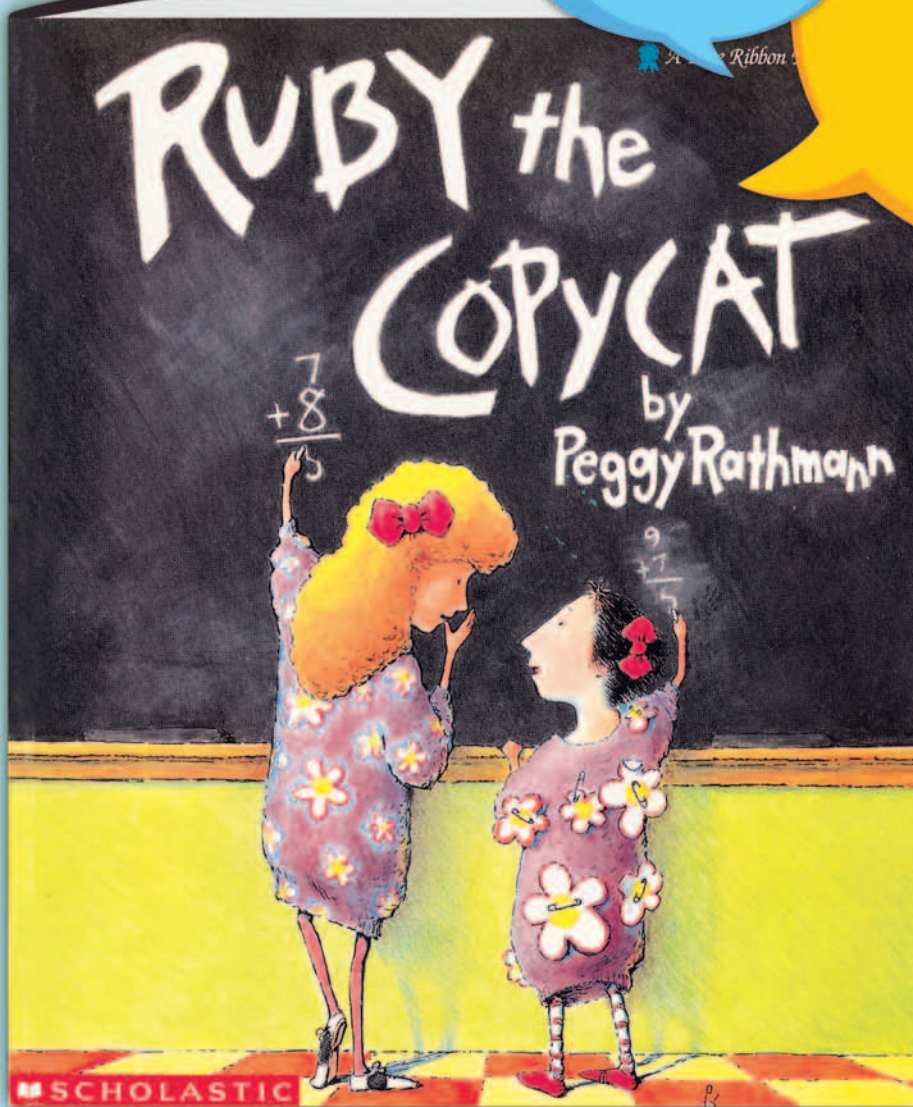


LESSON 1

Comprehension
Story
Structure

Vocabulary

coincidence
loyal
murmured
recited
bitter
sensitive



About the Book

Summary Ruby, the new student, copies Angela. At first Angela is flattered, but then she gets upset. When Ruby copies Miss Hart, the teacher, Miss Hart helps Ruby think of something she likes to do for herself—hop. Soon everyone is copying Ruby.

Focus A key point for understanding is Ruby's real-life problem of feeling so unsure of herself that she copies others she sees. Then she finds out about her own unique talents.




► **Literary Element** Realistic Fiction

About the Author

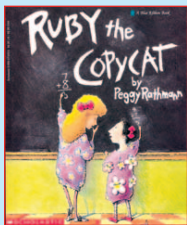
Peggy Rathmann

When Peggy Rathmann first took a writing class, she borrowed characters from other students' stories! This gave her the idea to write about a copycat—Ruby. One of her other books, *Officer Buckle and Gloria*, is a Caldecott Medal winner.

LESSON 1 Organizer

Sessions	Focus	Instruction	Standards & Objectives
Read Aloud Sessions 1 & 2 	Develop Language & Comprehension	Read aloud <i>Ruby the Copycat</i> . Use the Text Talk Notes to scaffold and monitor comprehension.	<ul style="list-style-type: none"> • Responds to open-ended questions about the story with substantive sentences • Describes the story characters
Vocabulary Sessions 3 & 4 	Introduce Vocabulary coincidence p. 7 loyal p. 17 bitter murmured p. 19 recited p. 18 sensitive Develop Vocabulary	Contextualize and explain vocabulary words and provide examples. Ask children to think about examples and to provide their own.	<ul style="list-style-type: none"> • Applies vocabulary words in multiple contexts
Return to the Story Session 5 	Integrate Vocabulary & Comprehension Review Assess Maintain	Review and assess vocabulary words. Use them to enhance story comprehension and in shared writing. Discuss character traits in <i>Ruby the Copycat</i> .	<ul style="list-style-type: none"> • Uses new vocabulary words to show understanding of story characters • Demonstrates use of new and previously taught vocabulary in writing and daily conversation

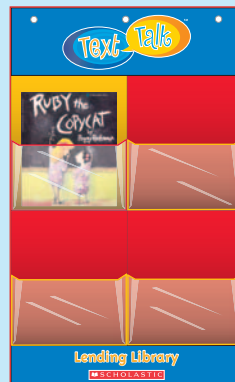
Resources



Ruby the Copycat
by Peggy Rathmann



Text Talk
Professional Guide



Lending Library
• *Ruby the Copycat*



Text Talk Notes
for *Ruby the Copycat*



Word Winner



scholastic.com/texttalk



From Research to Practice

“Research suggests that the most valuable aspect of the read-aloud activity is that it gives children experience with decontextualized language, requiring them to make sense of ideas that are about something beyond the here and now.”

—Dr. Isabel Beck and
Dr. Margaret McKeown



INTRODUCE

Show children the cover of *Ruby the Copycat*. Then read the title and author's name.

- What do you notice about the way the girls on the cover are dressed? **They are dressed alike.**
- Which child do you think is Ruby the copycat? Why? **the one with dark hair because the flowers on her dress are held in place with safety pins**



See Page 12

READ

Scaffold & Monitor Comprehension Read the book aloud and use the questions and talking points found on the Text Talk Notes to engage children in actively listening and responding to the story.



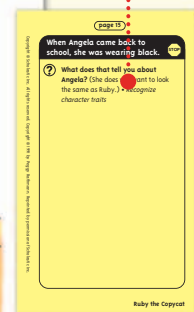
By coincidence, on Friday morning, both girls wore red-and-lavender-striped dresses. At lunchtime, Angela raced home.



When Angela came back to school, she was wearing black.



COMPREHENSION p. 15
What does that tell you about Angela? (She does not want to look the same as Ruby.) • *Recognize character traits*



Sample from pack of 23 Text Talk Notes

THINK AND TALK

Comprehension Focus: Character Traits Ask children to think about what Ruby is like.

Let's see if we can describe what Ruby is like by talking about her character. Let's think about: How does Ruby feel when she gets to school? Why does she act the way she does?

Use the following prompts as needed: How does Ruby act when Angela gets mad at her? How is Ruby different at the end of the book?

Observational Assessment

- ✓ Are children able to identify character traits?
- ✓ Are children building meaning based on the text rather than using pictures?

**coincidence****Explain**

In the story, Miss Hart called it a coincidence that both Ruby and Angela were flower girls over the weekend. That means it happened by chance. Say the word.

A coincidence happens when two or more things happen at the same time without planning. It would be a coincidence to run into your best friend while away on vacation.

Let's say the word that means things that happen by chance at the same time.

Discuss & Summarize

▶ Let's think about some coincidences. I'm going to tell something that happened, and if you think it is a coincidence, say, "coincidence." If not, don't say anything.

- giving your sister the same present that she plans to give to you **coincidence**
- two friends playing together on the same softball team
No response.

▶ If you and your best friend found out that you both brought turkey sandwiches for lunch, what might you say? You could say, "It was a coincidence that we both brought the same sandwich on the same day."

▶ What's the word that means things that happen by chance at the same time? **coincidence**

loyal**Explain**

In the story, Angela wrote a poem about her cat that was a loyal pet. That means that the cat was always by her side. Say the word.

If someone is loyal to you, that means that he or she will always support you or be your friend. Being loyal is an important part of being a good friend.

Let's say the word that means always being there for someone.

Discuss & Summarize

▶ Let's think about some examples of loyalty. I will name some things, and if they are examples of a person or pet that is loyal, say, "loyal." If not, don't say anything.

- a dog that waits by the door until you come home **loyal**
- a man who loses his friend's book **No response.**
- a friend who always tells people how great you are **loyal**
- a person who eats at the same restaurant every week **loyal**

▶ If you saw a friend cheering for her team when they lost, what might you say about her? For example, "She is loyal to her team."

▶ What's the word that means always being there for someone or for a group? **loyal**

bitter**Explain**

In the story, Angela became angry with Ruby for copying everything that she did. Another way to say that is that Angela became bitter toward Ruby. Say the word.

If you are bitter toward someone, you become upset because of something the person did, and you keep feeling that way. You might be bitter toward someone who always teases you.

Let's say the word that describes the feeling you have when you stay angry.

Discuss & Summarize

▶ Let's think about when people might feel bitter. If I say something that you think is a time you might feel bitter, say, "bitter." If not, don't say anything.

- your sister eating your ice cream again **bitter**
- your favorite cousin visiting
No response.
- your brother using up the hot water for your bath again
bitter

▶ If a boy is angry because his friend has disappointed him many times, what might you say about the boy? You could say, "He is too bitter to forgive his friend right now."

▶ What's the word that describes the feeling you have when you stay very angry? **bitter**

Idea Substitution

Tell children that you will read a sentence that has something to do with one of their words. (coincidence, loyal, and bitter). Then ask someone to repeat the sentence using the new word.

- My friends and I always root for our soccer team. Which new word goes with that sentence? **loyal**
We are **loyal** to our soccer team.
- I was surprised when my friend and I got the same hairstyle on the same day. Which new word goes with that sentence? **coincidence**

It was a **coincidence** when my friend and I got the same hairstyle on the same day.

- Even though bad things had happened, she wasn't angry. **bitter**
Even though bad things had happened, she wasn't **bitter**.



Instruction begins with the context from the story because it provides a familiar situation.

What's the Word?

Tell children that you will say a sentence that has a word missing. Tell them that either coincidence, loyal, or bitter will fit in each sentence. For each sentence, ask a child to explain why. Repeat the three possible words at the end of each sentence.

- My mom liked the way the plumber quickly took care of the leak, so she became a _____ customer. **loyal**
- I got a letter from my best friend right when I was missing her most, which was a nice _____. **coincidence**
- I was _____ after the boy carelessly broke my toy. **bitter**
- It was just a _____ that my friend and I were reading the same book. **coincidence**

Concept Web

Write the web on the board or on chart paper. Then ask children to name examples of loyalty. As you record their answers, ask children to explain them.



Using All The Words

- Is a **coincidence** a surprising event or a planned event? **surprising event**
- Which word is like *faithful*? **loyal**
- If a friend said something mean about you for no reason, might you feel **bitter** or **loyal**? **bitter**



Introduce Vocabulary

murmured

Explain

In the story, Miss Hart murmured, "What a coincidence." That means that she said it in a quiet way so that not many people could hear her. Say the word.

If you murmur something, you are saying it in a low and quiet voice. (*Demonstrate.*) You might murmur something to your mom that you don't want anyone else to hear.

Let's say the word that means to say something softly.

Discuss & Summarize

▶ Let's think about when people might murmur. If I say something that you think is a time you might murmur, say, "murmur." If not, don't say anything.

- telling a secret **murmur**
- shouting a chant **No response.**
- laughing **No response.**
- quietly complaining **murmur**

▶ If your teacher asked you a question and you weren't sure about the answer because you hadn't done your homework, what might you say? You could say, "I murmured that I hadn't done my homework."

▶ What's the word that means to say something softly? **murmured**

recited

Explain

In the story, Ruby recited a poem to the class. That means that she said the poem out loud. Say the word.

If you recite something, that means that you are reading or saying something out loud in front of other people. You might recite a special poem about what you are thankful for at Thanksgiving dinner.

Let's say the word that means to read something out loud.

Discuss & Summarize

▶ Let's think of some things that you might recite. If I say something that you could recite, say, "recite." If you couldn't recite it, don't say anything.

- the words to a song **recite**
- a funny story **recite**
- a drawing **No response.**
- the Pledge of Allegiance **recite**

▶ If you were speaking out loud or saying something you know by heart, what might you say about what you are doing? You could say, "I am reciting the words I learned yesterday."

▶ What's the word that means to read or say something out loud? **recite**

sensitive

Explain

In the story, Miss Hart noticed that Angela was upset with Ruby for copying her. Another way to say that is that Miss Hart was sensitive to Angela's problem. Say the word.

When you are sensitive to something, you are aware of the thoughts and feelings of other people. A sensitive mother would not talk about the family pet turtle that was lost.

Let's say the word that means understanding other people's feelings.

Discuss & Summarize

▶ Let's think about times you might show sensitivity. If I say something that is a time you might show you are sensitive, say, "sensitive." If not, don't say anything.

- when you see that your friend is upset **sensitive**
- after your sister falls and skins her knee **sensitive**
- after your neighbor asks you to come play **No response.**
- when your teacher says you did a great job **No response.**

▶ If a girl cries while watching a movie about a baby bear that gets lost, what might you say about her? You could say, "She was sensitive about the bear being lost."

▶ What's the word that means to understand the feelings of others? **sensitive**

Situations and Examples

Tell children you will ask them to use their new words in different ways. Explain that you will give them examples and then have them do the same. As children provide examples, respond by stating the connection between the word and its meaning.

- If you were acting in an exciting play, you might hear the crowd **murmuring** during the entire show. When else might you hear a murmur? **For example, if a person wanted to share a secret, he might murmur.**
 - If your class said the Pledge of Allegiance, you might say “My class **recited** the Pledge of Allegiance.”
- What else might someone recite? **For example, a poem or multiplication tables.**
- If you are touched by the feelings of others, you are **sensitive**. How might a sensitive person act if she saw a puppy with a broken leg? **For example, sad, sympathetic, helpful.**

Choose the Best Answer

Tell children that you have some questions that ask them to choose an answer that makes sense with one of the words. After getting a response, call on a child to explain why that choice is best.

- Which makes people **murmur** more . . . something they want everyone to know or something they don't want everyone to know? Why?
- Which would a kindergarten student **recite**. . . the alphabet or a picture he drew? Why?
- Which person is **sensitive** . . . the one who feels sad after hearing a story or the one who tells the story to a lot of people? Why?

Word Association

Tell children that you will say something and they are to tell you which of the three new words (murmured, recited, sensitive) it makes them think of. For each word, ask a child to explain why. If necessary, provide an explanation. Repeat the three possible words at the end of each sentence.

- Which word does *shh, it's a secret* make you think of? **murmured**
- Why does *shh, it's a secret* make you think of **murmured**?
- Which word does *aware* make you think of? **sensitive**
- Why does *aware* make you think of **sensitive**?
- Which word does *said* make you think of? **recited** Why?

Using All The Words

- Which word tells what people do when they say something out loud that they know by heart? **recite**
- Which word is most like *whispered*? **murmured**
- Which word describes someone who understands the feelings of others? **sensitive**

Word Winner

- **murmured**
- **recited**
- **sensitive**

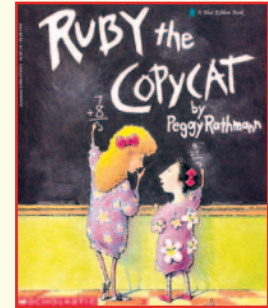
Refer to the Word Winner routine on p. 11 of your Professional Guide.



CONFIRM

Use these questions to review all six vocabulary words.

- Which would be a **coincidence**, going to your best friend's birthday party or having the same birthday as your best friend?
- Who is more **loyal**, a friend who is there when you need him or a friend who doesn't know when you need him?
- Which would be more likely to make you feel **bitter**, forgetting your sneakers and not being able to play in gym, or going to a movie with your family?
- Who would **murmur**, someone telling a secret or someone singing?
- Which would be **recited**, a newspaper or a book report?
- Who would be **sensitive**, someone who hugged you when you were sad or someone who ignored you when you were sad?



CONNECT

As you page through the book, help children use vocabulary words to show their understanding of the story. Reinforce responses or ask children to explain their answers.

coincidence (page 7) Miss Hart thinks it is a **coincidence** when Angela and Ruby both say they were the flower girl at their sister's wedding. Explain if it really was a coincidence.

loyal (page 17) Angela wrote about a **loyal** pet. Who in the story do you think might become loyal friends?

recited (See page 18.) Ruby **recited** her poem to the class. Who else in the story recited something?

murmured (page 19) Miss Hart **murmured** in the story. Who else murmured?

bitter (See page 21.) Angela felt **bitter** because Ruby copied everything she did. Why didn't Ruby feel bitter when everyone copied her hopping?

sensitive (page 22) Ask children to use the word **sensitive** to tell about how Miss Hart acts when she knows that Angela is tired of Ruby copying her.

EXPLORE

Discuss elements of realistic fiction in *Ruby the Copycat*.

In *Ruby the Copycat*, Ruby is the new student in Miss Hart's class. The book is fiction, or a made-up story, but it tells about things that could really happen. For example, it seems as though Ruby is shy when she first walks into her new class. What else is realistic about the story?

Vocabulary Wrap-Up

- Which word means to understand other people's feelings, **loyal** or **sensitive**? **sensitive**
- Which word means read something out loud, **recited** or **murmured**? **recited**
- If you are always there for someone, are you **bitter** or **loyal**? **loyal**
- Which word means the feeling you have when you stay very angry, **sensitive** or **bitter**? **bitter**
- If things happen by chance at the same time, is that a **coincidence** or is it **loyal**? **coincidence**
- Which word means to say something softly, **murmured** or **recited**? **murmured**

Write

In the story, Ruby and Angela wore similar dresses to school on the same day. Discuss with children coincidences that they or someone they know experienced. Create a chart on the board or on chart paper and record children's responses.

Then, in a shared writing activity, write about one of the examples from the chart.

Coincidences

Who	What Happened



Word Winner

coincidence	/	1
loyal	////	4
bitter	//	2
murmured	///	3
recited	//	2
sensitive	//	2

SCHOLASTIC

- Continue to add tally marks next to words as they are mentioned by you or your children.
- Count and record the tally marks.



QUICK CHECK

I will read some sentences that make sense and some that don't make sense. You decide—if the sentence makes sense, put a check mark in the Yes box. If it doesn't make sense, put a check mark in the No box.

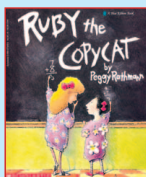
1. A **sensitive** parent understands your feelings.
2. You **murmur** when you want everyone to hear you.
3. The audience clapped when the students **recited** their poems.
4. It would be a **coincidence** to bump into your friend at the mall as you were buying her a present.
5. It is pleasant to be around **bitter** people.
6. A **loyal** dog is never happy to see you.

	Yes	No
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>

To the teacher: Tell children to listen to each sentence and put a check mark in the correct box.

See p. 213 in your Professional Guide.

Maintain



Book Connection

Use these questions to review vocabulary words and enhance children's comprehension of *Ruby the Copycat*.

- Which word describes what Angela did when she read her poem, **murmured** or **recited**? How do you know?
- When Miss Hart told Ruby she liked her the way she was, was she being **sensitive** or **loyal** to Ruby? Explain.
- Which student felt **bitter**? How do you know?
- Was it a **coincidence** that Miss Hart and Ruby both had polished fingernails? Explain.

Home Connection

Word Winner

Encourage children to be Word Winners at home by using the new words and listening for when others use them.

Text Talk Lending Library

- Encourage children to take a copy of *Ruby the Copycat* or another Text Talk book home.
- See page 215 in your Professional Guide for the book lending Take-Home Letter.



scholastic.com/texttalk