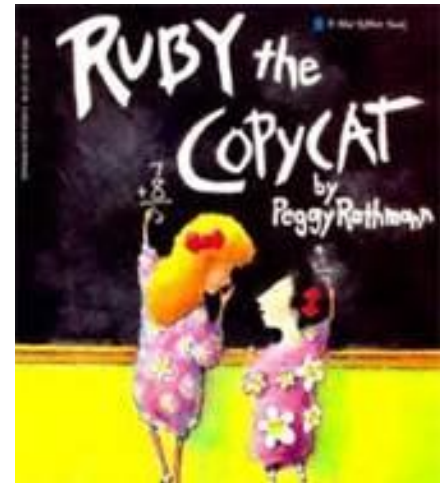


Ruby the Copycat

Written and Illustrated by: Peggy Rathmann

This is a story about a young girl, Ruby, who is new to class. She befriends another girl, Angela. Ruby admires Angela from her clothing, paintings, and interests. She admires Angela so much that she begins to copy her. Find out what will happen when Ruby begins to copy Angela a little too much. Will they remain friends? Will Ruby be able to express who she is?



Possible strategies for instruction:

Comprehension:

- **Check for Understanding:**
 - After reading the first few pages of the book, model how to stop and check for understanding by asking yourself, “Do I understand everything I just read? What has happened so far in the story?” Make sure to point out the “who” and the “what” of the story. Model both correctly and incorrectly. This incorrect way will lead into another strategy: Back up and reread.

- **Back up and reread:**
 - Begin by modeling a misunderstanding in the story, or an inability as the reader to recall events or characters. Show students how to back up and reread. Explain how when what was read is unclear, it is often helpful to back up and reread. For example, read from the beginning and stop at page 7. Ask yourself, “Why does Ruby always go home at lunchtime?” Model how to go back a few pages and begin to read again. After reading up to page 7 again, point out that there is a pattern in the story. Every time Ruby goes home at lunch, she comes back with something that is similar to Angela. Reiterate the “who” and the “what” in the story. Once it’s clear why Ruby is going home, continue modeling this strategy throughout the text.

- **Use prior knowledge to connect with text:**
 - This is a great strategy for this book because many times (especially in early elementary) students copy one another. Using their prior knowledge will help them to better connect and understand the story. Students can also share a lot of these questions with their elbow buddies.
 - Have students think about a time when someone copied them. Ask them how they felt to be copied. If you felt that way, how do you think Angela feels?
 - Angela is upset with Ruby because she’s copying her. What have you done to solve a conflict with a friend?
 - Have things ever happened just by coincidence for you?

Accuracy:

- **Cross Checking...Do the pictures and/or words look right? Do they sound right? Do they make sense?:**
 - This book has detailed pictures. Students can use this strategy to distinguish if the words and pictures match. For example, model on page 2 how Angela had a pretty red “bow” in her “hair.” Using cross checking can help show students how you read, stop, check for understanding, go back and reread a portion, and then cross check between the words and pictures.
 - This strategy can also be modeled on page 5 with “hopped,” page 7 with “sweater,” and page 9 with “sneakers.” Vary when to get the word correct and when it is incorrect. Model what to do when a word isn’t correct. For example on page 9, you could read, *“Angela wore a hand-painted T-shirt with matching shoes....wait a minute. Shoes starts with a /sh/ sound and this word starts with /sn/. Hmm. Let me look at the picture. Does it make sense with the picture? Yes. But does the word look right? No. Let me think. What else could start with /sn/ but not be shoes? Oh I know! ‘Sneakers’ is another way to say shoes!”* Or you could model this by saying “skirt” instead of sneakers. You could go through the whole process again, yet with the word skirt you would mention how it doesn’t match the shirt – you’re also checking for comprehension and backing up and rereading.

Fluency:

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.):**
 - This text has many different types of punctuation which can effect how a student reads. For example, point out how on page 18, the text is all in capital letters:
 - “YOU COPIED ME! I’M TELLING MISS HART! P.S. I HATE YOUR HAIR THAT WAY.” Read this part in different ways and model how it affects the meaning of the story.
 - Another way to discuss different parts of the story with punctuation is do a little exercise with students. Write a sentence on the board three times (for example, “I did”). Add a period, question mark, and exclamation point after each phrase. Model to students how it would sound different, and then students can practice with a different sentence.
- **Adjust and apply different reading rates to match text:**
 - Several times students may read too fast or too slow. Model a page by reading it too fast and then too slow. Have students share with one another what they noticed after each reading. Discuss how it’s important to read as if you are having a conversation with someone.

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - There are a few words in this book that may be challenging for students. Pick two or three words that students may use frequently in their writing and speaking, but also may see a lot in their reading. Model when you come to an interesting word, have students repeat it, write it on the board and then add it to the word collector. Review the words repeatedly throughout the year. After the book, revisit the words again to see if you can find it's meaning.
 - Possible words may include: imitated, frustrated, pleasant, coincidence, and loyal.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.