

Ruby's Wish

What Stays, What Changes

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Track continuity and change through observable actions
OBJECTIVE	Use before-and-after actions to show that Ruby's goal stays steady while Grandfather's observable response and later action change what becomes possible.
STUDENT EVIDENCE	A stays/changes chart using only actions and words the text shows.
ESSENTIAL QUESTION	What stays steady in Ruby, and what changes in what Grandfather says or does?

Before teaching

Read or play the complete book before the timed lesson. Mark Ruby's continued studying, Grandfather's questions, and the university letter.

Materials:	The book; Student Evidence page; pencil.
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Mark these moments: Ruby studying at night · Grandfather's repeated questions · university letter/action

Lesson sequence

4 min	Start with Ruby Collect two actions showing that Ruby's goal of learning and university stays steady.
6 min	Separate action from mind-reading Describe what Grandfather asks and does without claiming we know every private belief.
10 min	Before and after Compare Grandfather's earlier questions with his later action. Record only observable words/actions.
10 min	Connect to outcome Explain how the changed action affects what becomes possible for Ruby, while her own goal remains steady.

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ELA SKILL LESSON · TEACHER SUPPORT · GRADE 3

Ruby's Wish

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Access routes	
SOLO	Record two Ruby actions that stay consistent and two observable Grandfather actions that differ across the story.
SUPPORTED	Sort evidence into RUBY STAYS STEADY and GRANDFATHER SAYS/DOES. Then explain what becomes possible.

LISTENING	Replay the marked moments. Ask: “What did Ruby do?” or “What did Grandfather say/do?” An adult may scribe.
EXTEND	Explain why a story can change dramatically even when the main character’s central goal does not.

Teacher guidance

Stay with observable evidence. Students may infer that Grandfather’s thinking changed, but they must label that as an inference.

The required evidence is what he asks, listens to, and later does.

Assessment

- Identifies Ruby’s goal as steady.
- Cites at least one action showing that steadiness.
- Names an earlier and later Grandfather action or response.
- Explains how the later action changes Ruby’s opportunity.
- Does not present a private belief change as direct fact.

Short route · 15 minutes 3 min - Ruby’s steady goal. 5 min - compare Grandfather’s actions. 7 min - connect the later action to Ruby’s opportunity.

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STUDENT EVIDENCE · GRADE 3

Ruby's Wish

What the Text Shows

Name _____ Date _____ Use only words and actions the book shows directly. Then explain how the later action changes what is possible for Ruby.

RUBY STAYS STEADY

What does Ruby keep doing or wanting? Give two actions.

GRANDFATHER: EARLIER / LATER

What does he ask, say, or do earlier? What does he do later?

WHAT CHANGES FOR RUBY

How does the later action change what becomes possible?

EXIT CHECK

One change I can prove from an action is _____.

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TEACHER KEY · GRADE 3

Ruby's Wish

What Stays, What Changes

Strong response

Ruby’s central purpose remains steady: she studies, works at night, writes, and wants university. The text directly shows Grandfather questioning her and later taking action that makes university possible. A reader may infer changed thinking, but the required claim is the observable change in response and action.

Expected evidence

- Ruby: steady study / learning / university goal.
- Grandfather: observable earlier questions and later action.
- Outcome: later action makes university possible.

Watch for

- Claiming the story states Grandfather's private beliefs changed.
- Saying Ruby changes her central goal at the end.

Independent success

The student proves one steady element and one changed action, then explains the effect on the outcome.

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