



Title: Ruby's Worry

Author & Illustrator: Tom Percival

Publisher: Bloomsbury

These notes have been written by the teachers at the [CLPE](#) to provide schools and settings with ideas to develop comprehension and extended provision around [Oscar's Book Prize](#) shortlisted texts in Early Years settings. They build on our work supporting teachers to use picture books to enhance critical thinking and develop creative approaches in art and writing. We hope you find them useful.

Reading aloud and key talking points:

- Before you begin to read, look at the front cover and read the title of the book. Ask the children what they think they might already know about the girl on the cover. What do they think might happen in her story?
- Read aloud up to 'Ruby was perfectly happy.' **hiding the final sentence** 'Until one day...'. Think together about the things that make Ruby happy. What do they have in common with Ruby? What makes them happy?
- Continue to read aloud to '...she was worrying about it!' Do they think Ruby is doing the right thing? What do they think Ruby should do about her worry?
- Read on up to '...she would never feel happy again.' Pause to consider what Ruby says here. Do they have any ideas for how to make Ruby happy again?
- Continue reading on to 'Could it be a worry?' How do they think Ruby feels when she sees the boy? What do they think she might be thinking?
- Read to the end of the book. How did Ruby get rid of her worry in the end? What do you think she learnt about being worried?
- After reading, encourage the children to tell you what they liked about the book. Was there anything they disliked? What did it make them think about? Do they have any questions about the book? How did it make them feel? Has there ever been a time where anything like this has ever happened to them or to someone else they know?

Responding in more depth: Gallery Walk focussing on Ruby's emotional journey

- Re-read and revisit the book several times, allowing the children to become familiar with the key parts of the story and the character of Ruby.
- Copy the spreads from the book and place them around a large space, such as a hall or outdoor area.
- Allow time for the children to walk the story in small groups, talking about each picture in turn. Support them to recall, in their own words, what is happening at each part of the story, and how they think Ruby is feeling. Explore what is happening in the illustration to support their thinking, looking at and talking about the use of colour as the book progresses.
- Scribe children's thoughts and ideas on post it notes around each picture for the next group to read and add to. Children who struggle to articulate ideas may benefit from starting their walk after other groups so that they can hear examples of other's thoughts articulated on the page.



Questions to promote deeper thinking around the text:

- What do they notice about the way colour is used in the book? How does it make you feel to see everything in the background turning to black, white and grey? What do you think it tells us about Ruby and her feelings?
- Do they think Ruby's worry has gone away forever? What do they think she might do next time it comes back?
- Have they ever had a worry? Have they ever talked about a worry with someone before? If they found a worry now, who might they choose to share it with?
- Encourage children to look closely at the differences in colour and texture of Ruby's Worry and the boy's worry - Do you think everyone has the same worries? Do we all worry about different things?

Ideas for extended provision:

Creative area:

This book is a wonderful way to explore colour related to our emotions. Children could explore through work with paint and other media, such as collage, colours and shapes that relate to different emotions.

Personal, Social Emotional Development:

This book is perfect for exploring how to create and develop a sense of self with children in the Early Years. Create time for talk and activities that allow children to develop self-confidence in talking about themselves, their likes, families, things of immediate interest to them and significant personal memories and experiences. Display photos alongside children's scribed talk and their own writing.

Reading area:

Re-read the book aloud as the children wish and leave copies of the text in the reading area for individuals and groups of children to enjoy independently. Collect or borrow from the library other books by Tom Percival such as *Perfectly Norman* (Bloomsbury), *The See Saw* (Simon & Schuster) and *Ravi's Roar* (Bloomsbury - out in August 2019)

Physical Development:

Use concepts in the book to allow children to focus on and develop gross motor skills. Ruby likes to swing: do they like to climb, run, jump, ride? Provide small and large scale equipment to support children in moving in different ways using their bodies. Also be aware that some of these activities might be things that could make some people worried. Talk about how we can support our friends who might be worried even if we are not.

This sequence of activities was designed by CLPE for [Oscar's Book Prize](#) 2019 shortlist.

Oscar's Book Prize is supported by Amazon and the National Literacy Trust. To access more free resources from CLPE, visit: www.clpe.org.uk/freeresources

A full set of detailed teaching plans for using *Ruby's Worry* in a Nursery or Reception setting is available to members of CLPE's Power of Reading website along with over 200 other plans for a range of quality texts across the primary years: <https://clpe.org.uk/powerofreading>

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