

## Literature Textbooks Available for Grades 3–8



*Dear Educator,*

Thank you for your interest in Ruby for Fourth Grade. We at Mosdos Press are very excited about the newest edition to our anthology series. This Scope and Sequence of the curriculum for Ruby was created to give you an overview of the anthology selections and the scope of the curriculum. Within a few weeks, you will be receiving a Ruby sampler. The sampler will include sample pages of the Student Edition, Teacher Edition, and Workbook. Please feel free to call us with any questions, as we look forward to working with you.



## UNIT ONE: *The Things That Matter* • Story Elements Overview

The elements of a story are introduced in this unit—plot, character, setting, and theme—as well as the basic structure of a story. In each of Unit One’s five selections, one of these elements is explored.

SELECTION	INTO ...	EYES ON ...	POEMS JILL'S JOURNALS	WORKBOOK
<b>Leah's Pony</b> by Elizabeth Friedrich  Genre: Realistic Fiction  <div>Lesson in Literature What Is a Story? Sarah's Room</div>	<ul style="list-style-type: none"> <li>Saving the farm and her family are <i>The Things That Matter</i> to Leah in this story of the Dust Bowl era. People react in different ways when faced with a challenge. Leah inspires others to behave with kindness and generosity.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Narrative Elements</li> <li>What is a story?</li> <li>Introducing the word <b>elements</b></li> <li><i>Target Skill</i>: Discussing plot, character, setting, and theme</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem</i>: <b>The Way</b> Poetry Shows Us the Way</li> <li><i>On Assignment from the Dirty Thirties</i> Jill visits Kansas in 1935 and experiences the Dust Bowl firsthand.</li> <li><i>Power Skill</i>: Learning to read a map</li> </ul>	
<b>Super Grandpa</b> by David M. Schwartz  Genre: Fiction  <div>Lesson in Literature What Is Plot? Jigsaw</div>	<ul style="list-style-type: none"> <li>Competing in the Tour of Sweden bicycle race and being judged for his ability not his outward appearance are <i>The Things That Matter</i> to Gustaf. Quick judgments vs. thoughtfully drawing conclusions is explored.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Plot</li> <li>What is plot?</li> <li><i>Target Skill</i>: Students learn that a <b>plot</b> is what happens in a story and that an author must have a story plan for the plot</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem</i>: <b>If You Think You Are Beaten</b> Poetry Encourages Us</li> </ul>	
<b>Two Big Bears</b> by Laura Ingalls Wilder  Genre: Semi-autobiographical fiction  <div>Lesson in Literature Characters Starfish</div>	<ul style="list-style-type: none"> <li>The safety of the children and the security of the homestead are <i>The Things that Matter</i> to Laura and her parents in this excerpt from <i>Little House in the Big Woods</i>.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Character</li> <li><i>Target Skill</i>: Learning how to recognize the <b>main</b> character in a story</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem</i>: <b>March Bear</b> Poetry Speaks in Different Voices</li> <li><i>On Assignment in China</i> Jill visits the moon bears in a rescue center in China.</li> <li><i>Power Skill</i>: Speaking slowly, clearly, loudly, and with expression</li> </ul>	
<b>Mom's Best Friend</b> by Sally Hobart Alexander  Genre: Nonfiction/ Autobiography  <div>Lesson in Literature What Is Setting? The Pond</div>	<ul style="list-style-type: none"> <li>Gaining her independence through perseverance is one of <i>The Things That Matter</i> to Mom. A blind mother handles difficulties calmly and patiently as she trains with a new guide dog.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Setting</li> <li>What is setting?</li> <li><i>Target Skill</i>: Students learn that <b>setting</b> describes the background of a story, where a story takes place, and that a story may have more than one setting.</li> </ul>		
<b>The Tiger, the Persimmon and the Rabbit's Tail</b> by Suzanne Crowder Han Genre: Fable  <div>Lesson in Literature What Is Theme? For the Birds</div>	<ul style="list-style-type: none"> <li>Overcoming fear is one of <i>The Things That Matter</i> is this humorous fable.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Theme</li> <li>What is theme?</li> <li><i>Target Skill</i>: Students learn that <b>theme</b> is the main idea of a story.</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem</i>: <b>Here She Is</b> Poetry Praises</li> </ul>	

## UNIT TWO: *Clarity • Exploring Elements of Plot*

Elements of plot—internal conflict, external conflict, sequence, predicting outcome, and finding the main idea—are taught in this unit. Students will be taught how the elements of plot are the foundations for understanding literature.

SELECTION	INTO ...	EYES ON ...	POEMS JILL'S JOURNALS	WORKBOOK
<b>Sato and the Elephants</b> by Juanita Havill  Genre: Fiction  <i>Lesson in Literature</i> What Is Internal Conflict? <b>The Flower Garden</b>	<ul style="list-style-type: none"> <li>Sato's moment of <i>Clarity</i> is understanding his mistake. Having the strength and courage to change when his mistake is realized is a classic internal conflict for the main character in this story.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Internal Conflict</li> <li><i>Target Skill</i>: Defining <b>conflict</b> and understanding and recognizing <b>internal conflict</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Poem</i>: <b>Purple Snake</b> Poetry Opens Our Eyes</li> </ul>	
<b>Amelia's Road</b> by Linda Jacobs Altman  Genre: Realistic Fiction  <i>Lesson in Literature</i> What Is External Conflict? <b>Neighbors</b>	<ul style="list-style-type: none"> <li>Amelia's moment of <i>Clarity</i> is when she understands where she belongs. In this story about migrant workers, a young girl's feelings about belonging change as her understanding grows.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> External Conflict</li> <li><i>Target Skill</i>: Understanding the difference between internal and <b>external conflict</b> and recognizing external conflict in a piece of literature</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem</i>: <b>Since Hanna Moved Away</b> Poetry Is About Feelings</li> <li><i>On Assignment in the Supermarket and the Field</i></li> <li><i>Power Skill</i>: What is fiction? What is nonfiction?</li> </ul>	
<b>The Hatmaker's Sign</b> <i>Retold by Candace Fleming</i>  Genre: Parable  <i>Lesson in Literature</i> What Is Sequence? <b>The Tree House</b>	<ul style="list-style-type: none"> <li><i>Clarity</i> is a well-executed sign in this interesting parable.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Sequence</li> <li><i>Target Skill</i>: Students learn to recognize the elements of <b>sequence</b> in a well-organized story.</li> </ul>		
<b>Dad, Jackie, and Me</b> by Myron Uhlberg  Genre: Autobiographical Fiction  <i>Lesson in Literature</i> What Is Foreshadowing? <b>Baseball Card</b>	<ul style="list-style-type: none"> <li><i>Clarity</i> is understanding how to overcome prejudice in <i>Dad, Jackie, and Me</i>. Through his father's example, a young boy gains a deep understanding of how one overcomes intolerance and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Predicting Outcome</li> <li><i>Target Skill</i>: <b>Foreshadowing</b> is defined and students are asked to recognize hints and clues in a story to predict outcome.</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem</i>: <b>Analysis of Baseball</b> Poetry is About the Things We Cheer</li> </ul>	
<b>And Now the Good News</b> by Margery Facklam  Genre: Nonfiction Essay  <i>Lesson in Literature</i> What Is a Main Idea? <b>Turtle, Tortoise, or Terrapin</b>	<ul style="list-style-type: none"> <li>Realizing what we must do to protect endangered animals with <i>Clarity</i> is the good news in this nonfiction piece. Students learn that preservation is the process of keeping something safe.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Main Ideas and Details</li> <li><i>Target Skill</i>: Recognizing the <b>main idea</b> that holds a piece together and understanding how new ideas are connected to the main idea</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem</i>: <b>Hurt No Living Thing</b> Poetry Makes Us Care</li> <li><i>"They Loaded Up Their Trunks and They Moved to Tennessee"</i></li> <li><i>Power Skill</i>: Making a table</li> </ul>	

## UNIT THREE: *Head, Hands, Heart • Exploring Elements of Character*

Recognizing a character's attributes, understanding the difference between a major and minor character, dialogue, internal dialogue, and point of view are elements of character explored in this unit.

SELECTION	INTO ...	EYES ON ...	POEMS JILL'S JOURNALS	WORKBOOK
<b>Eddie Incorporated</b> by Phyllis Reynolds Naylor  Genre: Realistic Fiction  <div>Lesson in Literature</div> Simple and Complex Characters Hutchman's Heroes	<ul style="list-style-type: none"> <li>The <i>Eddie, Incorporated</i> team put their <i>Heads, Hands, and Hearts</i> together for an important recycling project. This story explores the importance of teamwork when working with others.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Character</li> <li><b>Target Skill:</b> Recognizing a character's attributes</li> <li>Learning about <b>characters</b> from their language, actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li><i>On Assignment at the Town Dump</i></li> <li><b>Power Skill:</b> Conduct an experiment; keep a log of the results</li> </ul>	
<b>Heatwave!</b> by Helen Kettelman  Genre: Fantasy  <div>Lesson in Literature</div> Major and Minor Characters Snowstorm	<ul style="list-style-type: none"> <li>In this humorous fantasy selection, the main character uses ingenious problem solving skills and her <i>Head, Hands, and Heart</i> to help her family.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Major and Minor Characters</li> <li><b>Target Skill:</b> Recognizing the difference between <b>major characters</b> and <b>minor characters</b> in a selection</li> </ul>	<ul style="list-style-type: none"> <li><b>Poem: Be Glad Your Nose Is On Your Face</b> Poetry Is Silly</li> </ul>	
<b>The Wright Brothers</b> by Quentin Reynolds  Genre: Fictionalized Biography  <div>Lesson in Literature</div> What Is Dialogue? Horses	<ul style="list-style-type: none"> <li>Using their <i>Heads, Hands, and Hearts</i>, and the self-confidence instilled by their mother, the Wright brothers will accomplish great things.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Dialogue</li> <li><b>Target Skill: Dialogue</b> helps us understand characters and make them more believable</li> <li>Learning about a character's attributes through what they say</li> </ul>	<ul style="list-style-type: none"> <li><b>Poem: The Inventor Thinks Up Helicopters</b> Poetry Teaches Us to Ask Questions</li> <li><i>On Assignment in Dayton, Ohio</i></li> <li><b>Power Skill:</b> Creating another time and place</li> </ul>	
<b>The Imperfect/Perfect Book Report</b> by Johanna Hurwitz  Genre: Realistic Fiction  <div>Lesson in Literature</div> What Is Internal Dialogue? Bicycle	<ul style="list-style-type: none"> <li>In <i>The Imperfect/Perfect Book Report</i> the main character has to use her <i>Head, Hands, and Heart</i> to really understand that friendship is more important than competition.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Internal Dialogue</li> <li><b>Target Skill: Internal dialogue</b> tells us about the character's inner thoughts. When we overhear internal dialogue, it is as if we're hearing the characters talking to themselves.</li> </ul>	<ul style="list-style-type: none"> <li><b>Poem: You and I</b> Poetry is About You and Me</li> </ul>	
<b>Justin Lebo</b> by Phillip Hoose  Genre: Nonfiction Article  <div>Lesson in Literature</div> Point of View Nicaragua	<ul style="list-style-type: none"> <li>Justin Lebo selflessly gives of himself with his <i>Head, Hands, and Heart</i>. When one is selfless, one puts someone or something first. In this story, the reader sees what Justin gains from being selfless and giving.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Point of View</li> <li><b>Target Skill:</b> Recognizing point of view</li> <li>Identifying the <b>point of view</b> from which a story is told</li> </ul>	<ul style="list-style-type: none"> <li><b>Poem: Holding Up the Sky</b> Poetry Shares Big Ideas</li> </ul>	

## UNIT FOUR: *Caring • Exploring Elements of Setting*

How an author establishes a setting, understanding imagery, comparing settings, understanding mood and how an author creates it, and the use of setting in a biography are explored in this unit.

SELECTION	INTO ...	EYES ON ...	POEMS JILL'S JOURNALS	WORKBOOK
<b>Earthquake Terror</b> by Peg Kehret  <i>Genre: Adventure/Realistic Fiction</i>  <i>Lesson in Literature</i> Establishing a Setting <b>Cross Country</b>	<ul style="list-style-type: none"> <li>A <i>Caring</i> brother protects his disabled sister with quick thinking and skill in <i>Earthquake Terror</i>. The reader learns that it is not how we feel that makes us courageous, it is what we do.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Creating a Setting</li> <li><i>Target Skill:</i> Learning to recognize setting</li> <li>Understanding why <b>setting</b>—the way things look and feel—plays an important part in a story</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem: Michael Is Afraid of the Storm</i> Poetry Is Not Afraid to Be Afraid</li> <li><i>On Assignment in New Madrid, Territory of Missouri</i></li> <li><i>Power Skill:</i> The five W's of reporting</li> </ul>	
<b>The Gift</b> by Helen Coutant  <i>Genre: Realistic Fiction</i>  <i>Lesson in Literature</i> What Is Imagery? <b>Run In the Woods</b>	<ul style="list-style-type: none"> <li>A <i>Caring</i> young girl, a rare friendship, and a creative gift contribute to this poignant story. As we read we understand why two such different people become such loving friends.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Imagery</li> <li><i>Target Skill:</i> Understanding <b>sensory images</b> and recognizing that they tell us to picture, smell, hear, feel, or taste something in a story</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem: For You</i> Poetry Is Giving</li> </ul>	
<b>Toto</b> by Marietta D. Moskin p.  <i>Genre: Fiction</i>  <i>Lesson in Literature</i> Comparing Settings <b>The Color of Water</b>	<ul style="list-style-type: none"> <li>Suku's <i>Caring</i> nature engages him in a risky adventure as he overcomes his fear in <i>Toto</i>. Leaving what is familiar and trying something new encourage the two main characters to gain more than they lose.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Comparing Settings</li> <li><i>Target Skill: Comparing settings</i> and recognizing multiple settings in a story</li> </ul>	<ul style="list-style-type: none"> <li><i>Poem: In This Jungle</i> Poetry Is Quiet and Strong</li> </ul>	
<b>Owl Moon</b> by Jane Yolen  <i>Genre: Story Poem</i>  <i>Lesson in Literature</i> What Is Mood? <b>Driftwood</b>	<ul style="list-style-type: none"> <li>The <i>Caring</i> and love between a father and daughter, the beauty of the winter woods at night, and a unique activity are all part of this wonderful story poem.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Mood</li> <li><i>Target Skill:</i> Recognizing and identifying the descriptive words that create atmosphere or <b>mood</b> in a piece of literature</li> </ul>		
<b>from Homeward the Arrow's Flight</b> by Marion Marsh Brown  <i>Genre: Biography</i>  <i>Lesson in Literature</i> What Is Biography? <b>Sandra Day O'Connor</b>	<ul style="list-style-type: none"> <li>Dr. Susan La Flesche Picotte personifies <i>Caring</i> in this moving biography. We learn that she is an idealist that puts others' needs first.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Biography</li> <li><i>Target Skill:</i> A <b>biography</b> is the story of a person's life</li> <li>How does an author compile information about the person they are writing about?</li> </ul>	<ul style="list-style-type: none"> <li><i>On Assignment in Britain to Speak with the Lady with the Lamp</i></li> <li><i>Power Skill:</i> Making a pie chart</li> </ul>	

## UNIT FIVE: *Determination • Exploring Elements of Theme*

Elements of theme—author’s purpose, stated and implied theme, drawing conclusions, and comparing and contrasting—are explored in this unit. When we understand how a work of literature makes us feel, we comprehend theme.

SELECTION	INTO ...	EYES ON ...	POEMS JILL'S JOURNALS	WORKBOOK
<b>Underwater Rescue</b> by Wayne Grover  Genre: Nonfiction  <div>Lesson in Literature Author's Purpose Country Road</div>	<ul style="list-style-type: none"> <li>• <i>Determination</i> and communication helps the author save a baby dolphin. Motions, gestures, and signs enable the communication and trust between the diver and these magnificent mammals.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Eyes On</i> Author's Purpose</li> <li>• <i>Target Skill</i>: As we understand the reasons authors write nonfiction, we understand <b>author's purpose</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Poem</i>: <b>Today the Dolphins Came to Play</b> Poetry Is Wonder</li> <li>• <i>On Assignment Exploring the Mesoamerican Reef</i></li> <li>• <i>Power Skill</i>: Learning to write setting</li> </ul>	
<b>The Seven Children</b> by Linda and Clay Goss  Genre: Fable  <div>Lesson in Literature What Is Stated Theme? My Dog Is Best</div>	<ul style="list-style-type: none"> <li>• Parents use their <i>Determination</i> and ingenuity, to teach an important lesson to their seven children.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Eyes On</i> Stated Theme</li> <li>• <i>Target Skill</i>: Identifying the <b>stated theme</b> and understanding that it is often presented near the beginning of a story</li> <li>• When an author tells us what the story's main idea is, it is called a stated theme.</li> </ul>		
<b>The Garden of Happiness</b> by Erika Tamar  Genre: Realistic Fiction  <div>Lesson in Literature What Is Implied Theme? Seeds</div>	<ul style="list-style-type: none"> <li>• The people of this urban neighborhood use their steadfast <i>Determination</i> to carve out a place of beauty in <i>The Garden of Happiness</i>. They plant seeds in a little patch of earth and create a place of hope and dreams.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Eyes On</i> Implied Theme</li> <li>• <i>Target Skill</i>: When an author does not openly state what the theme is, but only hints at it, the theme is implied.</li> <li>• The student learns that plot, characterization, and setting contribute to the <b>implied theme</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Poem</i>: <b>Johnny Appleseed</b> Poetry Plants Seeds</li> <li>• <i>On Assignment in Crista's Garden</i></li> <li>• <i>Power Skill</i>: Conducting an interview</li> </ul>	
<b>One Grain of Rice</b> by Demi  Genre: Mathematical Fable  <div>Lesson in Literature Drawing Conclusions Forestdale Forever</div>	<ul style="list-style-type: none"> <li>• Because of her <i>Determination</i> to help the starving people of her city, a young girl ingeniously creates a solution with <i>One Grain of Rice</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Eyes On</i> Drawing Conclusions</li> <li>• <i>Target Skill</i>: When a reader takes all the information that has been given and predicts how things will turn out, they <b>draw conclusions</b>.</li> </ul>		
<b>Maria's House</b> by Jean Merrill  Genre: Realistic Fiction  <div>Lesson in Literature Compare and Contrast In the Eyes of the Beholder</div>	<ul style="list-style-type: none"> <li>• Maria's <i>Determination</i> will lead her to the right decision, as she learns to appreciate her 'real' house. Learning this important life lesson helps Maria learn about herself and others.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Eyes On</i> Compare and Contrast</li> <li>• <i>Target Skill</i>: Students compare and contrast the characters and setting to one another. This helps them understand a story's theme.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Poem</i>: <b>City I Love</b> Poetry Shows Us Our World</li> </ul>	

## UNIT SIX: *The Grand Finale* • *Reviewing the Narrative Elements and Genre*

Students will read poignant fiction, informative nonfiction, interesting drama, and fictionalized biography in this unit.

They will recognize how all the literary elements of plot, character, setting, and theme work together in excellent literature.

SELECTION	INTO ...	EYES ON ...	POEMS JILL'S JOURNALS	WORKBOOK
<b>The Bridge Dancers</b> by Carol Saller  Genre: Realistic Fiction  <div>Lesson in Literature Elements of Fiction Beyond the Ropes</div>	<ul style="list-style-type: none"> <li>On a path to self-discovery, a young girl learns to value her own strengths in <i>The Bridge Dancers</i>. As she reconciles who she would like to be with who she is, her goals become clear.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Realistic Fiction</li> <li><i>Target Skill</i>: Students recognize that <b>realistic fiction</b> has real-life problems and although the events in the story did not happen, they could have happened.</li> </ul>		
<b>Dancing Bees</b> by Margery Facklam  Genre: Nonfiction Science Article  <div>Lesson in Literature Elements of Nonfiction Is it a Hurricane?</div>	<ul style="list-style-type: none"> <li>In <i>Dancing Bees</i> we learn that taking a good look at the world around us is very informative. We understand that part of science is observing and the reader is amazed at what people can learn when they watch and wait.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Nonfiction</li> <li><i>Target Skill</i>: Students read a lot of <b>informative nonfiction</b> and the skill of association is taught as a helpful memory tool.</li> </ul>		
<b>Name This American</b> by Hannah Reinmuth  Genre: Drama  <div>Lesson in Literature Elements of Drama A Beautiful Day</div>	<ul style="list-style-type: none"> <li><i>Name This American</i> is about five Americans who made significant contributions.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Drama</li> <li><i>Target Skill</i>: <b>Dialogue</b> is critical to developing plot, character, setting, and theme in a play.</li> </ul>		
<b>Boss of the Plains</b> by Laurie Carlson  Genre: Fictionalized Biography  <div>Lesson in Literature Historical Fiction The Way Things Work</div>	<ul style="list-style-type: none"> <li>The secret to success is using your particular talent or skill to its utmost. In <i>Boss of the Plains</i>, John Stetson discovers that his success lies in using a skill he already had in an innovative way.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Fictionalized Biography</li> <li><i>Target Skill</i>: Understanding which parts of a fictionalized biography are true and which are fiction</li> </ul>		
<b>Stone Fox</b> by John Reynolds Gardiner  Genre: Adventure Fiction  <div>Lesson in Literature Pulling It All Together Monster</div>	<ul style="list-style-type: none"> <li><i>Stone Fox</i> is a story about a struggle between two good, two strong, and two very determined people. It is not until the very end that we understand who is the winner and if there really is a loser.</li> </ul>	<ul style="list-style-type: none"> <li><i>Eyes On</i> Narrative Elements</li> <li><i>Target Skill</i>: Exploring all of the elements—plot, character, setting, and theme—of a well-written piece of literature</li> </ul>		



# POETRY MAGAZINE

Poetry uses the pleasure we take in sound and the repetition of sound. It is about rhythm, beat, and patterns—all the building blocks of poetry. Poetry is not taught: it is shown. This poetry magazine shows children a celebration of sound.

POEMS	LESSONS
<b>Lesson One: <i>Poetry Is Sound and Rhythm</i></b> • <b>Birds' Square Dance</b> by Beverly McLoughland • <b>Thistles</b> by Karla Kuskin • <b>Whirligig Beetles</b> by Paul Fleischman • <b>This Is the Key</b> by Anonymous	<ul style="list-style-type: none"> <li>Students learn that poets repeat sounds, just as composers repeat notes. Through the rhythms and sounds experienced in the four poems in this lesson, students will learn the various forms of <b>repetition</b>, as well as <b>alliteration</b> and <b>consonance</b>.</li> <li>Lesson One celebrates sounds with a square dance beat (<i>Birds' Square Dance</i>), a tongue twister (<i>Thistles</i>), a poem in two voices (<i>Whirligig Beetles</i>), and an old nursery rhyme (<i>This Is the Key</i>).</li> </ul>
<b>Lesson Two: <i>Poetry Is Sound, Rhythm, and Rhyme</i></b> • <b>A Bridge Engineer</b> by Anonymous • <b>A Bugler Named Dougal MacDougal</b> by Ogden Nash • <b>A Funny Young Fellow Named Perkins</b> by Anonymous • <b>A Native of Chalamazug</b> by Graham Lester • <b>A Gullible Rancher Named Clyde</b> by Graham Lester	<ul style="list-style-type: none"> <li>Students learn that <b>limericks</b> are five-line poems that are usually funny. Students are taught that these little nonsense poems have a rhyme scheme (an <i>aabba</i> pattern).</li> <li>Often limericks present words and concepts that need explanation in order to fully appreciate the humor. Teachers should note the small guide in the teacher's edition, highlighting each of these words for each of the limericks in this lesson.</li> </ul>
<b>Lesson Three: <i>Poetry Is Saying a Lot in a Few Words</i></b> • <b>Season Haikus</b> by Myra Cohn Livingston	<ul style="list-style-type: none"> <li>Students learn the rules for writing <b>haiku</b>, reviewing the process of <b>syllabification</b>. They learn that haiku—an old Japanese form of verse—depends heavily on subtle imagery, observation, and a compression of thought and words.</li> </ul>
<b>Lesson Four: <i>Poetry Is a Picture</i></b> • <b>A Seeing Poem</b> by Robert Froman • <b>Popsicle</b> by Joan Bransfield	<ul style="list-style-type: none"> <li>After generating a list of different shapes poems can take, students practice writing their own <b>form poems</b>.</li> <li>Students learn that poetry usually draws pictures for us, and in a form poem the poet becomes an actual picture.</li> <li>Both <i>A Seeing Poem</i> and <i>Popsicle</i> are excellent examples of concrete poems.</li> </ul>
<b>Lesson Five: <i>Poetry Is Rhyme</i></b> • <b>The Shark</b> by John Ciardi • <b>Dust of Snow</b> by Robert Frost	<ul style="list-style-type: none"> <li>Students learn that the pattern in which the lines of a poem rhyme is called a <b>rhyme scheme</b>. In this lesson, they compare and contrast the rhyme scheme of <i>The Shark</i> and <i>Dust of Snow</i>.</li> <li><i>The Shark</i> is a wonderful performance piece and should be read aloud as an imaginative, dramatic reading. <i>Dust of Snow</i> can be taught as a simple, little poem, but also lends itself to a discussion of what is a symbol.</li> </ul>
<b>Lesson Six: <i>Poetry Is Fun to Write</i></b> • <b>Some Opposites</b> by Richard Wilbur • <b>Tortillas Like Africa</b> by Gary Soto	<ul style="list-style-type: none"> <li>Both of the poems in this lesson incorporate lists, so it will be necessary to review these lists with your students.</li> <li>Students learn about <b>free verse</b>, <b>repetition</b>, and the odd punctuation and capitalization that many free verse poems have.</li> <li><i>Some Opposites</i> is a list of opposites, and <i>Tortillas Like Africa</i> begins and ends with the same story, and its middle is a list of countries.</li> </ul>
<b>Lesson Seven: <i>Poetry Is Free</i></b> • <b>Good Hotdogs</b> by Sandra Cisneros • <b>Jackrabbit</b> by Byrd Baylor	<ul style="list-style-type: none"> <li>Students learn that writing poetry is a satisfying release for their ideas and images—a way of letting feelings go, setting feelings down, and communicating with another person.</li> <li><i>Good Hotdogs</i> lends itself to a discussion of the repetition of vowel and consonant sounds. <i>Jackrabbit</i> is a dramatic performance piece that should be performed in class by groups of four to six students.</li> </ul>



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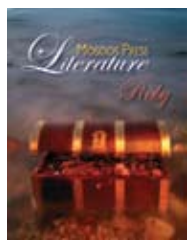
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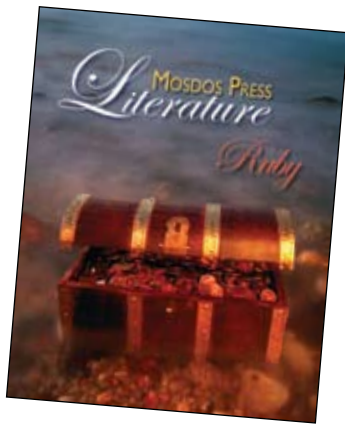
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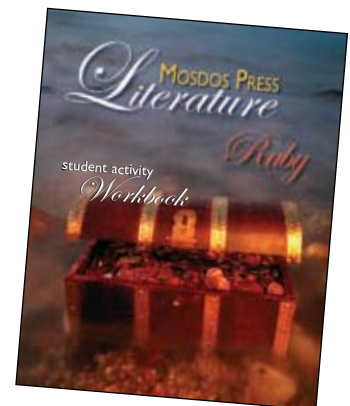
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## Lesson in Literature

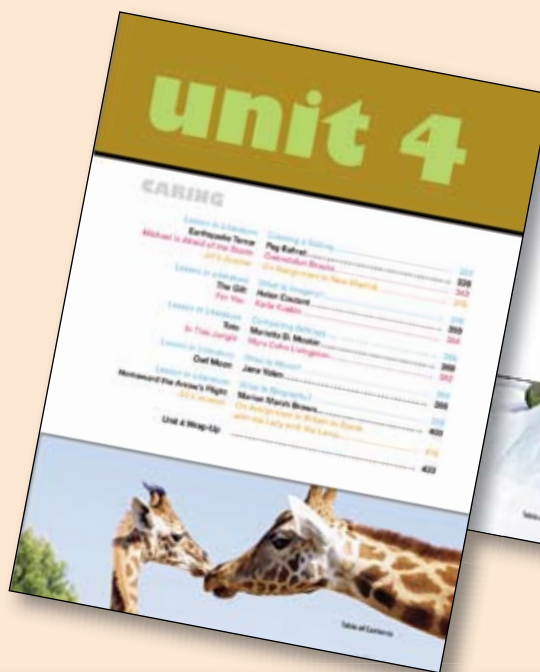
### SARAH'S ROOM

WHAT IS A STORY?

- A story has a beginning, a middle, and an end. Something in the story must change before the story is over.
- What happens in the story is called the **plot**.
- The *people* or animals in the story are called the **characters**.

Unit 1





## Temperature ... ROOM

The *time* and *place* in which the events happen are called the **setting**.

### THINK ABOUT IT!

At the middle of the story, something changes in Sarah's life. What is it?  
Who are the six characters in the story?  
Describe the setting of the second half of the story.

Sarah didn't like being the youngest in the family. With an older brother and two older sisters, Sarah always had to wait for them to do things first. On the playground or in the backyard, she had to wait. "Wait your turn!" her sister Emily said when Sarah wanted to go first. When her parents gave her brother permission to ride his bicycle to the park, Sarah asked, "Can I go too?"

"Sarah," her mother said, "you're too young. You have to wait until you're old enough."

"But when will I be old enough?" Sarah asked.

"Soon," her mother said.

Sarah thought about it. When she was younger, she had to wait to go to school. She had to wait to learn to read. She had to wait to ride a bicycle. She had to wait to swim in the pool. Now at twelve she still had to wait. She had to wait to sit at the adults' table for dinner. She had to wait for her older sisters to grow out of their clothes, and she was still waiting for her own room. Sarah didn't want to share a bedroom with her sister Emily anymore. When she asked her father about a room of her own, all he said was, "Sarah, you just have to wait."

So when her family moved into a new house, her father surprised them all when he said, "Sarah has waited long enough. In this house she gets her own room." He smiled at her. "Sarah, you get first choice. What room do you want?"

Her whole face smiled back at her father, but she didn't feel happy. She felt the eyes of

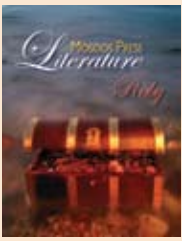
her brother and her sisters staring at her. She didn't have to wait anymore, but now they had to wait.

"I like the downstairs room," she said. It was the best room in the house. It had a big window that opened to a field of tall grass behind the house. It had a big closet, too. It was also the only bedroom on the first floor.

Once the movers left, everyone in the family helped with the unpacking, carrying boxes upstairs to the other bedrooms or to the rear of the house to Sarah's bedroom. After a while Sarah noticed that her sister Anne took a long time climbing the stairs with her boxes. Ever since her hip surgery Anne used a cane. She walked slowly and couldn't carry very much, and Sarah's heart jumped when she saw Anne almost fall coming down the stairs.

Sarah liked the downstairs room. She liked the sunlight from the window and the view of the field. She even liked the big closet. But she especially liked first choice. So when her father walked past with a box, she stopped him. "I can't wait to tell you," she said. "I changed my mind. My first choice is to share a bedroom upstairs with Emily. I want Anne to have the downstairs room."

When he heard her new choice, Sarah's father immediately held out his arms to hug his youngest daughter. "You didn't wait to do the right thing," he said. Sarah didn't wait to be hugged, either. She ran into her father's outstretched arms, happy she didn't have to wait for a hug.



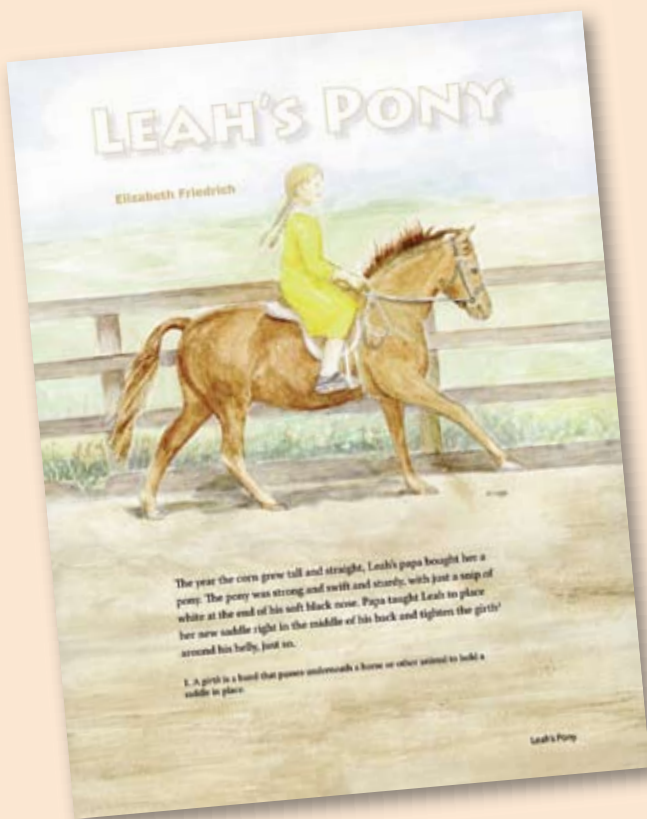
## Ruby—4th Grade Student Textbook

### Blueprint for Reading

Students and teachers are grounded in the substantive, thematic, and literary world of the selection, so they do not enter it as strangers.

*Ruby* uses **Into the Selection** to help students think about the theme as they read the piece. What drives the author? The action? The characters? The theme can be hard to grasp: The theme is why we feel as we do when we have finished reading.

The second pre-curriculum component is **Eyes On**, which looks at the literary component or language arts skill vis-à-vis the selection. How is the literary component expressed in the story? This is the way that writing takes form and becomes what it is.







## Blueprint for Reading

### ... Leah's Pony

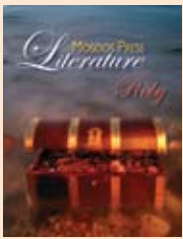
After years of comfortable farm life, Leah's family falls upon hard times. People react in different ways when faced with a crisis. One person may react with anger. Another person may react with determination. As you read, think about the way Leah, Papa, and her neighbors deal with the difficulties that come their way. Leah has no concern for herself, as she inspires others to face their problems with kindness and generosity.



### Narrative Elements

How do we tell stories? There are many reasons. A story can have a purpose, it can deliver messages, help us remember something, or create an imaginary world. In order for a story to work properly, a number of elements, or parts, must be present. You will learn about these elements, such as plot and setting, in the coming pages. As you read *Leah's Pony*, think about what makes the story interesting. What is the thing in the story that surprises you?





## Ruby—4th Grade Student Textbook

### Selection Pages

Original artwork and illustrations are a Mosdos Press hallmark. Innovative graphics, design, color, and layout make Mosdos Press books appealing to students and teachers. Our artists and graphic designers work hand-in-hand with writers, editors, teacher consultants, and administrators to produce work that is beautiful, intriguing, and in keeping with our values.

**Word Banks** define new vocabulary words at the bottom of each page, as they appear in the selection, with a consistent pronunciation guide.



Leah clutched her mother's hand as she whispered to herself.

"Here's one of the best of the man in the big hat. "V dollars for this practically plow, plant, fertilize, and

It was time. Leah's voice

The man in the big hat ever heard one," he said. "

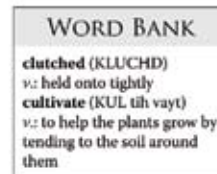
No one moved. No one breathed.

"Ladies and gentlemen, only one dollar for it. One tractor! Do I hear any other

Again no one moved. seemed to breathe.

"This is ridiculous!" threw his hat into the silence. "S

The crowd cheered. Leah proudly walked up to the man in the big hat.



Unit 1



y in her hand. "It has to be enough,  
just has to be."  
ems in this entire auction," yelled  
o'll start the bidding at five hundred  
rw, all-purpose Farmall tractor? It'll  
en cultivate for you."  
shook. "One dollar."  
ughed. "That's a low starting bid if I  
w let's hear some serious bids."  
said a word. No one even seemed to

this tractor is a beauty! I have a bid of  
ollar for this practically new Farmall  
bids?"

o one said a word. No one even

man's voice boomed out from under  
d to the young lady for one dollar."  
a's mouth hung open. Mama cried.  
I handed one dollar to the auctioneer



"That young lady bought one fine tractor for one very low price," the man continued. "Now how much am I bid for this flock of healthy young chickens?"

"I'll give you ten cents," offered a farmer who lived down the road.

"Ten cents! Ten cents is mighty cheap for a whole flock of chickens," the man said. His face looked angry.

Again no one moved. No one said a word. No one even seemed to breathe.

"Sold for ten cents!"

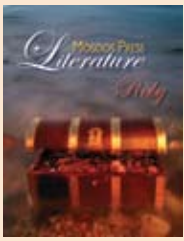
The farmer picked up the cage filled with chickens and walked over to Mama. "These chickens are yours," he said.

The man pushed his big hat back on his head. "How much for this good Ford pickup truck?" he asked.

"Twenty-five cents," yelled a neighbor from town.

Again no one moved. No one said a word. No one even seemed to breathe.

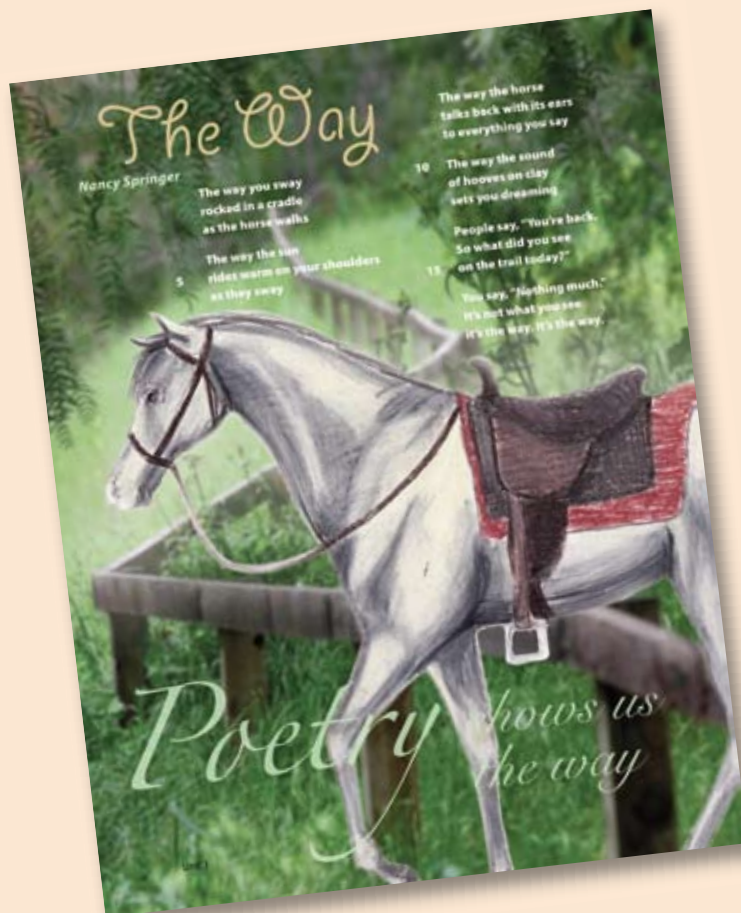




## Ruby—4th Grade Student Textbook

**Studying the Selection** is the curriculum that follows each selection. Even for fourth graders, this means a close look at the selection with lots of opportunity for application. Based on Bloom's Taxonomy of Knowledge (comprehension, application, analysis, synthesis, and evaluation) the exercises include **First Impressions**, **Quick Review**, **Focus**, and **Creating and Writing**.

*First Impressions* is the basis for classroom discussion. With the exception of the *Quick Review*, all of the exercises call for more than a recollection of facts. Specifically, the *Focus* question requires that students think deeply about the theme. This prepares them for the first two of the three exercises in *Creating and Writing*: (1) to write an essay or other nonfiction piece related to the theme; (2) to compose creative work that is linked thematically with the selection. The third *Creating and Writing* activity is always a non-writing assignment so that students can have a little fun!



## Studying the Selection

### FIRST IMPRESSIONS

Do you think you would have the strength to do what Leah did?

### QUICK REVIEW

Describe Papa's precious gift to Leah.

What type of weather conditions brought on the 'hard times' experienced by Leah's family?

How did Mama recycle things to save money?

Who changed the direction of the auction with a very low bid?

### FOCUS

Leah's father told her to be brave, and Leah obeyed. What are two examples of Leah's bravery?

We know that a good story has a beginning, middle, and an end. Reread the story and write down one important event from the beginning of the story, the middle of the story, and the end of the story.

### READING AND WRITING

Leah acted unselfishly to help her family. Do you think the townspeople would have reacted differently if an adult, rather than a child, had done what Leah did?

Leah was selfless during very difficult times. Think of someone you know who gave up something important to help another person. Write a paragraph describing the situation and selfless deed.

Create a poster for a "One Kindness a Day" campaign. Encourage people, young and old alike, to do something for others with the understanding that small acts can make a big difference. Be sure that your poster is attractive and explains the purpose of the project.

Leah's Pony



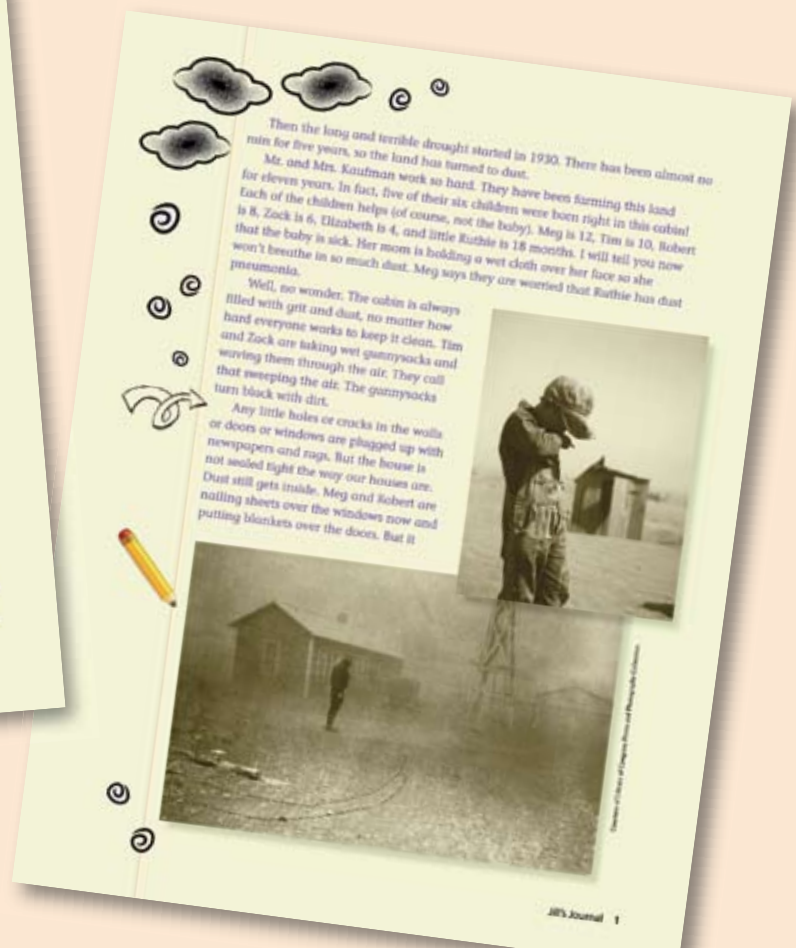
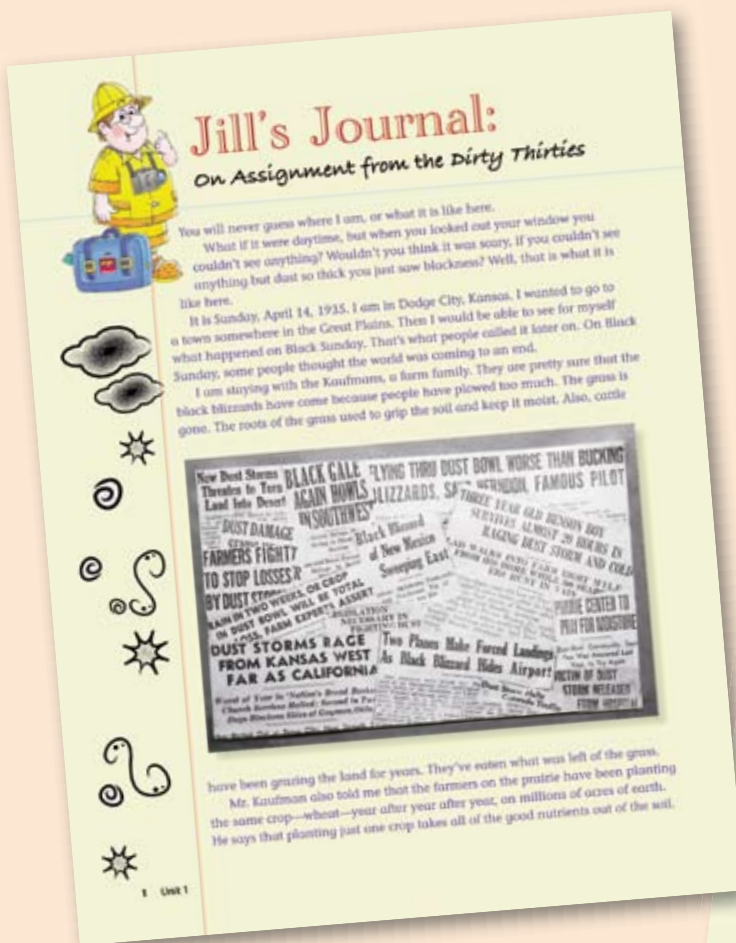


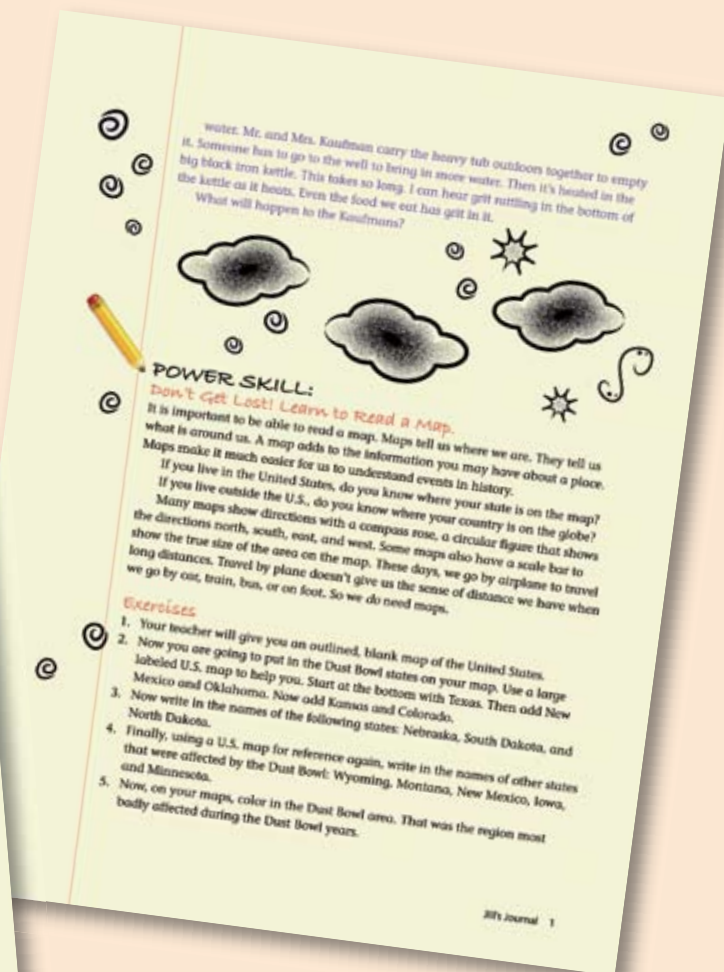


## Mosdos Press Literature Series Presents

### JILL'S JOURNAL

**Jill's Journal** is a unique literary device that is being introduced in *Ruby*. Twelve prose selections include *Jill's Journal*, a four-page spread with a 2-3 page *Jill's Journal*, and a 1-2 page power skill with exercises. *Jill's Journal* is an "autobiographical" first-person narrative. Jill imagines herself a reporter on assignment. Her journal entries are connected topically with the selection, and place Jill the Journalist back in time or someplace in the world. These pieces are guaranteed to bring students right into the world of the story.





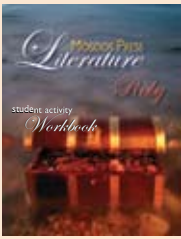
*Leah's Pony* is about a family living in the Depression-era Dust Bowl. *Jill's Journal* opens:

*It is Sunday, April 14, 1935. I am in Dodge City, Kansas. I wanted to go to a town somewhere in the Great Plains. Then I would be able to see for myself what happened on Black Sunday....I am staying with the Kaufmans, a farm family.*

The *Journal* closes with,

*What will happen to the Kaufmans?*

The power skills are cleverly tied in with the *Journal* and include map-reading, dramatic recitation, and creating a table, to name just a few.



# Ruby—4th Grade Student Workbook

**Leah's Pony**  
VOCABULARY  
Activity I

agriculture	dejected	cultivate	drought	sow
auctioneer	collateral	debt	gullies	weathered

- Abe's parents owned an antique shop. He and his sister, Jean, would often make up stories about the buyers and sellers who came into the shop. If an old woman came into the shop, a bag she was born a princess, and is selling the last of her jewels because she has become so poor." (held onto tightly)
- If a young man came in to sell something, Abe would say, "Oh! I'll bet he's gotten himself into (something that is owed) by borrowing money to pay for that motorcycle parked outside."
- Part of owning an antique shop involved going to auctions to buy antiques to sell in the store. Abe and Jean loved hearing the (the person who conducts the auction) auction off the pieces for sale.
- Often, there would be other auctions held right in the same place. One week, the auction included many tools and vehicles used in (farming).
- Some tools were to be used for harvesting; others were used to (help the plants grow) the ground and ready it for planting.
- All sorts of interesting characters turned out for the farm auctions. One week, a farmer brought a big, fat (an adult, female pig) to auction off.
- The other farmers laughed. "What kind of tool is that?" hollered one. "It ain't a tool," he hollered back. "It's (property promised as guarantee for a loan) that I'm putting up if someone will give me the loan of their tractor."
- "What happened to your tractor?" bellowed another farmer. "Well," said the farmer, "first we had no rain at all. We had a regular (a long period of dry weather)."
- "The crops dried up and (shriveled). The ground was as hard as rocks."
- "Then the rains came. They made all kinds of holes and (small valleys made by running water) in the ground. My poor old antique tractor just can't handle that kind of job." My parents, hearing the word "antique," bought the old tractor to use as part of a display in front of their store, and a farmer loaned him a tractor. Everyone went home happy.

Unit One: The Things That Matter - (Textbook p. 4)

## Vocabulary Exercise 1

Students can apply their new words immediately! The sentences in the exercise may tell a prose story, create a poem, or teach a lesson about language—and the student tells the story by filling in the correct word. This is the Mosdos Press method of literate learning with a smile.

Vocabulary Exercise Two asks for synonyms and antonyms; gives practice with identifying parts of speech; and helps students grasp the fine points of new vocabulary with choose-the-sentence exercises, and exercises asking them to group and categorize words. Exercise Two also offers several strong, clear lessons in word comparisons—the most significant and popular test of vocabulary and analytic ability on standardized tests.

## Vocabulary Exercise 2

Name \_\_\_\_\_

**Leah's Pony**  
VOCABULARY  
Activity II

Words are tools that we use to express our thoughts. If we organize words into groups the way a worker organizes his tools, we will be able to find them when we need them. In *Leah's Pony*, you learned six words having to do with farming. Put them in the middle drawer of your tool chest. You learned three words connected to money. Put them in the bottom drawer of your tool chest. One last word remains. Put it in the top drawer of your tool chest.

Unit One: The Things That Matter - (Textbook p. 4)



**Leah's Pony**

COMPREHENSION Questions

### In-Depth Thinking

- What was the same and what was different for Leah's family before their land was struck by the drought and after their land became part of the "Dust Bowl"? List two things that remained the same and two things that changed.
- Many close bonds and friendships appear in this story. Write down examples of at least two of them.
- What do you think will happen now that the auction is over?

### Drawing Conclusions

- Why do you think Leah's parents first spoke in hushed voices but later shared their troubles with her?

Name \_\_\_\_\_

**Leah's Pony**

COMPREHENSION Questions

- Mama was very resourceful and reused many items in order to save. Can you think of some ways you can reuse items in your daily life to avoid waste?
- Leah had an idea that turned out to be very helpful to adults. Think of a time when you provided adults with an idea or suggestion. How was the idea received? If you have never had an experience like this, you may make one up.

### One Step Further

Parting with precious belongings is not easy for adults or children. Imagine that you had to auction off some of your own possessions to help your family. Write a paragraph that includes the answers to the following questions. What items would you choose and what price would you attach to them? Would you cooperate with the family auction and be proud to contribute or would you be angry and resentful?

Unit One: The Things That Matter - (Textbook p. 4)

The *Ruby* workbook provides a two-page comprehension exercise for each prose selection in the textbook. This activity helps the student develop the important skill of formulating a clear short answer for **In-Depth** and **Drawing Conclusions** questions as they think analytically. The **One Step Further** activity asks the student to think about the reading selection and evaluate, judge, or, in some activities, justify and give a personal opinion about what they have read. This workbook activity takes a student's thinking One Step Further!

## Graphic Organizer

Mosdos Press **graphic organizers** help develop critical thinking skills. Graphic organizers are an invaluable teaching and learning tool that helps children to develop thinking strategies. *Ruby's* workbook includes a two-page graphic organizer for each prose selection. Tied thematically to the selection, this activity often emphasizes the main idea, reinforces an important language arts skill, and gives the student the opportunity to think about their reading visually. These visual representations help the student organize, interpret, and understand material.

**Leah's Pony**

GRAPHIC ORGANIZER Contrasting

Leah's Pony is about sacrifice. Sacrifice means giving up something that is very precious to you, for the sake of someone (or something) else. People make a sacrifice hoping it will make a bad situation better. In Leah's Pony, many people make a sacrifice. Fill out the chart below by telling what the person could have done if he or she were more selfish. Then, write down what each character actually did.

	What Each Could Have Done	What Each Did
Farmer One		
Farmer Two		
The Neighbors	The neighbors could have bid on the tractor and animals and gotten a real bargain.	They remained silent.
Mr. B.		
Leah		

Whose sacrifice do you think was the greatest? Why do you think so?

Name \_\_\_\_\_

**Leah's Pony**

GRAPHIC ORGANIZER Visual Images

Leah's Pony is a tale of hard times and soft hearts. The author helps us to feel the beauty of the countryside and the harshness of the weather by using images. An image is a "picture" that a writer "draws" with words. An image helps you to imagine what the author is describing.

Here is an example:  
 "That whole summer, Leah and her pony crossed through cloud-capped cornfields."  
 In the exercise below, answer the question in each picture frame with a phrase from the story. Then, choose one of the phrases and draw a picture of it in the last picture frame. On the line under the frame, write the phrase.

How did the pony's coat look after it was brushed?

How tall did the corn grow?

How hard did the wind blow some days?

How did the farm look when the grasshoppers came?

Leah raced her horse past a deserted house. How did the house look?

Unit One: The Things That Matter - (Textbook p. 4)



# Ruby—4th Grade Teacher's Edition

**Getting Started** is a springboard to the selection. An activity, a question, or intriguing information enables the teacher to generate broader student interest.

**Info...** parallels textbook material and clarifies the discussion of theme.

**Eyes On...** narrows attention to the featured literary component, and expands the discussion of writing, style, tone, and language.

**Selection Summary** is a convenient summary, offering a synopsis of the selection. Teachers will find it a helpful memory aid as they come back to the selection year after year.

**Literary Components** are a strong lesson tool. Numbers in the margins of the selection text refer teachers to a listing and explanation of the literary component. The numbered, underlined text features examples of imagery, style, point of view, plot, characterization, conflict, foreshadowing, suspense, rising and falling action, climax, resolution, irony, dialogue, and so forth.





In the Mosdos Press Literature Anthology Series, the Student Textbook and companion Teacher's Annotated Edition are like the two sides of a coin. Each completes the other, for both student and teacher. Mosdos Press Teacher's Editions have been crafted for both classroom and homeschooling instructors, for both novice and experienced professionals. Lessons are carefully structured, so that teachers may assist their students in achieving a comprehensive grasp of the facts, theme, and artistic elements that drive each work. The lessons provided in the Teacher's Editions are framed by the traditional values synonymous with Mosdos Press.

**Guiding the Reading** is a page-for-page listing of literal questions requiring factual recall and analytical questions needing deeper reflection.

**First Impressions** suggests possible responses to the queries posed in the textbook.

**Quick Review and Focus** have detailed answers to the questions in the textbook. Material is included for productive class instruction.

**Creating and Writing** is the final review element and presents the student with several challenges. Generally, this challenge is one that is creative; it is grounded in the literary form of the selection and in the techniques the selection incorporates.

**About the Poem** provides thoughtful material essential to teaching the poem.

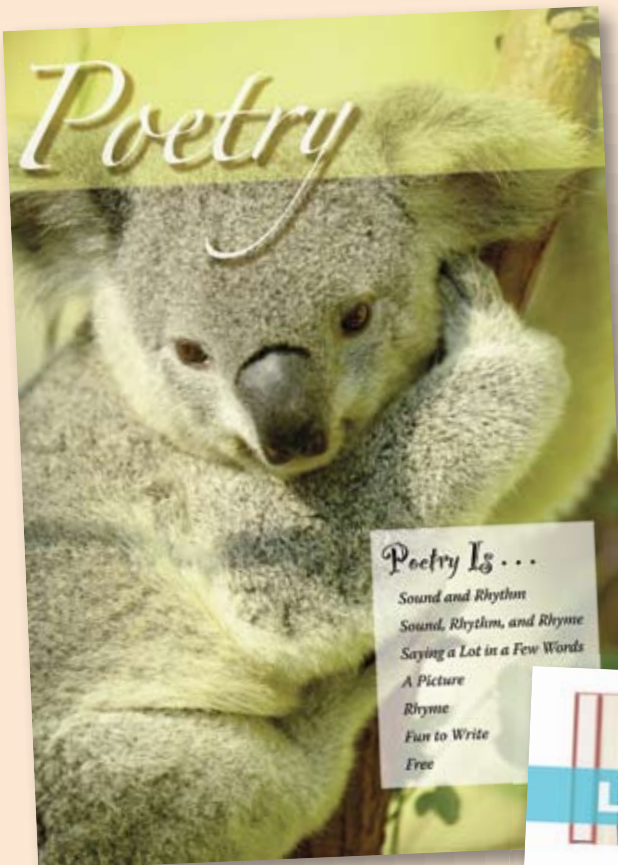




## Ruby—4th Grade Student Textbook

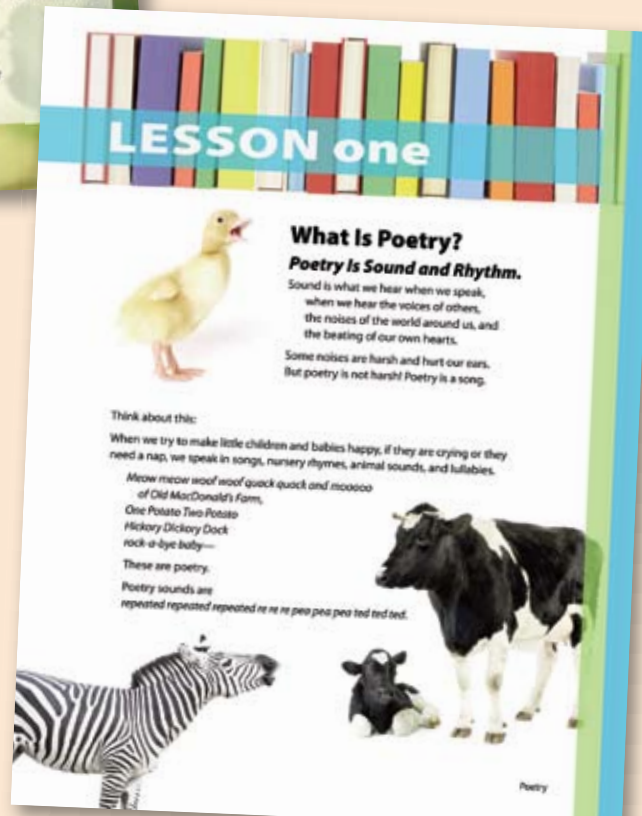
### Poetry Unit

*Ruby* has a wonderful poetry section with pre- and post-curriculum. In addition, more than 15 poems follow prose selections with which they are thematically linked. These are just for the pleasure of reading. *Ruby* poets include Judith Viorst, Christina Rossetti, and Sandra Cisneros.



#### Poetry Is ...

Sound and Rhythm  
Sound, Rhythm, and Rhyme  
Saying a Lot in a Few Words  
A Picture  
Rhyme  
Fun to Write  
Free





## 18

# ***Other resources from Purposeful Design Publications ...***

## **Science** (Levels 1–6)



## **Health**

(Middle and High School)

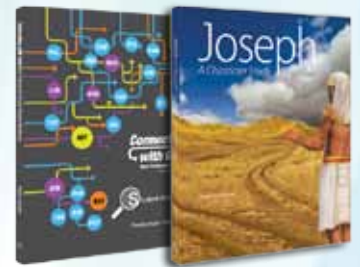


## **Bible** (Preschool–Grade 6)



## **Bible**

(Middle and High School)



## **Mathematics** (Grades K–8)



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