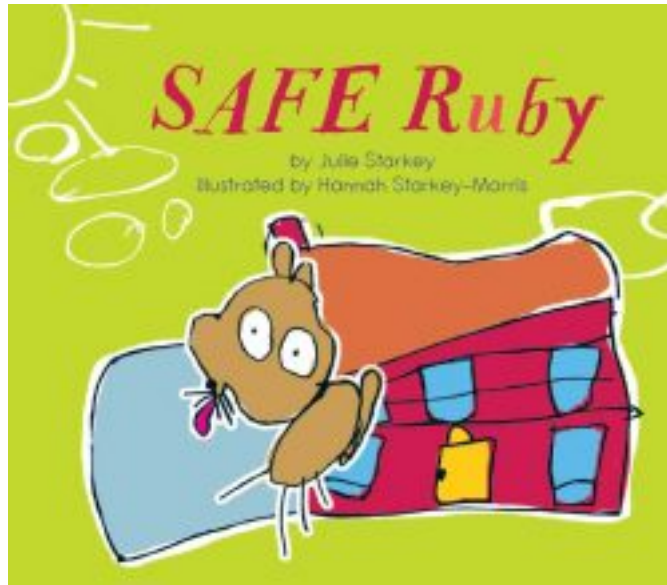


## Teachers Notes for SAFE RUBY

*Developed from John Munro's 7 High Reliability Literacy Strategies*



### Description

*SAFE Ruby* is a wonderful story about an abandoned dog finding her forever home: a place where she can be loved and included despite her flaws. Its main character is based on the dog Ruby, who has lived in Hannah's family for many years. The real-life Ruby was lucky to have been part of the SAFE (Saving Animals From Euthanasia) foster-care program, founded in the Pilbara region and now with branches all over Western Australia. SAFE provides temporary care for animals until they find their long-term home. Ruby now lives happily in Broome with the Morris family.

### About the author and illustrator

*SAFE Ruby* was written by Julie Starkey and illustrated by her granddaughter, Hannah Starkey-Morris, when Hannah was four years old.

### Activity 1 – GETTING KNOWLEDGE READY

*Students activate their prior knowledge about the topics from SAFE Ruby (belonging and local animal rescue homes).*

- **Visualise** – give students time to visualise the topic. Ask – what images come to mind when you think about a dog trying to find a suitable home? Students close their eyes and create a picture in their mind. Students share what images came to mind (either verbally, in a drawing or acting it out).
- **Think Pair Share** – Students discuss the following questions: What do I already know about this topic? What don't I know? What does the title tell me? What do the illustrations show me? What words do I expect to see in the book?

## Activity 2 - VOCABULARY

*Students learn how to read, spell and understand the meaning of a set of key words and concepts relating to SAFE Ruby.*

- **Select 5-10 key words or concepts** from the book or use the following:  
stray                  unwanted                  lovable                  belong                  wondered  
  
juggling                  chewed                  chased                  wagged                  safe
- **Read aloud each word** – in syllables, say each part and then blend syllables (students repeat).
- **Create a table** with the 5 or 10 key words, with a column for 2 synonyms / antonyms and a column for an example sentence (see table below).
- **Synonyms:** teach each word meaning through examples rather than using a dictionary initially.
- **Write example sentences** using the new key words – (see table below)

Word	Synonyms (two)	Example Sentence
Belong	Inclusion, association, relationship	She is a stranger and doesn't belong here.
Stray	Homeless animal	Call the council if you find a stray animal.
lovable	Adorable, enchanting	My baby brother is very naughty but lovable.
wondered	Reflect, ponder, think about	I wondered what she was thinking.
safe	Protected, unhurt, well	The missing children are all safe.

- **Make posters** of key concepts / words.

## Activity 3 - READ SHORT PORTIONS

*Students can take turns to read small portions of SAFE Ruby aloud. Each student may read a sentence, paragraph or page.*

- **Say it aloud:** allocate each student a page from SAFE Ruby and ask them to practise saying it out loud before reading it aloud to the class.
- **Record** student's reading in a video or voice recording.
- **Involve the class in a choral reading** of the book (all students read aloud in unison, or group of students read aloud a section of the text in unison).

#### Activity 4 – PARAPHRASE

*Students strengthen their understanding of the book by saying or rewriting the text in their own words.*

- **Say it in your own words:** Read the first page and then ask the students: What is another way of saying it? Students turn to a partner and say the text on the first page to someone else in another way.
- **Group paraphrase:** Allocate each group a page or two of SAFE Ruby. Each student can paraphrase one sentence and then combine sentences into a paragraph.
- **Link sentences with paraphrases.** Match each sentence in the right-hand column with the same message in the left-hand column. For example:

<i>Sentence</i>	<i>Paraphrase</i>
She was a stray, unwanted dog.	They thought about whether or not they were able to look after the adorable canine.
They wondered if they had the time for this happy, lovable dog.	The dog was homeless and didn't belong to anyone.

#### Activity 5 - WHAT QUESTIONS DOES THE BOOK ANSWER?

*Students focus on the purpose of the sentence. After reading a page of SAFE Ruby aloud, students work out: **what question does this text answer?***

- In small groups, students write the question that each page or sentence answers. For example, a question that the first page answers is: who is Ruby?
- Use the **5W and 1 How strategy**. Also link the question with the sentence that answers it. (**Who, What, When, Where, Why and How**)
- Students can be provided with text from SAFE Ruby and questions presented in a jumbled order and asked to link each question with the sentence that answers it.

#### Activity 6 - SUMMARISE SAFE Ruby

*Read a page from SAFE Ruby aloud and ask **What is the main idea in this page? Say in a few words what the page says.***

- Begin by summarising the first page as a class, then divide students into small groups to summarise the rest of the book.
- Underline, highlight, note down useful information.
- Write a headline or title for each page.

#### Activity 7 - REVIEW

*Ask what students have learnt and record in workbook.*

- Students answer the following written questions about the topic.
  - *What is this story mainly about?*
  - *Where does this story take place?*
  - *What happens in the beginning, middle and end of SAFE Ruby?*
  - *Why does Sarah end up keeping Ruby?*
  - *What happened to Ruby before she met Sarah?*
  - *How is Sarah different from Anastasia?*
  - *Predict what will happen next for Ruby and Sarah.*
  - *Why did the authors write SAFE Ruby? (Most authors write for one of these reasons: to persuade (make someone want to do something), to give information, to describe or to entertain).*
  - *What is the main idea of SAFE Ruby?*
  
- Students write a summary of the knowledge they have gained.