

# Teacher's Guide

created by **Marcie Colleen,**  
based on the picture book:

## Ruby Rose

Off to  
School  
She Goes!



By **Rob Sanders**  Illustrated by **Debbie Ridpath Ohi**

**Published by Harper,**  
**an imprint of HarperCollins Publishers**

## **Rob Sanders**

**Author, *Ruby Rose: Off to School She Goes***



Rob Sanders is a writer who teaches and a teacher who writes. Every day he waltzes to Mintz Elementary School in Brandon, Florida, to teach kids about books and words and reading and writing. Then he boogie-woogies back home to write books for children. On weekends and holidays you might find him boot-scooting with his dog, Baxter; hokey-pokeying at the beach with his great-nieces and -nephews; or cha-chaing with other children's writers. Nothing makes his heart dance more than hearing boys and girls say, "Read it again!"

## **Debbie Ridpath Ohi**

**Illustrator, *Ruby Rose: Off to School She Goes***



Debbie Ridpath Ohi writes and illustrates books for young people. *Where Are My Books?* is the first book that Debbie has written as well as illustrated. Her illustrations also appear in picture books *I'm Bored* (*New York Times* Notable Book, written by Michael Ian Black) and *Naked!* (also written by Michael Ian Black, 2015), the *Mitzi Tulane* books by Lauren McLaughlin, as well as ten Judy Blume chapter books and middle grade titles reissued by Atheneum/Simon & Schuster. For more info, visit [DebbieOhi.com](http://DebbieOhi.com) or @inkyelbows on Twitter.

## **Marcie Colleen, Curriculum Writer**

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## How to Use This Guide

This classroom guide for *Ruby Rose: Off to School She Goes* is designed for students in preschool through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Ruby Rose: Off to School She Goes* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

**Extra activity sheets and other bonus material can be found at [www.DebbieOhi.com/rubyrose](http://www.DebbieOhi.com/rubyrose).**

\*\*\*\*\*

**Title: Ruby Rose: Off to School She Goes**

**Author: Rob Sanders**

**Illustrator: Debbie Ridpath Ohi**

**Ages: 4-8/Grades: P-3**

**Publisher: Harper, An Imprint of HarperCollins (June 21, 2016)**

**ISBN: 0062235699**

Brief synopsis:

Ruby Rose

loves to dance . . .

while she's brushing her teeth,

while she's eating her breakfast,

and even on her way to class.

But there's *no dancing* at school!

Or is there?

With a little luck and a lot of rhythm, Ruby Rose finds a way to get everyone up on their dancing feet.

## Copyright Information

Guide content copyright © 2016 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

# Table of Contents

## English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	6
Who is Ruby? ~ Character Study	
<i>Ruby Rose: Off to School She Goes</i> the sequel	7
The Day the _____ Escaped!	8
"I Have Never Danced in My Life" ~ Point of View	
Speaking and Listening Activities	
Mime	
Drama	
Language Activities	9
Onomatopoeia	
Create an Onomatopoeia Dance	10
Ballet Vocabulary	

## Math

Word Problems	11
Teaching Patterns	12
Who Switched the Rhythm?	
Math Hopscotch	13
Math Without Numbers	14

## Science

My Dancing Body	15
How We Move	
Non-Verbal Communication	16
Activities Using Non-Verbal Communication	
Animals Research Project	17

## Social Studies

Classroom Rules	18
Dances from Around the World	19

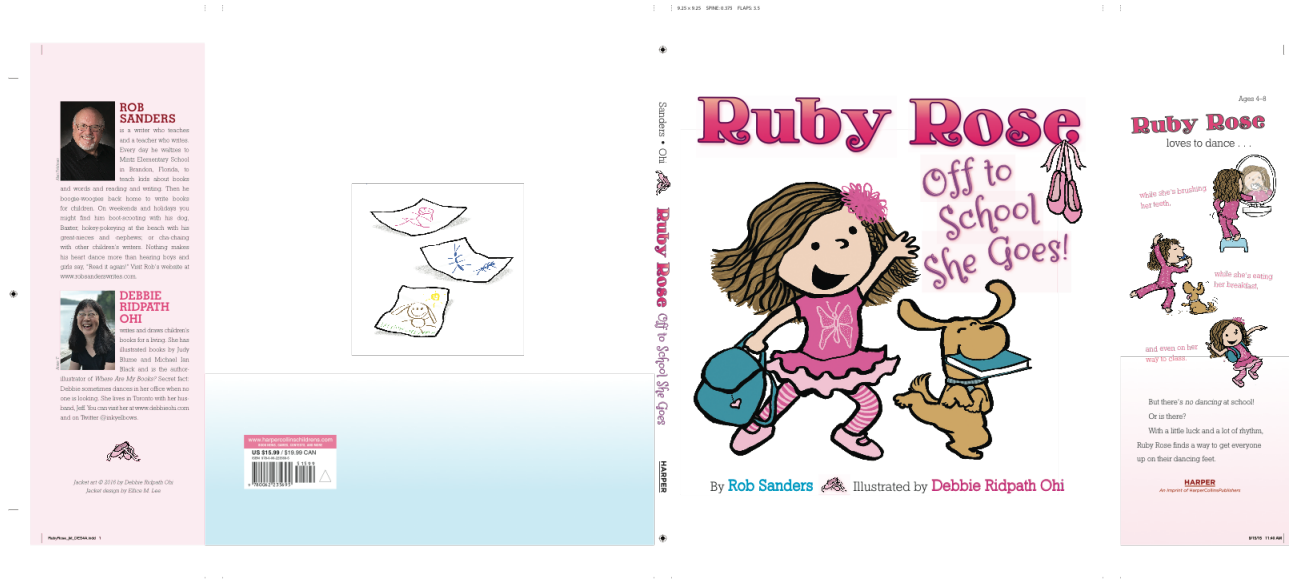
## Appendix

Match-A-Dance and Cut-A-Rug Classification print out	20
--	----

# English Language Arts

## Reading Comprehension

Before reading *Ruby Rose: Off to School She Goes*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



### The Front Cover~

Describe the cover illustration.

- o Who do you see?
- o What are the characters doing?

Mimic what the girl character is doing.

- o How does it make you feel?
- o How do you think she is feeling? What do you think she is thinking?

Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What clues can you find?

### The Jacket Flap~

- Describe what you see on the front jacket flap.
- Choose a word to describe the girl. Explain your answer using evidence from the illustration.
- Read the text aloud. Choose two more words to describe the girl.

## The Title Page~

- Describe what you see on the title page.
- What is Ruby painting?
- What is Ruby doing while she paints?
- Do you think it is a good idea to dance while you paint? Why or why not?

## The Dedication Page~

- Describe what you see on the dedication page.

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Describe three ways that Ruby does to get ready for school.
- What does Ruby's mom say is a big part of school?
- What does Ruby say is a big part of her?
- What does Ms. Dempsey tell Ruby about dancing?
- Describe three times that Ruby is told not to dance during school.
- When Ruby asks "when do we dance?" what does Ms. Dempsey tell her? How does Ruby react?
- In your own words, explain what happens with the ants. How does Ruby react? How does Ms. Dempsey react?



Illustration from RUBY ROSE, OFF TO SCHOOL SHE GOES! written by Rob Sanders & illus by Debbie Ridpath Ohi (HarperCollins, 2016)

Let's talk about the people who made *Ruby Rose: Off to School She Goes*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Check out some of the following details that Debbie Ridpath Ohi includes. Can you find:
  - Ballerina bookends
  - A pair of ballet shoes hanging on the wall
  - A pineapple magnet
  - A Fancy Nancy book
  - *Bread and Jam for Frances* book
  - A drawing of an ant

Extra secret insider info, in the line "Everyone walked back to our classroom in a straight line," the illustration of the teacher in the background was based on the author, Rob Sanders.



Illustration from RUBY ROSE, OFF TO SCHOOL SHE GOES! written by Rob Sanders & illus by Debbie Ridpath Ohi (HarperCollins Children's Books, 2016)

## Writing Activities

### **Who is Ruby? ~ Character Study**

How a character acts and what a character says can tell us a lot about who she/he is.

Read *Ruby Rose: Off to School She Goes* paying close attention to the character of Ruby. Scene by scene, record your thoughts, as in the chart below.

What Ruby does	What Ruby says	How would you describe Ruby?
<i>Example: wakes up on the first day of school and wiggles her toes</i>	<i>"I couldn't wait!"</i>	<i>Excited</i>

After gathering information regarding Ruby's character, write a new scene for *Ruby Rose: Off to School She Goes*. What would Ruby do and what would Ruby say in one of the following situations?

- Ruby is asked to sit still during a presentation at school.
- Ruby goes shopping with her mom to buy a new ant farm for Ms. Dempsey.
- Ruby has a birthday party.
- Ruby is sick and doesn't feel like dancing!

***Ruby Rose: Off to School She Goes* the sequel**

At the end of *Ruby Rose: Off to School She Goes*, Ruby has declared that she loves school and needs to buy a new ant farm for Ms. Dempsey.

- What do you think happens after the story ends?
- Does Ms. Dempsey create any new "no dancing" rules for the classroom?
- Does the school decide to allow dancing?
- Does Ruby cause any other craziness?

Be creative and create a sequel to *Ruby Rose: Off to School She Goes*





## **The Day the \_\_\_\_\_ Escaped!**

Ruby is so upset about not being able to dance in school that she accidentally knocks over the ant farm. The ants escape everywhere.

Create a fictional story in about a creature loose in your school. What kind of creature is it? Is it big? Is it small? How did it get loose in the school? What craziness occurs?

Remember all stories need to have a beginning (when the creature escapes), a middle (when the craziness occurs), and an ending (when everything returns to normal).

*Optional:* Create the story together as a class.

### **“I Have Never Danced in My Life” ~ Point of View**

Either as a class or individually, explore *Ruby Rose: Off to School She Goes* from the point of view of Ms. Dempsey. How does she feel about dance? Why has she never danced before? What is she feeling Ruby continues to dance and disrupt the school day?

Advanced classes will be able to actually rewrite *Ruby Rose: Off to School She Goes* from Ms. Dempsey’s point of view. However, if the class is less-advanced, simply have them create captions and thought-bubbles for her. The thought-bubbles and captions can be written on Post-it Notes and placed on the pages of the book.

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some ways to bring *Ruby Rose: Off to School She Goes* to life in the classroom and have fun with speaking and listening skills.

#### **Mime**

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.
- Play a version of Freeze/Dance in which the students will dance when the music is on. Encourage them to be expressive and have fun with their dancing. Then, when the music turns off, they have to freeze. Repeat this, varying the amount of time that the



music is on and off so that the players won't start to anticipate when it will change.

## **Drama**

- Create a TV commercial to encourage people to read *Ruby Rose: Off to School She Goes*.
- In small groups, act out *Ruby Rose: Off to School She Goes* as a play.
- Make and record a radio version of *Ruby Rose: Off to School She Goes*. Students decide what to use for the dancing sound effects to create a mental picture of the story.

## **Language Activities**

### **Onomatopoeia**

Onomatopoeia is an imitation of a sound in words. In *Ruby Rose: Off to School She Goes*, onomatopoeia is used to describe the many sounds of dancing and movement. Some examples include *Step-heel. Step-heel. Brush. Brush.* for the sound of the line dance and *CRASH!* for the sound of the stool hitting the ant farm.

- Discuss why writers use onomatopoeia, and perhaps why author Rob Sanders chose to use onomatopoeia when writing *Ruby Rose: Off to School She Goes*.
- Create a list of onomatopoeia from *Ruby Rose: Off to School She Goes*.
- When reading *Ruby Rose: Off to School She Goes*, have the students act out the onomatopoeia.
- Read *Mr. Brown Can Moo! Can You?* by Dr. Seuss, *The Listening Walk* by Paul Showers, and *Listen, Listen* by Phillis Gershator and Alison Jay. Ask students to identify onomatopoeia.



## Create an Onomatopoeia Dance

- Through class discussion and research, create a list of dance onomatopoeia.
- In groups of 2-3, students choose 5 of the sounds from the class list and write a rhythmic dance filled with onomatopoeia. Encourage students to get up on their feet to act out their dance.

## Ballet Vocabulary

This game is a fun way to learn new vocabulary. It is based on commands that the Teacher or Leader calls out while the kids move about the room.



Each command requires the kids to strike a certain pose or do a certain action.

It is best to introduce only a few of the commands at a time so kids do not get overwhelmed. After playing the game, kids can make up their own commands and actions based on the many dance words in *Ruby Rose: Off to School She Goes*.

<u>Command</u>	<u>Action</u>
Sleep	curl into a ball on the floor and freeze until the command "Dance Out" is given, then dance about
Dance Out	dance around the space
CanCan	2 people link arms and kick their legs up
Ballet	Spin in a pirouette
Hip-hop	Jump up and down
Line dance	four students form a conga line
Ant Farm	get on all fours and form a table shape

# Math

## Word Problems

*For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Ruby Rose: Off to School She Goes or any other book of study.*

- 1) Ruby Rose dances across the cafeteria with 5 apples to share with her friends on her tray. 1 apple falls off of her tray. How many apples are left on Ruby Rose's tray?  
( $5 - 1 = ?$ )
- 2) 4 students line up for lunch and tap dance down the hall. 3 more students join the line and tap dance down the hall. How many students are in line and tap dancing down the hall?  
( $4 + 3 = ?$ )
- 3) Ruby Rose doesn't want to sit still, she wants to dance. Ms. Dempsey tells her she needs to sit still for 6 minutes. 5 minutes go slowly by. How many more minutes does Ruby Rose have to sit still?  
( $6 - 5 = ?$ )
- 4) Ruby Rose promenades around the library with 2 books balanced on her head. She adds 1 more book to balance on her head. How many books is Ruby Rose balancing on her head? ( $2 + 1 = ?$ )
- 5) 9 ants scurry under Ms. Dempsey's desk. The students capture 7 of the ants and place them back into the ant farm. How many ants are still under Ms. Dempsey's desk? ( $9 - 7 = ?$ )



Illustration from RUBY ROSE, OFF TO SCHOOL SHE GOES! written by Rob Sanders & illus by Debbie Ridpath Ohi (HarperCollins Children's Books, 2016)

## Teaching Patterns

Patterning teaches similarities and differences, in addition to the order, or sequence, things occur. And patterns lead to rhythms and dance.

To teach pattern recognition:

1. Build a simple pattern on the table using M&Ms, buttons, or pieces of paper. Start with an alternating pattern (called an AB pattern): One red candy, one green candy, one red, one green, and so forth. Repeat the pattern at least once.
2. Challenge the students to identify the pattern.
3. Next, students continue the pattern by building a sequence that's exactly like the initial pattern. Ask: How did you know to start with a red? or Why should a green be here?

Some more difficult patterns to practice are: AAB, ABB, AABB, and ABC.

Using movement to create:

- An AAB pattern of clapping and stomping.
- An ABB pattern of hopping and tapping.
- An AABB pattern of shaking and sliding.
- An ABC pattern of stepping, touching, and jumping.
- What other fun patterns can be created from the book *Ruby Rose: Off to School She Goes?*

### Who Switched the Rhythm?

- With the class sitting in a circle, everyone begins a simple rhythm of two pats on their thighs and one clap: *Pat, pat, clap. Pat, pat, clap.*
- Students keep eye contact with those in the circle. Whenever they hear a switch in the pattern, they should follow the switch.
- Anyone can switch the rhythm. Try to be sneaky! The goal is to get the entire circle to switch the rhythm without ever realizing who switched it.



## Math Hopscotch

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

*This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.*

### Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag
- One die

### Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

### How to Play:

1. Place the beanbag in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (ie.  $2 + 4 = 6$ , hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag, they win! If they overshoot or fall short they must start all over again.
5. Play continues until everyone reaches the beanbag or everyone has been given a chance.

*For an extra challenge, change the location of the beanbag each turn.*

## Math without Numbers

We use math skills every day, even when we don't use numbers. Classifying and grouping skills are important to anyone who is thinking critically and solving problems.

Help your students practice with the following activities:

Conga Line Sort Out: Mix many kinds of blocks and ask students to classify them by size, color, or shape. Older children can classify and group themselves based on birthday months, height, color of clothing, etc.

Match-A-Dance (see cards in the Appendix)

Number of players: 2 or 4 players

What to do:

1. Make copies of the cards.
2. Cut the cards apart.

How to play:

1. Mix the cards together.
2. Deal cards to each player until all cards are distributed.
3. If a player has matches in his/her hand, he/she places them face up on the table.
4. Beginning with the player to the right of the dealer, players take turns pulling a card from the hand of the person on his/her right. If a match is made, lay the match on the table. If a match is not made, the player who drew the card keeps it and the next player takes a turn.
5. Play continues until all matches are made.

Cut-A-Rug Classification (see cards in the Appendix)

Number of players: 2-5 players or teams

What to do:

1. Make copies of the cards.
2. Cut the cards apart.

How to play:

1. Mix the cards together.
2. Place the cards face down on the table in rows.
3. Players take turns turning over two cards. If the dances on the cards match, the player keeps the cards. If the cards do not match, the players place both cards back in their original location, and play continues.

The winner is the player with the most matches.



## Science

### **My Dancing Body**

If you have a body, you can dance.

As a class, discuss which parts of her body Ruby Rose uses to dance.

Then, explore dancing in your own bodies. What parts of your body can dance? Do you have any parts of your body that *can't* dance?

- Can you make your toes dance? Wiggle your toes like Ruby Rose.
- Can you make your feet dance?
- Can your legs dance?
- Can your backside dance?
- What about your ears? Or your nose? Or your eyes?

Move all of the way up to the head.

Then, using The Hokey Pokey Song, sing through the body parts in a celebration of our dancing bodies.

### **How We Move**

Although Ruby Rose dances from here to there, there are lots of other ways to move across a room. Ask students to demonstrate many ways to walk from one end of the room to another.

- Skip
- Run
- Hop
- Dance
- Crawl
- Slide
- Shuffle
- Spin

This activity focuses on listening.

- Stand at front of room and call out a person, mammal, bird, fish, or reptile, and a movement. For example: "People fly." "Birds crawl." "Fish swim."





- The students only move if they hear a correct relationship between noun and verb. In the example above, they should make a swimming movement.
- When an incorrect relationship is given, the students should not move. Those who move at the wrong time must sit down.
- Make the game short so children never have to sit out for very long.

## Non-Verbal Communication

The way we move (or dance) can communicate how we are feeling without words.

Take a close look at all of the illustrations throughout *Ruby Rose: Off to School She Goes*. As a class, assign an emotion or thought bubble to each character.

What are they doing? How are they feeling? What are they thinking? How do you know?

Ask students that have pets to describe how they know their pet is scared, happy, having to go to the bathroom, etc.

Discuss the ways that animals communicate how they are feeling non-verbally.

Some examples of how animals communicate:

- *Giraffes* press their necks together when they are attracted to each other.
- *Elephants* show affection by entwining their trunks.
- *Gorillas* stick out their tongues to show anger.
- *Kangaroos* thump their hind legs to warn of danger.
- *White-tailed Deer* alert others to danger by flicking their tail.
- *Dogs* wag their tails when they are happy.



Create a dance for one of the animals above to express their mood.

## Activities Using Non-Verbal Communication

- **Charades**

Play a game of charades using feelings or emotions. For younger students keep the feelings simple, such as: happy, sad, mad or scared. Older students can use more complex feelings such as guilty, anxious, embarrassed, proud, etc.

- **Picture This!**

Focus on reading facial expressions.

Using an empty picture frame, allow each student to *be* the picture.

Choose an emotion and then one by one kids can hold up the picture frame and show their best interpretation of the emotion.

- **Pictionary**

This version of charades is played with drawings instead of bodies.

Variations include:

1. Provide a circle on which students will have to draw a certain emotion. Other students will have to guess what emotion is drawn.
2. Provide an outline of a dog on which students will have to draw a certain emotion. This is a difficult challenge and leads into a deeper discussion of the art of illustration.

## **Animals Research Project**

Did you know that some animals actually dance? In fact, Snowball the cockatoo became famous for dancing to many songs on YouTube. Watch a clip of Snowball on CBS Sunday Morning News here: <https://www.youtube.com/watch?v=Vgp6gP2kUm0>.

Take a trip to the school library. With the help of the librarian, students will research information about dancing animals.

Assign an animal that dances for students to research. A list of 8 are below, but do not feel limited to those on the list.

- Honeybees
- Horses
- Cockatoos
- Cats
- Parrots
- Elephants
- Orangutans
- Manakin Bird

Possible sources for information:

- Nonfiction books
- Encyclopedias

- The Internet (YouTube videos)

Take notes and gather as much information as possible regarding how and why this animal dances.

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

## Social Studies

### **Classroom Rules**

Ruby Rose is repeatedly told that there is no dancing in school. It is a rule.

- Why might “no dancing” be a rule at Ruby Rose’s school?

Ask students to think about the different kinds of rules they have in their lives. For example, rules at home, at school, on a team, at the public library, etc.

- What rules do you have to follow at home?
- Who makes the rules?
- What happens if you break a rule?
- Why do we need rules?
- How do rules help keep us safe?
- Do all people need rules?
- What would happen if everyone had the same rules?
- What would happen if everyone had different rules?
- Who should decide what the rules should be?
- Can you think of a way that rules help us get along with each other?
- Do you think all people want the same rules?
- What if each person could make up their own rules?
- What would happen if the person sitting next to you got to make up all the rules?
- What would happen if you got to make all of the rules?

As a class, create a list of rules for the classroom. Be sure to consider the “why” of each rule. And if possible, add dancing!



## Dances from Around the World

One of the most well-known ways to express emotion, whether that be anger, joy, sadness or pain, is through dance. Whatever the reason, dance is an art form that is amazing to look at so here are 12 amazing dances from around the world.

As a class, watch clips of the dance on YouTube and find the country of origin on the world globe. And if possible, get up and dance along!

- Gumbboot Dance (South Africa)
- Halay (Turkey)
- Baladi (Egypt)
- Irish Step Dance (Ireland)
- Bhangra (India)
- Tarantella (Italy)
- Samba (Brazil)
- Break Dance (America)
- Flamenco (Spain)
- Salsa (Cuba)
- Kabuki (Japan)
- Cossack Dance (Russia)

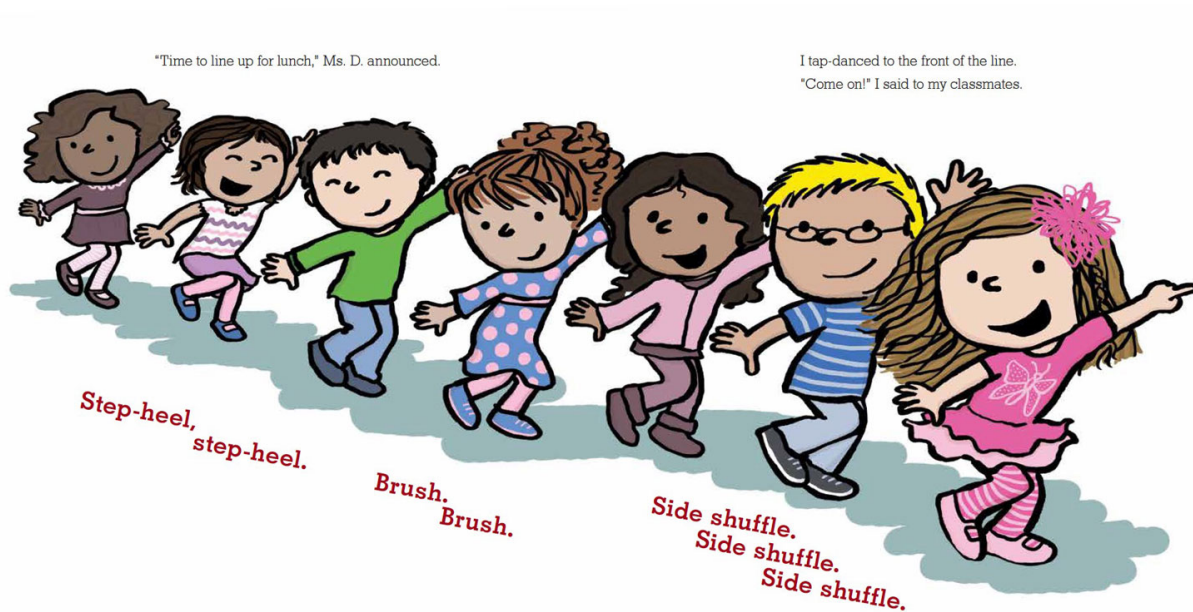


Illustration from RUBY ROSE, OFF TO SCHOOL SHE GOES! written by Rob Sanders & illus by Debbie Ridpath Ohi (HarperCollins, 2016)

TO USE: Cut out circles, paste each on an index card (or 1/2 index card). See the RUBY ROSE Teacher's Guide for instructions on how to play Match-A-Dance and Cut-A-Rug Classification.



Game design: Rob Sanders.  
Illustrations: Debbie Ridpath Ohi.