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.

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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.

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</table>
| Leah's Pony | Saving the farm and her family are *The Things That Matter* 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. | *Eyes On Narrative Elements*  
*What is a story?*  
*Introducing the word elements*  
*Target Skill: Discussing plot, character, setting, and theme* | *Poem: The Way*  
Poetry Shows Us the Way  
*On Assignment from the Dirty Thirties*  
Jill visits Kansas in 1935 and experiences the Dust Bowl firsthand.  
*Power Skill: Learning to read a map* | |
| Super Grandpa | Competing in the Tour of Sweden bicycle race and being judged for his ability not his outward appearance are *The Things That Matter* to Gustaf. Quick judgments vs. thoughtfully drawing conclusions is explored. | *Eyes On Plot*  
*What is plot?*  
*Target Skill: Students learn that a plot is what happens in a story and that an author must have a story plan for the plot* | | |
| Two Big Bears | The safety of the children and the security of the homestead are *The Things That Matter* to Laura and her parents in this excerpt from *Little House in the Big Woods*. | *Eyes On Character*  
*Target Skill: Learning how to recognize the main character in a story* | | |
| Mom's Best Friend | Gaining her independence through perseverance is one of *The Things That Matter* to Mom. A blind mother handles difficulties calmly and patiently as she trains with a new guide dog. | *Eyes On Setting*  
*What is setting?*  
*Target Skill: Students learn that setting describes the background of a story, where a story takes place, and that a story may have more than one setting.* | | |
| The Tiger, the Persimmon and the Rabbit's Tail | Overcoming fear is one of *The Things That Matter* is this humorous fable. | *Eyes On Theme*  
*What is theme?*  
*Target Skill: Students learn that theme is the main idea of a story.* | | |
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.

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<tr>
<td><strong>Sato and the Elephants</strong>&lt;br&gt;by Juanita Havill</td>
<td>Sato's moment of Clarity 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.</td>
<td>Eyes On Internal Conflict&lt;br&gt;Target Skill: Defining conflict and understanding and recognizing internal conflict</td>
<td>Poetry: Purple Snake&lt;br&gt;Poetry Opens Our Eyes</td>
<td><strong>JILL'S JOURNALS</strong>&lt;br&gt;The Flower Garden</td>
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<td><strong>Amelia's Road</strong>&lt;br&gt;by Linda Jacobs Altman</td>
<td>Amelia's moment of Clarity 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.</td>
<td>Eyes On External Conflict&lt;br&gt;Target Skill: Understanding the difference between internal and external conflict and recognizing external conflict in a piece of literature</td>
<td>Poetry: Since Hanna Moved Away&lt;br&gt;Poetry Is About Feelings&lt;br&gt;On Assignment in the Supermarket and the Field&lt;br&gt;Power Skill: What is fiction? What is nonfiction</td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;What Is Internal Conflict?&lt;br&gt;The Flower Garden&lt;br&gt;What Is External Conflict?&lt;br&gt;Neighbors</td>
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<td><strong>The Hatmaker's Sign</strong>&lt;br&gt;Retold by Candace Fleming</td>
<td>Clarity is a well-executed sign in this interesting parable.</td>
<td>Eyes On Sequence&lt;br&gt;Target Skill: Students learn to recognize the elements of sequence in a well-organized story.</td>
<td></td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;What Is Sequence?&lt;br&gt;The Tree House</td>
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<td><strong>Dad, Jackie, and Me</strong>&lt;br&gt;by Myron Uhlberg</td>
<td>Clarity is understanding how to overcome prejudice in Dad, Jackie, and Me. Through his father's example, a young boy gains a deep understanding of how one overcomes intolerance and prejudice.</td>
<td>Eyes On Predicting Outcome&lt;br&gt;Target Skill: Foreshadowing is defined and students are asked to recognize hints and clues in a story to predict outcome.</td>
<td>Poetry: Analysis of Baseball&lt;br&gt;Poetry is About the Things We Cheer</td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;What Is Foreshadowing?&lt;br&gt;Baseball Card</td>
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<tr>
<td><strong>And Now the Good News</strong>&lt;br&gt;by Margery Facklam</td>
<td>Realizing what we must do to protect endangered animals with Clarity is the good news in this nonfiction piece. Students learn that preservation is the process of keeping something safe.</td>
<td>Eyes On Main Ideas and Details&lt;br&gt;Target Skill: Recognizing the main idea that holds a piece together and understanding how new ideas are connected to the main idea</td>
<td>Poetry: Hurt No Living Thing&lt;br&gt;Poetry Makes Us Care&lt;br&gt;“They Loaded Up Their Trunks and They Moved to Tennessee”&lt;br&gt;Power Skill: Making a table</td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;What Is a Main Idea?&lt;br&gt;Turtle, Tortoise, or Terrapin</td>
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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.

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| Eddie Incorporated                 | • The Eddie, Incorporated team put their Heads, Hands, and Hearts together for an important recycling project. This story explores the importance of teamwork when working with others. | • Eyes On Character  
• Target Skill: Recognizing a character’s attributes  
• Learning about characters from their language, actions, thoughts, and feelings | • On Assignment at the Town Dump  
• Power Skill: Conduct an experiment; keep a log of the results |                                                                        |
| by Phyllis Reynolds Naylor         |                                                                        |                                                                         |                                                                                      |                                                                          |
| Genre: Realistic Fiction          |                                                                        |                                                                         |                                                                                      |                                                                          |
| Lesson in Literature              |                                                                        |                                                                         |                                                                                      |                                                                          |
| Hutchman’s Heroes                  |                                                                        |                                                                         |                                                                                      |                                                                          |
| Heatwave! by Helen Ketteman        | • In this humorous fantasy selection, the main character uses ingenious problem solving skills and her Head, Hands, and Heart to help her family. | • Eyes On Major and Minor Characters  
• Target Skill: Recognizing the difference between major characters and minor characters in a selection | • Poem: Be Glad Your Nose Is On Your Face  
Poetry Is Silly                                                                 |                                                                          |
| Genre: Fantasy                     |                                                                        |                                                                         |                                                                                      |                                                                          |
| Lesson in Literature              |                                                                        |                                                                         |                                                                                      |                                                                          |
| Major and Minor Characters         |                                                                        |                                                                         |                                                                                      |                                                                          |
| Snowstorm                         |                                                                        |                                                                         |                                                                                      |                                                                          |
| The Wright Brothers by Quentin Reynolds | • Using their Heads, Hands, and Hearts, and the self-confidence instilled by their mother, the Wright brothers will accomplish great things. | • Eyes On Dialogue  
• Target Skill: Dialogue helps us understand characters and make them more believable  
• Learning about a character’s attributes through what they say | • Poem: The Inventor Thinks Up Helicopters  
Poetry Teaches Us to Ask Questions  
• On Assignment in Dayton, Ohio  
• Power Skill: Creating another time and place |                                                                          |
| Genre: Fictionalized Biography     |                                                                        |                                                                         |                                                                                      |                                                                          |
| Lesson in Literature              |                                                                        |                                                                         |                                                                                      |                                                                          |
| What Is Dialogue?                  |                                                                        |                                                                         |                                                                                      |                                                                          |
| Horses                             |                                                                        |                                                                         |                                                                                      |                                                                          |
| The Imperfect/Perfect Book Report by Johanna Hurwitz | • In The Imperfect/Perfect Book Report the main character has to use her Head, Hands, and Heart to really understand that friendship is more important then competition. | • Eyes On Internal Dialogue  
• Target Skill: Internal dialogue 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. | • Poem: You and I  
Poetry is About You and Me                                                                 |                                                                          |
| Genre: Realistic Fiction          |                                                                        |                                                                         |                                                                                      |                                                                          |
| Lesson in Literature              |                                                                        |                                                                         |                                                                                      |                                                                          |
| What Is Internal Dialogue?         |                                                                        |                                                                         |                                                                                      |                                                                          |
| Bicycle                            |                                                                        |                                                                         |                                                                                      |                                                                          |
| Justin Lebo by Phillip Hoose       | • Justin Lebo selflessly gives of himself with his Head, Hands, and Heart. When one is selfless, one puts someone or something first. In this story, the reader sees what Justin gains from being selfless and giving. | • Eyes On Point of View  
• Target Skill: Recognizing point of view  
• Identifying the point of view from which a story is told | • Poem: Holding Up the Sky  
Poetry Shares Big Ideas                                                                 |                                                                          |
| Genre: Nonfiction Article         |                                                                        |                                                                         |                                                                                      |                                                                          |
| Lesson in Literature              |                                                                        |                                                                         |                                                                                      |                                                                          |
| Point of View                      |                                                                        |                                                                         |                                                                                      |                                                                          |
| Nicaragua                         |                                                                        |                                                                         |                                                                                      |                                                                          |
### 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.

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| **Earthquake Terror** by Peg Kehret | • A Caring brother protects his disabled sister with quick thinking and skill in *Earthquake Terror*. The reader learns that it is not how we feel that makes us courageous, it is what we do. | • Eyes On Creating a Setting  
  • Target Skill: Learning to recognize setting  
  • Understanding why setting—the way things look and feel—plays an important part in a story | • Poem: *Michael Is Afraid of the Storm*  
  Poetry Is Not Afraid to Be Afraid  
  On Assignment in New Madrid, Territory of Missouri  
  Power Skill: The five W’s of reporting |
| **Genre:** Adventure/Realistic Fiction | | | | |
| **Lesson in Literature** Establishing a Setting Cross Country | | | | |
| **The Gift** by Helen Coutant | • A Caring 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. | • Eyes On Imagery  
  • Target Skill: Understanding sensory images and recognizing that they tell us to picture, smell, hear, feel, or taste something in a story | | |
| **Genre:** Realistic Fiction | | | | **Poem:** *For You*  
  Poetry Is Giving |
| **Lesson in Literature**  
  What Is Imagery?  
  Run In the Woods | | | | |
| **Toto** by Marietta D. Moskin p. | • Suku’s Caring nature engages him in a risky adventure as he overcomes his fear in *Toto*. Leaving what is familiar and trying something new encourage the two main characters to gain more than they lose. | • Eyes On Comparing Settings  
  • Target Skill: Comparing settings and recognizing multiple settings in a story | | **Poem:** *In This Jungle*  
  Poetry Is Quiet and Strong |
| **Genre:** Fiction | | | | |
| **Lesson in Literature**  
  Comparing Settings  
  The Color of Water | | | | |
| **Owl Moon** by Jane Yolen | • The Caring 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. | • Eyes On Mood  
  • Target Skill: Recognizing and identifying the descriptive words that create atmosphere or mood in a piece of literature | | |
| **Genre:** Story Poem | | | | **Lesson in Literature**  
  What Is Mood?  
  Driftwood |
| **from Homeward the Arrow’s Flight** by Marion Marsh Brown | • Dr. Susan La Flesche Picotte personifies Caring in this moving biography. We learn that she is an idealist that puts others’ needs first. | • Eyes On Biography  
  • Target Skill: A biography is the story of a person’s life  
  • How does an author compile information about the person they are writing about? | | **On Assignment in Britain to Speak with the Lady with the Lamp**  
  Power Skill: Making a pie chart |
| **Genre:** Biography | | | | **Lesson in Literature**  
  What Is Biography?  
  Sandra Day O’Connor |
### 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.

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<td><strong>Underwater Rescue</strong>&lt;br&gt;by Wayne Grover</td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;Author’s Purpose Country Road</td>
<td>• Determination 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.</td>
<td><strong>JILL’S JOURNALS</strong>&lt;br&gt;• Poem: <strong>Today the Dolphins Came to Play</strong>&lt;br&gt;Poetry Is Wonder&lt;br&gt;• On Assignment Exploring the Mesoamerican Reef&lt;br&gt;• Power Skill: Learning to write setting</td>
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<td><strong>The Seven Children</strong>&lt;br&gt;by Linda and Clay Goss</td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;What Is Stated Theme? My Dog Is Best</td>
<td>• Parents use their Determination and ingenuity, to teach an important lesson to their seven children.</td>
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<td><strong>The Garden of Happiness</strong>&lt;br&gt;by Erika Tamar</td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;What Is Implied Theme? Seeds</td>
<td>• The people of this urban neighborhood use their steadfast Determination to carve out a place of beauty in <em>The Garden of Happiness</em>. They plant seeds in a little patch of earth and create a place of hope and dreams.</td>
<td><strong>Poem: Johnny Appleseed</strong>&lt;br&gt;Poetry Plants Seeds&lt;br&gt;• On Assignment in Crista’s Garden&lt;br&gt;• Power Skill: Conducting an interview</td>
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<td><strong>One Grain of Rice</strong>&lt;br&gt;by Demi</td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;Drawing Conclusions Forestdale Forever</td>
<td>• Because of her Determination to help the starving people of her city, a young girl ingeniously creates a solution with <em>One Grain of Rice</em>.</td>
<td><strong>Poem: City I Love</strong>&lt;br&gt;Poetry Shows Us Our World</td>
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<td><strong>Maria’s House</strong>&lt;br&gt;by Jean Merrill</td>
<td><strong>Lesson in Literature</strong>&lt;br&gt;Compare and Contrast In the Eyes of the Beholder</td>
<td>• Maria’s Determination 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.</td>
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*Lesson in Literature* – These sections are provided to help with the various themes and elements discussed in the unit. Each lesson focuses on a specific aspect of literature, guiding students through the process of understanding and interpreting literary works.

*SELECTION* – The selection of works is designed to cover a range of genres, providing students with diverse perspectives and experiences. These works are carefully chosen to exemplify the themes and elements being explored.

*INTO . . .* – This column highlights specific elements or skills related to the selection, such as Determination, communication, and understanding the author’s purpose.

*EYES ON . . .* – This column focuses on analyzing and interpreting the selected works, identifying stated and implied themes, and drawing conclusions.

*POEMS* – The poems listed here are selected to complement the themes and skills being studied. They serve as additional tools for students to practice and develop their understanding.

*WORKBOOK* – The workbook section provides exercises and activities to reinforce the learning objectives of the unit. It includes practice problems, writing assignments, and other interactive elements to engage students in the process of exploring elements of theme.
UNIT SIX: The Grand Finalé • 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.

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<td>The Bridge Dancers by Carol Saller</td>
<td>• On a path to self-discovery, a young girl learns to value her own strengths in The Bridge Dancers. As she reconciles who she would like to be with who she is, her goals become clear.</td>
<td>• Eyes On Realistic Fiction</td>
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<td>Dancing Bees by Margery Facklam</td>
<td>• In Dancing Bees 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.</td>
<td>• Eyes On Nonfiction</td>
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<td>Name This American by Hannah Reinmuth</td>
<td>• Name This American is about five Americans who made significant contributions.</td>
<td>• Eyes On Drama</td>
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<td>Boss of the Plains by Laurie Carlson</td>
<td>• The secret to success is using your particular talent or skill to its utmost. In Boss of the Plains, John Stetson discovers that his success lies in using a skill he already had in an innovative way.</td>
<td>• Eyes On Fictionalized Biography</td>
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<td>Stone Fox by John Reynolds Gardiner</td>
<td>• Stone Fox 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.</td>
<td>• Eyes On Narrative Elements</td>
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Lesson in Literature

Elements of Fiction
Beyond the Ropes

Elements of Nonfiction
Is it a Hurricane?

Elements of Drama
A Beautiful Day

Historical Fiction
The Way Things Work

Pulling It All Together
Monster
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.

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<th>POEMS</th>
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<tr>
<td><strong>Lesson One: Poetry Is Sound and Rhythm</strong></td>
<td>• 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 repetition, as well as alliteration and consonance.</td>
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<td>• Birds’ Square Dance by Beverly McLoughland</td>
<td>• Lesson One celebrates sounds with a square dance beat (Birds’ Square Dance), a tongue twister (Thistles), a poem in two voices (Whirligig Beetles), and an old nursery rhyme (This Is the Key).</td>
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<td>• Thistles by Karla Kuskin</td>
<td>• Students learn that limericks are five-line poems that are usually funny. Students are taught that these little nonsense poems have a rhyme scheme (an aabba pattern).</td>
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<tr>
<td>• Whirligig Beetles by Paul Fleischman</td>
<td>• 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.</td>
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<tr>
<td>• This Is the Key by Anonymous</td>
<td>• Students learn the rules for writing haiku, reviewing the process of syllabification. They learn that haiku—an old Japanese form of verse—depends heavily on subtle imagery, observation, and a compression of thought and words.</td>
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| **Lesson Two: Poetry Is Sound, Rhythm, and Rhyme** | • After generating a list of different shapes poems can take, students practice writing their own form poems. |
| • A Bridge Engineer by Anonymous | • Students learn that poetry usually draws pictures for us, and in a form poem the poet becomes an actual picture. |
| • A Bugler Named Dougal MacDougal by Ogden Nash | • Both A Seeing Poem and Popsicle are excellent examples of concrete poems. |
| • A Funny Young Fellow Named Perkins by Anonymous | • Students learn that the pattern in which the lines of a poem rhyme is called a rhyme scheme. In this lesson, they compare and contrast the rhyme scheme of The Shark and Dust of Snow. |
| • A Native of Chalamazug by Graham Lester | • The Shark is a wonderful performance piece and should be read aloud as an imaginative, dramatic reading. Dust of Snow can be taught as a simple, little poem, but also lends itself to a discussion of what is a symbol. |
| • A Gullible Rancher Named Clyde by Graham Lester | • Both of the poems in this lesson incorporate lists, so it will be necessary to review these lists with your students. |

| **Lesson Three: Poetry Is Saying a Lot in a Few Words** | • Students learn about free verse, repetition, and the odd punctuation and capitalization that many free verse poems have. |
| • Season Haikus by Myra Cohn Livingston | • Some Opposites is a list of opposites, and Tortillas Like Africa begins and ends with the same story, and its middle is a list of countries. |

| **Lesson Four: Poetry Is a Picture** | • Both Good Hotdogs and Jackrabbit are a satisfying release for their ideas and images—a way of letting feelings go, setting feelings down, and communicating with another person. |
| • A Seeing Poem by Robert Froman | • Good Hotdogs lends itself to a discussion of the repetition of vowel and consonant sounds. Jackrabbit is a dramatic performance piece that should be performed in class by groups of four to six students. |
| • Popsicle by Joan Bransfield | • Students learn the odd punctuation and capitalization that many free verse poems have. |

| **Lesson Five: Poetry Is Rhyme** | • Some Opposites is a list of opposites, and Tortillas Like Africa begins and ends with the same story, and its middle is a list of countries. |
| • The Shark by John Ciardi | • Both Good Hotdogs and Jackrabbit are a satisfying release for their ideas and images—a way of letting feelings go, setting feelings down, and communicating with another person. |
| • Dust of Snow by Robert Frost | • Good Hotdogs lends itself to a discussion of the repetition of vowel and consonant sounds. Jackrabbit is a dramatic performance piece that should be performed in class by groups of four to six students. |

| **Lesson Six: Poetry Is Fun to Write** | • Both of the poems in this lesson incorporate lists, so it will be necessary to review these lists with your students. |
| • Some Opposites by Richard Wilbur | • Students learn about free verse, repetition, and the odd punctuation and capitalization that many free verse poems have. |
| • Tortillas Like Africa by Gary Soto | • Some Opposites is a list of opposites, and Tortillas Like Africa begins and ends with the same story, and its middle is a list of countries. |

| **Lesson Seven: Poetry Is Free** | • 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. |
| • Good Hotdogs by Sandra Cisneros | • Good Hotdogs lends itself to a discussion of the repetition of vowel and consonant sounds. Jackrabbit is a dramatic performance piece that should be performed in class by groups of four to six students. |
| • Jackrabbit by Byrd Baylor | • 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. |
Mosdos Press presents world-class secular literature for elementary school and middle school: classic and contemporary works that are broadly representative, intellectually challenging, and morally framed. Our values-based learning curriculum is rigorous and engaging, and thoughtfully explores family-centered ideals. Mosdos Press is dedicated to excellence in the teaching of literature, writing, vocabulary, and language arts. Our Literature Anthology Series meets the most stringent academic standards, without compromising our children spiritually or psychologically.

The Mosdos Press Learning Experience

Mosdos Press Literature Anthologies are organized thematically by unit. Each unit is used for the teaching and synthesis of the key literary components and concepts. Since we learn to write from reading, Mosdos Press never stints on the number of selections. Our textbooks are replete with fine literature representing many different genres.

Mosdos Press Teacher’s Editions are so detailed, so well-organized, and so innovative, teachers can use these books as their primary resource. These books will stand you in good stead for creating lesson plans, complying with state curriculum standards, developing differentiated instruction, as well as bringing enrichment to your students.

Our consumable Student Activity Workbooks take the tedium out of language and analytical exercises. From vocabulary exercises to graphic organizers, students will enjoy learning through witty and instructive activities.
Student Edition

Ruby integrates language arts and literature with Lessons in Literature. These lessons precede each prose selection and teach a progression of language arts skills that build, one on the other, in a manner geared specifically towards the fourth grader. Ruby includes works by Elizabeth Friedrich, Myron Uhlberg, Laura Ingalls Wilder, and Carol Fisher Saller. The book is replete with short stories, drama, poetry, and nonfiction. Finally, Ruby presents a unique Mosdos feature: Jill’s Journal, a first-person narrative presumably written at the time of the prose selection. Fourth graders will enter the setting of the literary work, as if they were present in that time and place.

Teacher’s Annotated Edition

Once again, our Teacher’s Edition is printed in two volumes with spiral binding and soft cover for easy use. The Ruby Teacher’s Edition is extraordinarily helpful for teachers—new, old, and homeschool. Each prose work begins with a 200-word Selection Summary and Getting Started activity. Each selection in the poetry unit opens with an analysis of the poem. With our Teacher’s Annotated Edition, you are never on your own. Although the material is somewhat simplified for the fourth grade, you will find exactly what you need here. See pages 15 and 16 for details.

Student Activity Workbook

The Ruby Student Workbook has been formatted for the fourth grade eye. The layout and graphics are visually appealing, with sufficient space between lines and exercises for the younger student. Ruby has vocabulary exercises in the form of word games and puzzles. With Ruby, students see that language is fun. The workbook includes comprehension questions, writing activities, and a graphic organizer for each prose selection, to assist the fourth grader in developing analytical skills. Ruby Workbook has been developed with our hallmark wit and humor.

Ruby Test Masters

The Ruby CD has test masters for each prose selection, unit tests, vocabulary tests, and essay questions drawn from each unit appropriate for use as a test or independent assignment. Published 2009
LESSONS IN LITERATURE

The Ruby pre-curriculum begins with Lesson in Literature, which presents the literary component or language arts skill appropriate to the selection. These lessons build sequentially throughout the textbook. Each one is followed by questions that provide the student with reasoning and analytical practice with the component or skill.

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.

THE BEGINNING

1. What is the beginning of the story?
2. What does it contain?
3. What does it do?

THE MIDDLE

1. What does the middle of the story contain?
2. What does it do?
3. Why is this important to the story?

THE END

1. What is the end of the story?
2. What does it contain?
3. What does it do?
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.
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.
Leah's Pony

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

We tell stories. There are many reasons. A story can have a message, 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 parts, such as plot and setting, in the coming pages. As you read Leah's Pony, think about what makes the story interesting. What thing in the story surprise you?
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.
y in her hand. "It has to be enough, just has to be.”

"O’Il start the bidding at five hundred,” said the auctioneer. "All-purpose Farmall tractor! It’ll in cultivate for you.”

"One dollar,” laughed. "That’s a low starting bid if I still have hear some serious bids.”

A man’s voice boomed out from under the tent. "The young lady for one dollar.”

Mama cried. I hundred 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.

Lee's Pony
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?

OCUS
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
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.
Vocabulary Exercise One

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.

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.
In-Depth Thinking

1. What was the same and what was different for Leah’s family before their land was lost to the storm and after their land became part of the “Dust Bowl”? List two things that remained the same and two things that changed.

2. Many close bonds and friendships appear in this story. Write down examples of at least two of them.

3. What do you think will happen now that the section is over?

Drawing Conclusions

4. Why do you think Leah’s pony, past quite a hardship, but kept chasing that problem with her?

5. Marcus was very methodical and wrote every item in order so one. Can you think of some ways you can rearrange them to add flavor to your work?

6. Leah had a idea this turned out not to be very helpful for adults. Think of a time when you provided advice to others that was helpful or unhelpful. How was the idea accepted? If you have ever had an experience like this, what did you learn from it?

Name ____________________________________________

One Step Further

Pressing with previous thinking in a new way for adults or children, imagine that you had to rescue all your own parents with the help of faculty. Write down two things that you could do to help them. What more could you have done for adults or children?

Write down what each thing actually did to see what was more helpful. Then write down what each thing actually did.

Visual Images

Leah’s Pony is about sacrifice. Satisfy that feeling that it is very precious to you, for the sake of someone (or something) else. People make sacrifices to develop visual images. Fill in the chart below by filling in what the person could have done if they were more helpful. Then write down what the person actually did.

How did the family react when the grasshoppers came?

What sacrifices do you think the greatest? Why do you think so?

How did the parents react after it was finished?

How did Leah help her own mother and father help her own mother?

How did the family feel when the grasshoppers came?

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

Into... 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, setting, atmosphere, 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.
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.
Birds' Square Dance

Swing your partner
Cockatoo
Blue footed booby
Marabou
5 Cassowary
Heel and toe
Toucan, noddy
Oriole
Chachalaca
10 To the right
Bobolink and
Hold her tight
Kittiwake and
Tap your feet
15 Loom and puffin
Parakeet
Flap your feathers
Curlew, crow
Pipit, tern, and
20 Do-si-do.
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