

Reading Roundup

Ruby the Copycat

By Peggy Rathman

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Ruby the Copycat, written and illustrated by Peggy Rothmann.

Before Reading

After I read this book, I couldn't stop thinking about how hard it is to be a new student at school. As we read this book together, let's stop and think about Ruby and how her feelings change from the beginning of the book until the end.

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 3.

- **Page 3 – T/T** - *Look at the picture of the class. Notice Ruby hiding behind the door and the children standing up to look at her. Turn and talk to your partner about what you think Ruby might be thinking to herself right now?* (Ruby is probably afraid because it's her first day at a new school.) Continue reading through page 7.

- **Page 7** - *I'm thinking we should stop here and think about how Ruby is changing. Ruby doesn't seem frightened anymore. – P* - *After hearing the words and looking at the picture, how might Ruby be feeling?* (Ruby is thrilled to be friends with Angela and wants to be just like her.) Continue reading through page 11.

- **Page 11** - *Let's stop here to think about what's happening. P* - *What has changed?* Read the last line again, if needed. (Angela didn't whisper back to Ruby.)

- **P** - *Look at Angela's face. What do the words and illustration tell us? How have things changed?* (At first, Angela thought it was fun for Ruby to copy her, but now she finds it annoying.) Continue reading through page 19.

- **Page 19** - *I feel badly for both girls. P* - *Using the text and the picture as clues, what is a word or phrase to describe Ruby's feelings? What happened to make her feel that way?* (Ruby might be embarrassed; she might have hurt feelings; she might feel like she lost her friend.)

- Continue reading the rest of the story making sure students have time to “read” the illustrations.



After Reading

Ruby certainly changes a lot during this story. In the beginning, Ruby has afraid to come into the class because it was her first day and she didn't know anyone. T/T – turn and talk about how Ruby's feelings changed over time. When did Ruby's feelings change? (Ruby was thrilled when she thought Angela wanted to be her friend. She was hurt and embarrassed when Angela wrote the note. At the end of the story she was proud and happy to be the best hopper they had ever seen.)

Remember, there is nobody else in the whole wide world just like you. Always be the best you, you can be.

Vocabulary

Coincidence – something that just happens
pp. 5, 12, 17

Loyal – trusted p. 15

Polished – painted p. 21

Opera – a play set to music – the actors sing the words p. 22

**WORD
WAGON**