


Classroom Guide

created by Marcie Colleen

Ruby Rose Big Bravos



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

Based on the picture book published by
Harper, an imprint of HarperCollins Publishers

Rob Sanders
Author, *Ruby Rose, Big Bravos*



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!" Visit Rob's website at www.robsanderswrites.com.

Debbie Ridpath Ohi
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Debbie Ridpath Ohi is author & illustrator of *Where Are My Books?* and *Sam & Eva* (Simon & Schuster). Her illustrations also appear in picture books by Michael Ian Black (including NY Times Notable *I'm Bored*), Aaron Reynolds (*Sea Monkey & Bob*), Rob Sanders (*Ruby Rose* books), Lauren McLaughlin (*Mitzi Tulane* books) and Judy Blume. Debbie blogs about reading, writing and illustrating children's books at Inkygirl.com. For more info, visit DebbieOhi.com, [@inkygirl](https://www.instagram.com/inkygirl) on Instagram or [@inkyelbows](https://twitter.com/inkyelbows) on Twitter.

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How to Use This Guide

This classroom guide for *Ruby Rose, Big Bravos* 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, Big Bravos* 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.

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Illustrator: Debbie Ridpath Ohi

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Brief synopsis:

Ruby Rose has the best idea ever: she'll put on a dance recital!

But when her tights are untangled, her costume is fitted, the tickets are finished, and Ruby Rose makes her way onto the stage, it turns out the audience is caught in the rain! Oh no! Will Ruby Rose let a little thunder and lightning ruin her performance? With some swirling and twirling, Ruby Rose finds a way to star in the best recital ever!

From author illustrator team Rob Sanders and Debbie Ridpath Ohi comes dancer extraordinaire Ruby Rose, starring in her second picture book!

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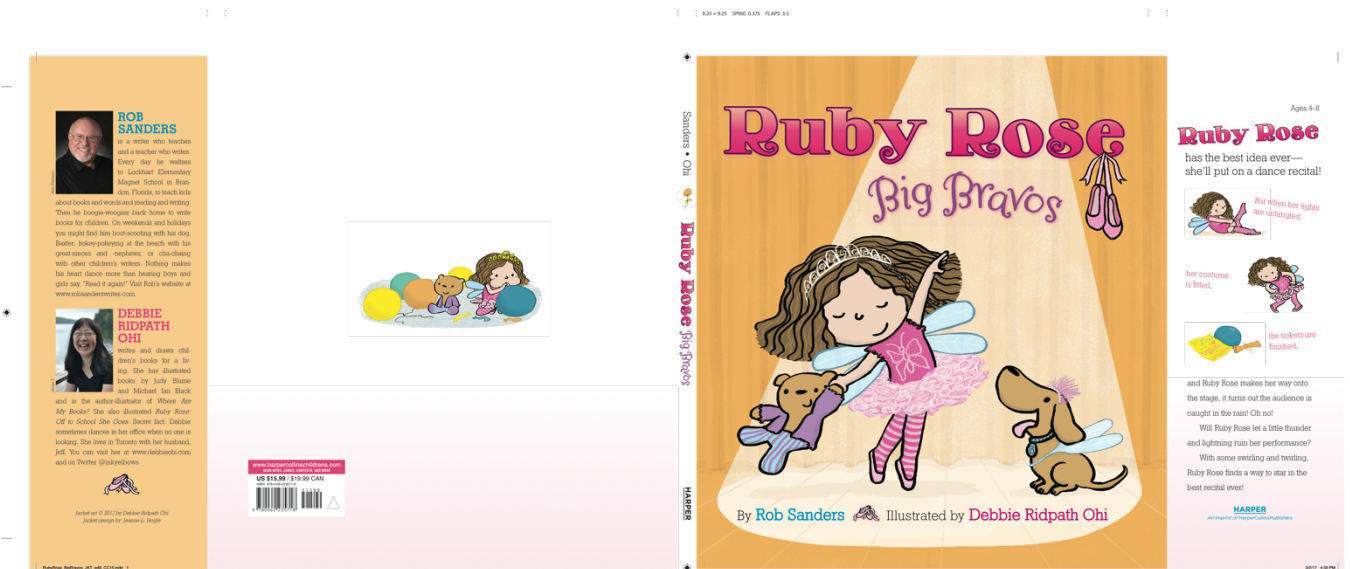
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English Language Arts

Reading Comprehension

Before reading *Ruby Rose, Big Bravos*, 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.

- o Can you guess what the story might be about?
- o 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.

Now read or listen to the book.

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

- What idea does Ruby wake up with?
- Describe three things Ruby does to prepare for her recital.
- Describe three ways that Ruby makes a mess.
- When Ruby takes the stage, her mom is not there. Why?
- In your own words, describe the dance recital.

Let's talk about the people who made *Ruby Rose, Big Bravos*.

- 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:
 - Two cups of juice.
 - A crayon drawing of Ruby dancing.
 - A bottle of glue.
 - A blue balloon.
 - A green chair.
 - Nine tissue-paper roses.
 - Nine paper stars.
 - A yellow dress.



Illustration from RUBY ROSE, BIG BRAVOS written by Rob Sanders, illustrated by Debbie Ridpath Ohi (HarperCollins, 2017).

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, Big Bravos* paying close attention to the character of Ruby. Scene by scene, record what you find in the chart below.

What Ruby does	What Ruby says	How would you describe Ruby?
<i>Example: eats breakfast.</i>	<i>"We're having a dance recital!"</i>	<i>Excited, energetic</i>

After gathering information regarding Ruby's character, write a new scene for *Ruby Rose, Big Bravos*. What would Ruby do and what would Ruby say in one of the following situations?

- Ruby can't find Bearishnikov.
- Ruby goes shopping for a new tutu.
- Ruby has a birthday party.
- Ruby hurts her foot while dancing.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some ways to bring *Ruby Rose, Big Bravos* 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 must freeze. Repeat this, varying the amount of



Sample illustration from RUBY ROSE, BIG BRAVOS written by Rob Sanders, illustrated by Debbie Ridpath Ohi (HarperCollins Children's Books).

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, Big Bravos*.
- In small groups, act out *Ruby Rose, Big Bravos* as a play.
- Make and record a radio version of *Ruby Rose, Big Bravos*. 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, Big Bravos*, onomatopoeia is used to describe the sounds. Some examples include *Kaboom!* and *Crack!* for the sound of the storm.

- Discuss why writers use onomatopoeia, and perhaps why author Rob Sanders chose to use onomatopoeia when writing *Ruby Rose, Big Bravos*.
- Create a list of onomatopoeias from *Ruby Rose, Big Bravos*.
- When reading *Ruby Rose, Big Bravos*, 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.



Illustration from RUBY ROSE, BIG BRAVOS written by Rob Sanders, illustrated by Debbie Ridpath Ohi (HarperCollins, 2017).



An Onomatopoeia Storm

- As a class, create the sounds of a thunderstorm, from beginning to end:
 - Snap fingers.
 - Pound floor. (Thunder rumbling.)
 - Clap hands together in an irregular cadence.
 - Slap hands on legs. (Flick light switches on and off or turn flashlights on and off to represent lightning.)
 - Stomp feet.
 - Slap your hands on your legs and stomp your feet. (Height of the storm.)
 - Stomp feet.
 - Slap hands on legs. (Flick lights or flashlights less frequently.)
 - Clap hands together in an irregular cadence. (A little softer now.)
 - Pound floor, a few times.
 - Snap fingers. (Quietly and slowly.)
 - Open palms. (Be still.)
- Now, do the exact same thing, only substitute motions with onomatopoeia.
- Additional Activity: Choose a different type of weather. For example: A sunny day with birds chirping, a mower vrooming, kids in a pool splishing and splashing.

- Additional Activity: Play Soundscape Charades by performing 3 sounds and letting the class guess the weather.



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, Big Bravos*.

<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
Bow	2 people link arms and bend at the waist in a bow
Pirouette	Spin on one foot
Plié	Bend from the knees up and down, with feet facing out
Promenade	four students form a line and parade around the space

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, Big Bravos or any other book of study.

- 1) Ruby Rose has 5 balloons. She ties 1 ticket onto one balloon and lets it fly off.
How many balloons are left?
($5 - 1 = ?$)

- 2) Ruby Rose makes 4 tissue-paper roses for the recital. Her dad makes 3 tissue-paper roses for the recital. How many tissue-paper roses are there?
($4 + 3 = ?$)

- 3) There are 6 chairs in the front row for Ruby Rose's recital. 5 chairs have people sitting in them. How many chairs are left?
($6 - 5 = ?$)

- 4) Ruby Rose leaps into the air 2 times. The audience claps, so she leaps 1 more time. How many times does Ruby Rose leap into the air?
($2 + 1 = ?$)

- 5) There are 9 paper stars to hang from the ceiling. Ruby Rose and her dad hang 7 paper stars. How many paper stars are left?
($9 - 7 = ?$)



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, Big Bravos?*



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.

Get Yer Tickets Here!

Spend some time helping students identify money coins (penny, nickel, dime and quarter) and dollar bills. Some more advanced classes can even discuss the values of the money.

Begin a class discussion about the purpose of money (food, toys, clothes, charity, etc). Play with the idea of what costs more—a car or a loaf of bread; a beach ball or a diamond ring?

Have students create their own play money. Be sure to include the “value” of the money on the money itself.

Assign prices to tickets for a dance recital. Explain that the front row might be more expensive than the back row, etc.



Illustration from RUBY ROSE, BIG BRAVOS written by Rob Sanders, illustrated by Debbie Ridpath Ohi (HarperCollins, 2017).

Give each student some pennies.

Students can “buy” the tickets by counting out the correct number of pennies for each.

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 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 everywhere, 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 sit out for very long.

The Science of Storms

Lightning

Lightning is all about static electricity. Lightning is created when negative charges in clouds (electrons) are attracted to the positive charges (protons) on the ground.

Experiment #1

- Call students up five at a time and conduct the following experiment. Allow each student to feel the small shock, if he/she wishes to.

MATERIALS:

aluminum pie pan, small piece of wool fabric, Styrofoam plate, pencil with a new eraser, and a metal thumbtack

PROCESS:

Push thumbtack through center of aluminum pie pan from bottom.

Push eraser end of pencil into thumbtack.

Put Styrofoam plate upside-down on a table. Quickly, rub the underneath of plate with wool for a couple of minutes.

Pick up aluminum pan using pencil as a handle and place it on top of upside-down Styrofoam plate.

Touch aluminum pan with finger. Feel a small shock. If nothing happens, try rubbing Styrofoam plate again.

Additional activity: Repeat experiment with the lights off to see a spark.



From RUBY ROSE, BIG BRAVOS written by Rob Sanders, illustrated by Debbie Ridpath Ohi (HarperCollins, 2017).

Experiment #2

- Conduct this experiment in the front of the room with the lights off. Children can participate in the experiment, but a teacher must always hold the light bulb.

MATERIALS:

balloon, hair, and fluorescent light bulb

PROCESS:

Blow up balloon.

Rub balloon on hair for a few seconds to build up static electricity.

Hold balloon near end of fluorescent light bulb. The bulb will light up because the electrical charge will jump to bulb when balloon touches it.

One Mississippi, Two Mississippi

Teach students how to tell how far away a storm is by counting the number of seconds between the time lightning strikes and thunder is heard. It takes five seconds for the sound of thunder to go one mile.

- Simulate lightning by flashing the lights on and off to represent lightning.
- Count to five slowly. (One Mississippi, Two Mississippi, etc.)
- Yell, "Boom!" or crash cymbals together to represent thunder.
- Explain that this indicates the storm is one mile away.
- Ask students to figure out how many seconds would indicate that the storm is 2, 3, or 4 miles away.
- Create follow-up word problems to reinforce the concept. For example: If there were 25 seconds between lightning and thunder, how far away is the storm?



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Thunder

Thunder is caused when hot air pushes against cold air making vibrations. These vibrations travel through the air bouncing off the clouds and ground causing thunder.

Experiment

- Students can try this experiment with supervision.

MATERIALS:

brown paper lunch bag

PROCESS:

Fill the brown paper lunch bag by blowing into it.

Twist the open end to tightly close it.

With the free hand, quickly hit the bag.

- Explain that hitting the bag causes air inside the bag to compress so quickly that the pressure breaks the bag. The air continues to move forward in a wave. When the moving air reaches the students' ears, they hear the sound. Thunder is produced in a similar way. As lightning strikes, energy is given off that heats the air through which it passes. This air expands, producing waves of air called thunder.

Water Cycle Ballet

A great way to learn about the water cycle is for students to become the water cycle.

- Tell students they are going to act out what happens to a raindrop after it falls to the ground. Ask children to imagine that they are the raindrops.
- Have them circle slowly around the room, joining hands with other raindrops to form streams.
- Have the streams continue to circle around, connecting with other streams to form rivers.
- Have students/rivers move faster and faster, pretending to cascade over large rocks.
- As children move with more speed and bumpier motions, have them move their bodies and limbs up and down to show the current.
- After passing a designated spot, have the children become whirlpools, forming four-person circles and twirling here and there.
- Eventually, have all children hold hands and flow into the ocean, forming one large circle. Ask them to come together inside the circle with arms raised then flow backward with graceful arm movements. This represents the tides.
- Have the children turn into raindrops again.

I'm Evaporation; I'm Precipitation

- Invite students to choose partners.
- Have them stand side by side, then drop a pile of packing peanuts or cotton balls at their feet. Explain that the cotton balls represent a body of water.

- Have one student pick up the peanuts or balls one at a time and fill the cupped, outstretched hands of their partner. Here, the first student acts like evaporation, while the second simulates condensation and cloud formation.
- As they fill the hands, have them chant, "Evaporation!"
- As the first child continues to fill their partner's hand with peanuts or balls, it will become apparent that the "cloud" is too full. The student won't physically be able to hold all everything. Once the peanuts/cotton balls begin to overflow, invite students to open their hands, dropping them to the floor.
- As they fall, have them chant, "Precipitation!"
- Students exchange places and repeat the cycle.

Social Studies

Famous Dancers

Assign a famous dancer for students to research in the library and on the Internet. A list of 10 are below, but do not feel limited to those on the list.

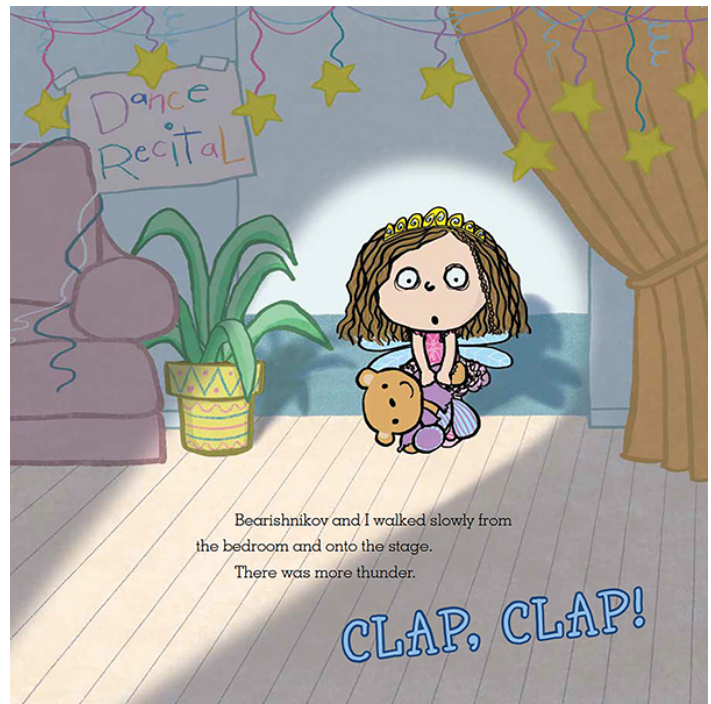
- Mikhail Baryshnikov
- Josephine Baker
- Fred Astaire
- Rudolf Nureyev
- Bob Fosse
- Martha Graham
- Anna Pavlova
- Twyla Tharp
- Alvin Ailey
- Isadora Duncan

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following five topics about your inventor:

- Early Life/Childhood/Family
- Life as a dancer



From RUBY ROSE, BIG BRAVOS written by Rob Sanders, illustrated by Debbie Ridpath Ohi (HarperCollins, 2017).

- Famous work
- Legacy
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.



Illustration from RUBY ROSE, BIG BRAVOS written by Rob Sanders, illustrated by Debbie Ridpath Oni (HarperCollins, 2017).

Classroom, Unplugged

A blackout can be scary for kids, but it can also be exciting. Here are some ways to introduce the concept of a blackout and have fun exploring life unplugged.

- Reread *Ruby Rose, Big Bravos*, focusing on the moment the blackout occurs.
Ask:

Have you ever been in a blackout and what happened?

- Read John Rocco's *Blackout* (Hyperion, 2011)

Compare the first spread of the normal summer night with the spread of the city dark and quiet. What differences do you see?

What is each family member doing when the lights go out?

What doesn't work without electricity?

Why does it get hot and sticky inside?

Look at the spreads of the parties on the roof and the street. What are some things that people are doing?

- Brainstorm and create a list of fun things to do in a blackout. Use both *Blackout* and *Ruby Rose, Big Bravos* for inspiration.

- Have a Scavenger Hunt to find things in the classroom that would not work if the electricity went out.
- Brainstorm a list of “Things That Would Work” and “Things That Wouldn’t Work” and make a chart comparing these two lists.
- Totally unplug the classroom by turning off the lights, computer, and anything that requires electricity. Have a blackout party using items from the “Things That Would Work” list.