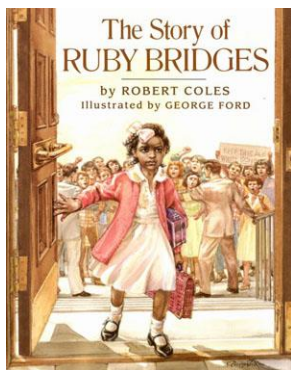




Grade 1 Sample Lesson

The Story of Ruby Bridges by Robert Coles



Note: Since the pages are unnumbered, begin with the first full page of text (“Ruby Bridges was born in a small cabin...”) as page one.

Genre: Informational Text/Biography

DRA/Guided Reading Level: 34/O

Reading Strategies: Analyzing illustrations, making inferences, comparing and contrasting, retelling

Time: 75-90 minutes (including vocabulary work, discussion, literature response, and retelling)

Materials: A map of the United States, paper, pencils, crayons, colored pencils

Teacher Preparation: Preview the book, put a sticky note on Mississippi and New Orleans on a United States map.

Vocabulary/Concepts: crops (p. 1), janitor (p. 2), “hold her head up high” (p. 6), “be a credit to her own people” (p. 6), federal marshals (p. 8), neighborhood (p. 12), nervous (p. 12), calm (p. 14), confident (p. 14), mob (p. 16)

Word	crops	janitor	federal marshal
Definition	<u>Crops</u> are <u>plants</u> such as wheat and potatoes that are grown in large quantities for food.	A janitor is a person whose job is to look after and clean a building.	A federal marshal is like a police officer who protects judges and other people and who follows what the president says to do.
Part of speech	noun	noun	noun

Word	neighborhood	nervous	calm
Definition	A <u>neighborhood</u> is a section of a city or town.	When people are <u>nervous</u> , they are worried about something that is happening or might happen, and show this in their behavior.	A <u>calm</u> person does not show or feel worry, anger, or excitement.
Part of speech	noun	adjective	adjective

Word	confident	mob
Definition	If you are <u>confident</u> about something, you are certain that it will happen in the way you want it to.	A <u>mob</u> is a large, disorganized, and often violent crowd of people.
Part of speech	adjective	noun

Read-Aloud (30 minutes)

Read as much as can be comfortably discussed in 30 minutes. Stop and finish during the next read-aloud time.

Book Talk:

Tell students this is a true story about a little girl who helped make the rules. There used to be a rule that black children could not go to school with white children, but then a judge said this rule was not fair. Ruby was one of the first black children to go to school in a white school. Ask students to listen to how she helped make the rules.

Begin Read-Aloud:

Show the cover of the book to students, and ask:

Q: Based on the cover illustration, what do you think was happening? How were the people in the crowd feeling? *They look angry.* How do you know? *They are yelling, holding up signs, and some are raising their fists.*

Read through p. 3 and set the details of the story.

- Show students where Mississippi is on a map.
- Find 1957 on a timeline. Compare 1957 to the current year.

Q: How old would someone born in 1957 be today? Help students to do the math. Find New Orleans on a map. Remind students this is a true story that happened in a city in our country.

Read through p. 4 and ask the following question:

Q: What wasn't fair? *Black and white children went to separate schools and black children were not able to get the same education as white children.*

Read p. 5 and ask the following questions:

Q: Where were the children and their families? *In a courtroom*

Q: Who was the man in the black robe? *A judge*

Q: What was his job? *To make sure that the law was fair for everyone*

- Take time with this page, as it is one of the few pictures of a judge in a courtroom.
- Using Think, Pair, Share (see Appendix D on p. 77), have the students turn to a partner and review what they have heard read aloud. Have one or two students share their brief summaries with the group.

Read p. 6 and discuss the meaning of the phrases “hold her head up high” and “be a credit to her own people.” Discuss being a role model and representing a group of people.

Read p. 8 and ask these questions:

Q: Who was following the rule? *Ruby*

Q: Who was breaking the rule? *The people who want the school to remain whites only.*

Q: Who was helping to break the rule? *The city and state police*

Q: Why did the police do this? *They disagreed about what was fair.*

Q: Who was called in to help Ruby get into the school safely? *The federal marshals*

Explain that federal marshals help the president and judges make sure that the people follow the laws of the country.

Read through p. 12 and discuss: “The white people in the neighborhood would not send their children to school. When Ruby got inside the building, she was all alone except for her teacher, Mrs. Henry.”

Ask the following question:

Q: How would you feel about being the only student in the school as Ruby was?

Use Think, Pair, Share to develop comprehension of the story so far.

Read through p. 14 and ask:

Q: How did Ruby react to walking by an angry mob and being alone in the classroom every day? *She was calm and confident. She was eager to learn.*

Read through p. 16, making predictions:

Q: Why do you think Ruby stopped? What makes you think that? *Her teacher thought it looked like she stopped to talk to the crowd.*

Read through p. 22 and discuss the ending.

Q: Why do you think Ruby prayed for the people in the mob? *She wanted God to forgive them.*

Q: How do you think Ruby felt about the people in the mob, and how did they feel about her? Why do you think so?

Rereading the Story

Place the book in an accessible place and let students reread it individually or with a buddy.

Literature Response: (20 minutes)

Give the students the following assignment:

Pretend to be Ruby Bridges in *The Story of Ruby Bridges*. Write a letter to a friend, telling him or her about what has happened this year at school and what you think about it.

Share responses in one of three ways:

- Ask for volunteers to share their writing.
- Read one or two exemplars and discuss the features that make these exemplars strong pieces of writing.
- Have students read their responses to a partner and have the partner comment on one or two things that s/he notices.

Retelling: Interactive Writing/Shared Pen: (15 minutes)

Students can practice retelling *The Story of Ruby Bridges* by group retelling, shared pen, or individual retelling books.