Curriculum Unit Study: Language Arts
A curriculum unit of First Grade is Text Talk. It is a reading program that uses 20 read aloud trade books to guide ‘vocabulary instruction tied closely to comprehension’
This lesson will be used to teach the first book of the unit.

Lesson Text – Ruby the Copycat

Time Allotted: 30 minutes per lesson

Materials Needed:
Ruby the Copycat by Peggy Rathmann
Vocabulary Cards – loyal, murmured, recited, coincidence

Overall Goals:
1. Children will be able to identify/give the definition of each of the four new vocabulary words.
2. Children will be able to retell the story and answer specific comprehension questions.
3. Children will be able to explain why Ruby wanted to copy Angela and why Angela did not want Ruby to copy her after a few days of being copied.

Day 1

Warm-up Activity:
1. Pass the Face – Children are sitting in a circle. Ask one child to make a happy face. The child next to her copies the happy face and passes it on to the next person. When everyone in the circle has tried to imitate the first face, start a new expression and pass it around. In a variation of this, a player receives a facial expression, changes it and passes on the expression. (I will also be using this activity for the Open Circle lesson on feelings)

Activities:
1. Introduce the book title and author and ask them what they think the story is about (encourage them to use the picture on the cover as well as the title).

2. Introduce the four vocabulary words with motions for the children to copy:
   - **loyal** – a loyal friend (two thumbs up) will be your friend (hug yourself)
     on good (thumbs up) and bad days (thumbs down)
   - **murmured** – speaking in a low, quiet voice (say word & definition in a
     murmur, several times for children to chant)
   - **recited** – to read or say something out loud to a group of people (pretend
     to hold paper and recite the definition)
   - **coincidence** – when two similar things happen at the same time, by
     accident, without it being planned. (say, copy me and show
     examples – I went to a . You did – what a coincidence!)

2. Next, ask if them to think of a time when someone has copied them in class. Did they like it? (‘turn and talk’ may be used for this)

3. Tell the children that you are going to teach them a copying game that is fun. Choose one child to play with you, to model the game. Direct the child to do everything you do while the class watches. Do this for up to one minute then let the child be the leader = you copy all that the child does. Repeat this with one other student. (see Improvisation with Favorite Tales by Ruth Beall Heinig p. 10 - Mirroring Activity)

4. Have children go to different places in the room with a partner to play the game. Each partner has a turn to be the leader for up to 1 minute.

5. Bring the children back to the meeting area and ask them how they liked the Copying Game. Is it fun to have someone copy you?

6. Review the vocabulary words and tell that class that you are going to read the story and put a ‘thumbs up’ every time you read one of the vocabulary words. The story is about a girl named Ruby who is new at her school. On her first day she begins to copy a girl in her new classroom. Let’s see what happens.

7. Read the story. Ask the children how they liked the story and what they think of Ruby and Angela.

8. Vocabulary/comprehension check – Ask the following questions and use “talk and turn” for the children’s responses.
   - What **loyal** pet does Angela talk about?
   - Who **murmured**, “What a coincidence”!
   - What did Angela and Ruby **recite** to the class?
   - Tell one thing that happened in the story that really was a **coincidence**.
Day 2

Warm-up Activity: Riddle, Riddle, Riddle Ree – a group chant with a leader(s) and followers.

- Riddle, riddle, riddle, ree. (roll hands)
- Do what I do after me. (point to self 4 X)
- Stamp, clap, stamp, clap.
- Sway, sway, sway. (sway arms)
- Touch your toes, touch your nose.
- Around in a circle each one goes. (one complete turn)
- Bow once, bow twice.
- Bend down low and plant some rice. (bend and tap floor)
- Reach your hands up to the sky,
- Shake them out as sunbeams die. (shake hands in the air)
- Clap your hands, stamp your feet.
- Cymbals clash and that’s complete! (clap hands together)

Comprehension Check: story re-telling

1. Lead the children in a dramatic retelling of the story. Half the class will be Ruby and half the class will be Angela. Retell the story and guide the children in acting out the scenes. Use the four vocabulary words in the script. The skit needs three given spots for the children – the classroom, Ruby’s home, and Angela’s home. (see Improvisation with Favorite Tales by Ruth Beall Heinig. p. 10 – Narrative Pantomime)

2. Circle Time Discussion Comprehension Check – “Ask, Why did Angela get upset that Ruby wore her flower girl dress at school?” Allow for thinking time and let the children give their thoughts and responses to the comments of the other children. Guide the children’s discussion to the understanding that Angela was upset because Ruby had been copying her for three days and now she was annoyed by it. Angela did not want Ruby to copy everything she said and did, every day.

3. At the end of the story Miss Hart, the teacher, turned on the tape player and said, “Follow the leader! Do the Ruby Hop!” Using music, lead the class in a Ruby Hop, including hops from the story = hopping forward, backward, sideways, sideways, and hopping on one foot. After awhile of being the leader, give each child a turn (about 30 seconds) to be the leader.

Good song for this activity is the Chipmunks’ Macarena Song
https://www.youtube.com/watch?v=IZ15dvh7aj8&index=8&list=PL274B14DE27CBFBA3

Arts Curriculum Frameworks Grade 1
Reading Standards for Literature – Grade 1

Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas

Speaking and Listening Standards – Grade 1
Comprehension and Collaboration
Presentation of Knowledge and Idea

Language Standards – Grade 1
Knowledge of Language - Vocabulary Acquisition and Use