Random Reporter** to have students identify how Miss Hart treats Ruby differently from how Angela treated Ruby.

Look at the picture on this page. Ruby is pretty upset. Why is she upset? Wait for students' responses. **Right. Angela got angry at her and wrote her a note. The note hurt Ruby's feelings. How is Miss Hart treating Ruby differently from how Angela treated her?** Wait for students' responses. **Good. Miss Hart is being very nice to Ruby. She tells Ruby that it's better to be herself than try to be someone else. She tells Ruby she likes her just the way she is. She doesn't hurt Ruby's feelings.**

- Remind students to look for things that are the same and different as they continue reading.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

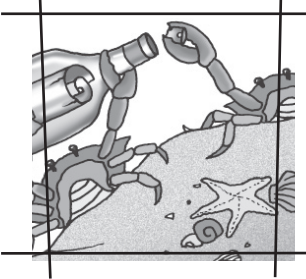
Student Edition, page 5

Team Talk

1. Tell one way that Ruby and Miss Hart are similar in today's reading. (Write-On) |CC|
2. The class laughs at Ruby **after** she says that she— |SQ|
 - a. was embarrassed.
 - b. put on pink nails.
 - c. went to the opera with Miss Hart.
 - d. hopped around the picnic table.
3. Use the drawing on page 25 to draw a conclusion about how Ruby feels when Miss Hart asks her if she did anything else over the weekend. Support your answer. |DC|

Team Talk *continued*

4. How do Ruby's actions after her classmates giggle let you know that she is embarrassed? Support your answer. |CH|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 23 and 24 aloud with partners.
pages 25–27 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Tell one way that Ruby and Miss Hart are similar in today's reading.
(Write-On) |CC|

100 points = *One way that Ruby and Miss Hart are similar in today's reading is that they both went to the opera. Miss Hart says she had a pleasant weekend and went to the opera. Ruby raises her hand and says she went there too.* **90 points** = *One way that Ruby and Miss Hart are similar in today's reading is that they both went to the opera.* **80 points** = *They both went to the opera.*

Team Talk *continued*

2. The class laughs at Ruby **after** she says that she— |SQ|
 - a. was embarrassed.
 - b. put on pink nails.
 - c. went to the opera with Miss Hart.
 - d. *hopped around the picnic table.*

3. Use the drawing on page 25 to draw a conclusion about how Ruby feels when Miss Hart asks her if she did anything else over the weekend. Support your answer. |DC|

100 points = *I can tell that Ruby does not feel happy in the drawing on page 25. Her head is down, and she is frowning. She knows that Miss Hart is not happy with her. She knows that she is being a copycat.* **90 points** = *I can tell that Ruby does not feel happy in the drawing on page 25. Her head is down, and she is frowning.* **80 points** = *She isn't happy. She is frowning.*

4. How do Ruby's actions after her classmates giggle let you know that she is embarrassed? Support your answer. |CH|

100 points = *Ruby's actions after her classmates giggle let me know that she is embarrassed because her ears turn red. I know people blush when they are embarrassed. She also wants to prove her classmates wrong.*

90 points = *Ruby's actions after her classmates giggle let me know that she is embarrassed because her ears turn red. People blush when they are embarrassed.* **80 points** = *Her ears turn red.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

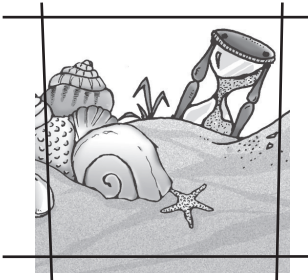
Team Talk Extenders

Do you think Angela would like Ruby more if Ruby stopped copying her? Why or why not?
 If you had a friend who liked to copy you, how would you convince this person to be more like himself or herself?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

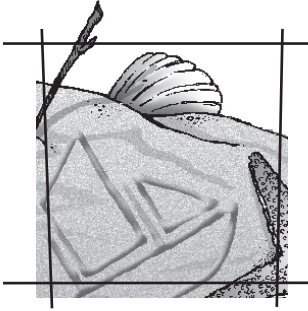
Student Edition, page 1

Pages 12 and 13, page 21, or pages 24 and 25

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers

stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (dropping the *e* in a base word when adding an ending) and the Word Treasure clues that Captain Read More uses for these skills (the boat with a big sail and a little sail, and the scrubber).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

Trina skated across the frozen pond.

I had to keep raking the leaves until the sun went down.



- Use **Random Reporter** to choose a student to read each sentence orally and identify the base word and ending and any letters that need to be scrubbed.

skate / + *ed*; *rake* / + *ing*.

- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 5 and 6

Skill Practice

Write the word in your journal. Then write the base word and ending. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. faded *fad~~e~~ + ed*
2. driving *driv~~e~~ + ing*
3. mined *min~~e~~ + ed*
4. biting *bit~~e~~ + ing*

Building Meaning

| | | | |
|--------|-----------|---------|-----------|
| slid | whispered | raced | scribbled |
| buried | gently | serious | giggled |

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Alex scribbled a note to Pierce during class. *Scribbled* means—
 - a. quickly wrote.
 - b. quietly wrote.
 - c. wrote large.
 - d. neatly wrote.

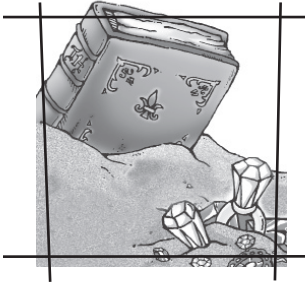
On My Own

| | | |
|--------|-------|---------|
| raking | only | striped |
| waking | rated | timed |
| work | taped | sound |

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

| Team Celebration Points | |
|---|--|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | <ul style="list-style-type: none">- How many points did you earn today?- How well did you use the team cooperation goal and behavior?- How can you earn more points? |

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



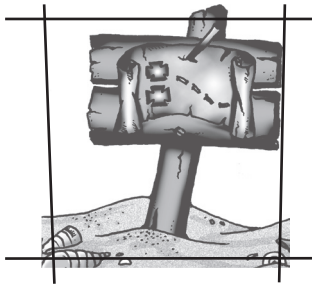
In yesterday's reading, Ruby was told to be herself. Today, we will find out if she can be herself.

Vocabulary **TP**

- Remind students that their knowledge of the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

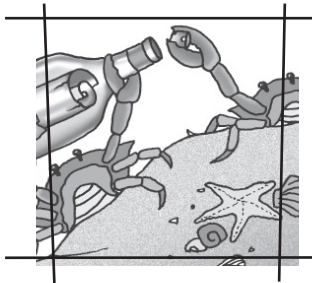
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about comparing and contrasting.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher Procedures for Teamwork vary with strategy instruction.

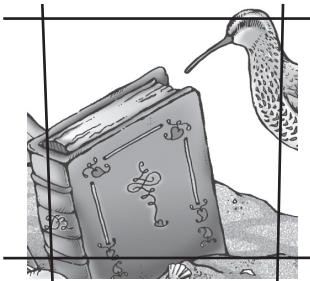
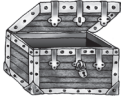
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

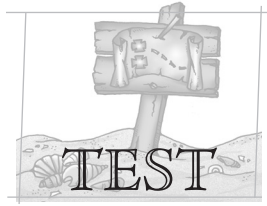


BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

| Team Celebration Points | |
|---|--|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned. | <ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points? |



Comprehension Questions

Read pages 28–32 of *Ruby the Copycat*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Tell one way that Ruby and Angela were alike or different in the reading that you did earlier this cycle. |CC|

(Answers may vary.) 20 points = One way that Ruby and Angela were alike in the reading that I did earlier this week is that they both wore the same clothes. Ruby was always copying Angela. 15 points = One way they were alike is that they both wore the same clothes. 10 points = They both wore the same clothes.

20 points

2. Why does Ruby copy Angela? |CE|

20 points = Ruby copies Angela because she likes Angela. She wants to be like Angela. 15 points = Ruby copies Angela because she likes Angela. 10 points = Because she likes Angela.

10 points

3. Whom does Ruby start copying **after** she copies Angela? |SQ|

- a. Miss Hart
- b. her mother
- c. other kids
- d. the principal

10 points

4. On page 28, the author writes that Ruby *sprang* from her desk. What does this mean? |CL|

- a. She dropped.
- b. She jumped.
- c. She slid.
- d. She fell.

20 points

5. Why does the class cheer for Ruby? |CE|

20 points = The class cheers for Ruby because she is the best hopper they have ever seen. 15 points = They cheer because she's the best hopper. 10 points = Because she's the best hopper.

20 points

6. Tell one way that Ruby and Angela are alike in today's reading. |CC|

(Answers may vary.) 20 points = One way Ruby and Angela are alike in today's reading is that they both hop home at the end. 15 points = One way they are alike is that they both hop home. 10 points = They both hop home.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write the word. Then write the base word and ending. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

- 5 points 1. piled *pile* + *ed*
- 5 points 2. rising *rise* + *ing*
- 5 points 3. scored *score* + *ed*
- 5 points 4. placing *place* + *ing*

Building Meaning

| | | | |
|--------|-----------|---------|-----------|
| slid | whispered | raced | scribbled |
| buried | gently | serious | giggled |

- 10 points 5. Write a meaningful sentence for the word *buried*.
10 points = Colleen was so upset that she buried her face so her mother couldn't see her. **5 points** = Colleen buried her face so her mother couldn't see her. **1 point** = Colleen buried her face in her hands.
- 10 points 6. Lee scribbled a quick note to his father that said Lee would be home late.
- 10 points 7. The hockey player slid across the ice and scored the winning goal. *Slid* means—
 a. smiled nicely.
 b. moved silently.
 c. *moved smoothly*.
 d. slowly jogged.
- 10 points 8. Mrs. Flanagan was serious when she told the students to quiet down.
- 10 points 9. Dulcie whispered to her mother while her baby brother slept.
- 10 points 10. The light breeze gently blew through the window. *Gently* means—
 a. roughly.
 b. *softly*.
 c. quickly.
 d. slowly.

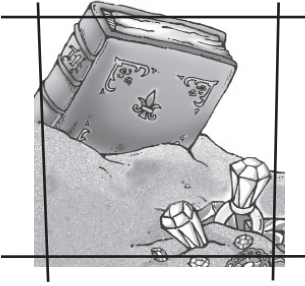
10 points

11. Steve *raced* to his friend's house to tell him the good news.

10 points

12. Everyone at the birthday party giggled at the silly clown. *Giggled* means—

- a. yelled.
- b. *laughed*.
- c. smiled.
- d. talked.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write an acrostic poem to describe yourself. In the story, Ruby tries to fit in by copying everything her new classmate Angela does, but her teacher helps her realize that she is special just being herself. You are special too! You will write an acrostic poem using your name to describe yourself. To write your poem, you'll need to think about words and phrases that describe you. You'll begin your acrostic with the words "[Your name] is..." and then write phrases using the letters of your name to describe yourself.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Ask if students are familiar with acrostic poems.
- Introduce the acrostic poem format. Display the sample acrostics on the overhead.

Blackline master provided.

Cats

Cats are
Always graceful
Terribly cuddly
Soft and playful.

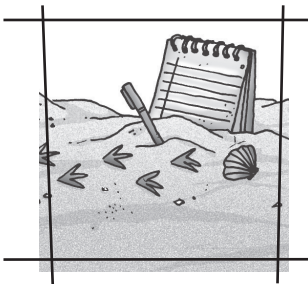
Dogs

Dogs are
Often playful
Go on walks happily and
Such good friends.

- Explain what makes these samples acrostic poems.

An acrostic poem is a special type of poem in which the first letters of each line spell out a word when you read the letters top to bottom. The word that’s spelled out is the subject of the poem. Each line of the acrostic uses words or phrases to describe the special word or tell a story related to the word. Let’s take a look at some examples.

- Read both acrostic poems on the overhead aloud. Point out that the words *CATS* and *DOGS* can be read top to bottom in both poems and that each line tells the writer’s thoughts about the animals. If needed, draw a circle around the first letters of each line that form the words vertically so students see how the word is formed.
- Point out that acrostic poems do not have to rhyme, nor do they have a rhythm. The word formed by the first letters of each line provides the only structure.
- Ask students to help you write an acrostic for *Ruby the Copycat*. Begin the first line with “Ruby is....” Guide students from there in coming up with words and phrases that describe Ruby. (*Example: Ruby is / Unusually energetic / Bounces and hops around / Young and new to her school.*)
- Tell students that many people write acrostic poems using their names. The words and phrases describe the person who is the subject of the poem. We will write acrostic poems using our own names.
- Tell students that they will begin planning their acrostic poems.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today we will write an acrostic poem for our own names.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format. Randomly select a few students to share.

Writing Prompt

In the story *Ruby the Copycat*, Ruby tries to fit in by copying everything her new classmate Angela does. But Ruby finds out she doesn't need to copy; she is a unique person too! Just like Ruby, each student in this class is unique. Write an acrostic poem that describes you. Use the letters of your name to begin each line. In each line of the poem, use words and phrases that describe you. Begin your acrostic with your name; for example, "Ruby is..." On the remaining lines write phrases using the letters of your name to describe yourself. Begin each line with a capital letter. We'll share our acrostics in class when they are complete.

Scoring Guide

| | |
|---|------------------|
| The acrostic poem spells out your name. | 15 points |
| The first line of the poem begins with "[Your name] is...." | 10 points |
| The remaining lines begin with the letters of your name, and they describe you. | 60 points |
| Each line of the acrostic poem begins with a capital letter, and the poem ends with a period. | 15 points |

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use an acrostic organizer. This will help us put our thoughts in the right order as we write our acrostic poems.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.

Teacher's Note: If you have students with very short names (less than four letters), you might have them use their first and middle or first and last names. You could also encourage them to write longer phrases on each line.

- Explain to students that they should write words or phrases under each letter that begin with that letter; for example, using the example of Ruby, for *U* you might write "unsure how to make new friends" or "unique."
- Tell students that they can use dictionaries, word walls, and other vocabulary resources to help them come up with words that begin with the specific letters.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.

- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer

| | | | |
|----------|----------|----------|----------|
| R | U | B | Y |
| Ruby is | | | |

Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Tell students that they can write more than “[Name] is…” on the first line of the poem if they would like to do so. (For example, “Ruby is a copycat/Upsets Angela…”)
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other’s drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Tell students to look closely at their partner’s descriptions to see if they can be improved.

Since the acrostic poem describes you, the descriptions on each line of your poem should be specific. If you think the descriptions could be better, help your partner come up with words and phrases that create a picture in the reader’s mind.

- Ask students to share and respond with their partners.

- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Remind students to check their acrostic poems to be sure that each line begins with a capital letter and that the first letters of each line spell out their name.
- If helpful, have students copy the checklist into their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

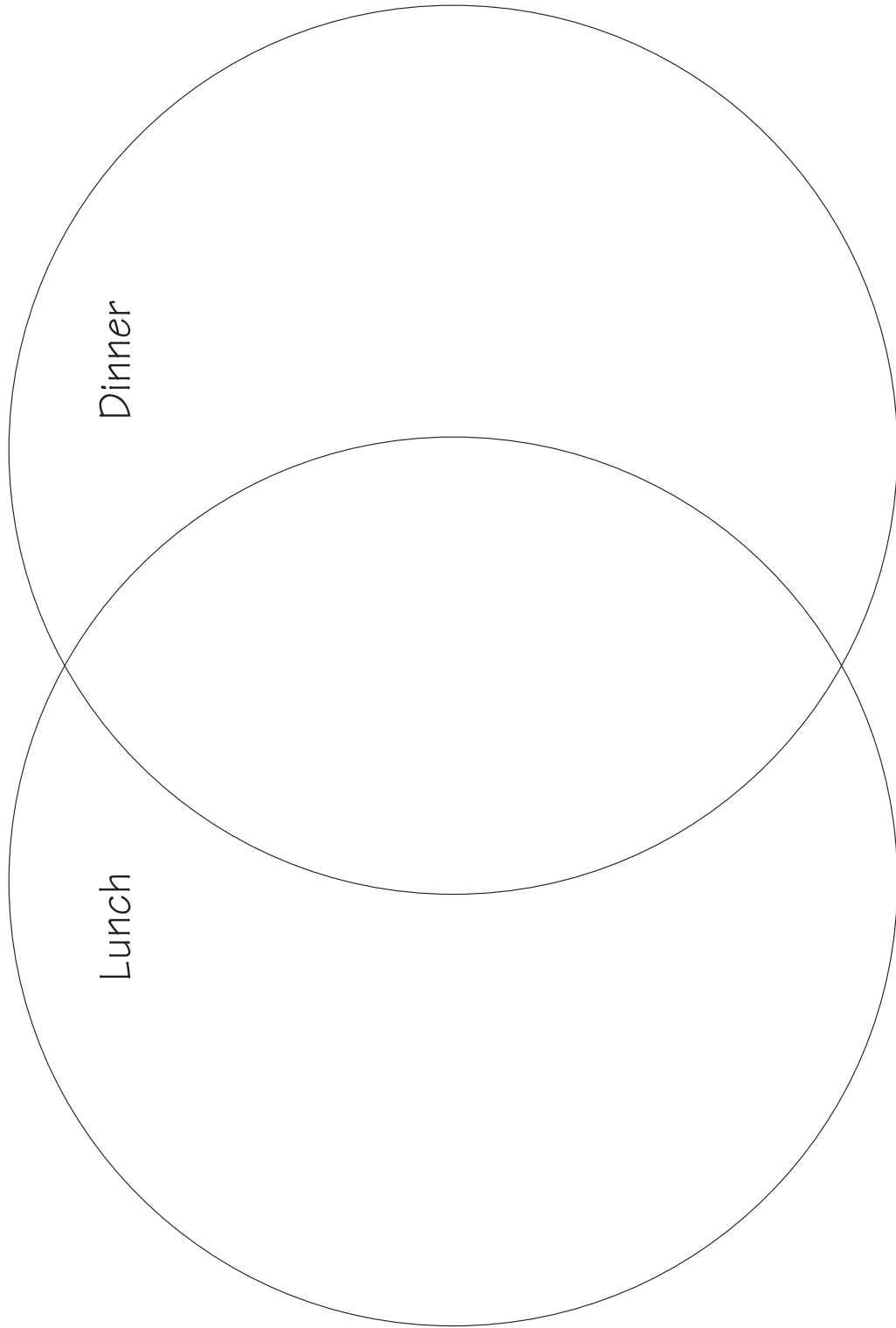
Rewriting

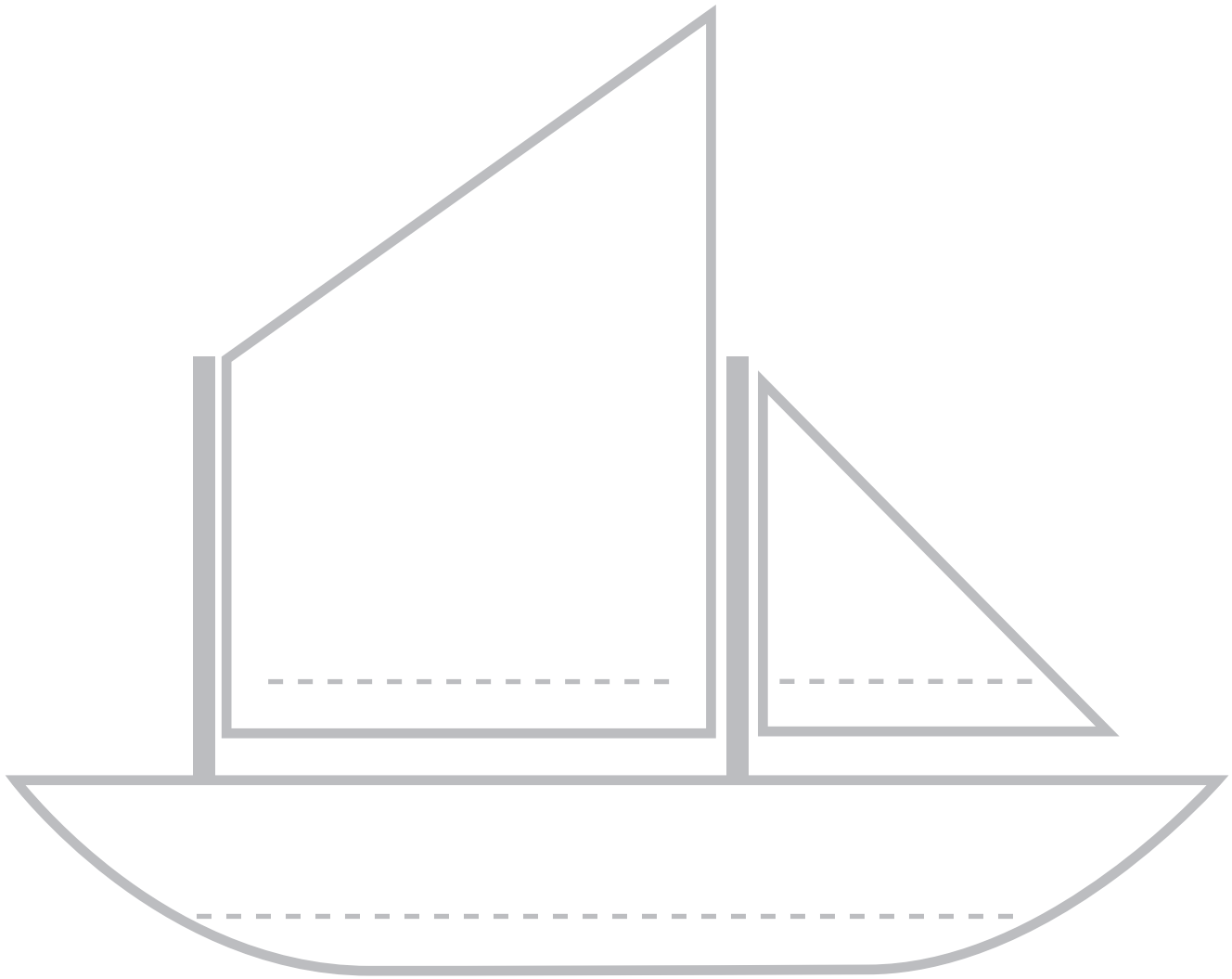
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Instruct students to write the final versions of their acrostic poems onto lined paper. If you have artistic students, it might be fun for them to write their final copies on blank paper and illustrate the letters of their name in a creative way such as color or decorative lettering.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

| Team Celebration Points | |
|--|---|
| Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay. | <ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points? |

Venn Diagram

Title:





Cats

Cats are

Always graceful

Terribly cuddly

Soft and playful.

Dogs

Dogs are

Often playful

Go on walks happily and

Such good friends.

Story Map



Title: *Ruby the Copycat*

Characters:

Ruby
Angela
Miss Hart

Setting:

Where: *Miss Hart's classroom*

When: *During the school year*

Problem:

Ruby copies other people in her class.

Event: *Ruby likes Angela's bow. Ruby goes home at lunch to copy Angela's hair and clothes.*

Event: *At first, Angela and Ruby are friends, but Angela does not like that Ruby copies her every day.*

Event: *Miss Hart talks to Ruby. She says that it is good for Ruby to be herself.*

Event: *Ruby copies Miss Hart's fingernails and anything Miss Hart says.*

Event: *Ruby says she is a good hopper. She hops around the classroom as the class cheers for her.*

Solution:

Ruby knows hopping is her special thing. She stops copying her classmates.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

| LEVEL 2 / <i>Ruby the Copycat</i> |
|--|
| English Language Arts Standards: <i>Reading: Literature</i> |
| Key Ideas and Details RL.2.3 Describe how characters in a story respond to major events and challenges. |
| English Language Arts Standards: <i>Reading: Foundational Skills</i> |
| Phonics and Word Recognition RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. |