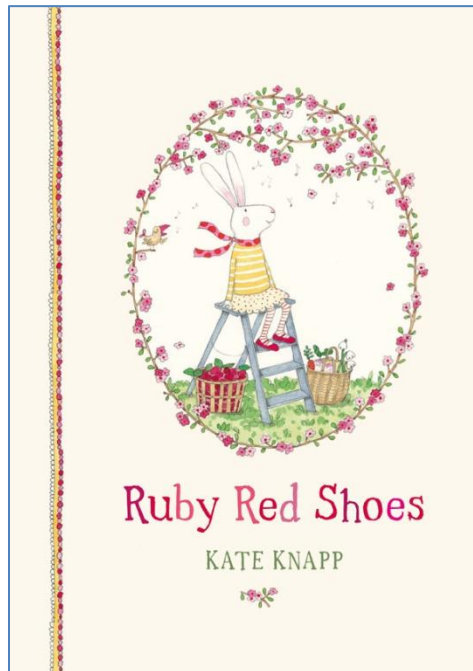


***Ruby Red Shoes***

**TEACHERS' NOTES**



**Written and Illustrated by Kate Knapp**

**ISBN: 9780 730 496 403**

**Notes by: Mandy Newman**

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## Introduction

Ruby Red Shoes is a sweet hare who cares. She lives in a colourful caravan with her beloved grandmother. Ruby is gentle and kind and cares for all living things, including plants and trees, animals and people. Ruby is also particularly fond of strawberry jam and peppermint tea.

## About the author/illustrator

Illustrator and artist Kate Knapp is a graduate of the Queensland College of Art. She lives in Queensland and her design studio, Twigseeds, produces cards, prints, stationery and books. *Ruby Red Shoes* is Kate's first picture book.

For more information, please see:

[www.twigseeds.com/](http://www.twigseeds.com/)

[www.red-shoes-news.blogspot.com.au/](http://www.red-shoes-news.blogspot.com.au/) - keep up with Ruby Red shoes overseas travel dispatches.

## Author/illustrator inspiration

My inspiration as an author and illustrator comes from a huge love in my heart for all of creation especially animals and nature. I've always been sensitive to the feelings of small and big things and I paint what moves my soul.

There have always been white rabbits in my life. For my 3rd birthday my grandparents gave me a huge white rabbit I called Harvey. He still sits on my desk. My favourite book was *The Rabbit's Wedding* about two little rabbits – I knew it by heart.

So when I saw Ruby in my imagination and my heart skipped. I loved her instantly. She told me she liked to wear red shoes and eat strawberry jam. We became close friends and went on plenty of adventures together.

I felt just like Ruby as a child so I understand her very well. I know what it feels like to be sensitive and shy but also adventurous and giddy. I know as wonderful as it is being an *aware* hare - it can also make the world look loud and confusing. Ruby has shown me how lying on a soft patch of green grass is very soothing and how with friends and family or a nearby bird to hold your hand life is so much easier.

Ruby's world is for me and I hope the reader a momentary escape for those times when the hustle and worries of our modern world seem like a monster. With every brush stroke Ruby and I think about just what my reader would need to feel good. Ruby also plants one of her soft and magical hare-ish hugs into each book.

Growing up I was close to my Grandmother Elsie. She lived in England, wrote letters on tissue thin blue paper, was very artistic, made a big to-do about Christmas, had seen gnomes in her garden by the

summer house and fed jam on toast to the foxes who came to the back door! The caravan is inspired by her home, which was filled with interesting treasures and huge china teacups.

### **Study notes on themes and curriculum topics**

*Ruby Red Shoes* can be used for both primary and secondary schools students and provides a wonderful vehicle for a **variety of responses to literature** as outlined in the **National Curriculum**.

in the Key Learning Areas of:

- English – language and literacy and visual literacy
- Visual Art and creative arts
- Studies of Society & Environment.

It could be used to explore Themes such as:

- Love
- Friendship

### **Definition of a picture book**

A picture book is a story told in words and pictures. Each element makes an important contribution to the way the story is told and the way meaning is created.

A picture is not the same as an illustrated story: there the words alone could tell the story and the illustrations simply break up the words or decorate the text...In the best picture books, the illustrations are absolutely necessary. They carry parts of the story or narrative and in some cases the language is dropped and the pictures alone are all that is needed.

Libby Gleeson. *Making Picture Books*, 2003. p. 2

For some fantastic picture book/illustrators websites, please see:

Look! The art of Australian picture books today:

[www.slv.vic.gov.au/look/](http://www.slv.vic.gov.au/look/)

An example of how to illustrate emotion:

[www.slv.vic.gov.au/audio-video/ann-james-illustrating-emotion](http://www.slv.vic.gov.au/audio-video/ann-james-illustrating-emotion) [www.slv.vic.gov.au/node/3147](http://www.slv.vic.gov.au/node/3147) -

Creating a picture book

[www.guardian.co.uk/childrens-books-site/gallery/2012/jun/01/how-to-draw-the-queen#/?picture=390831029&index=0](http://www.guardian.co.uk/childrens-books-site/gallery/2012/jun/01/how-to-draw-the-queen#/?picture=390831029&index=0)

[www.guardian.co.uk/childrens-books-site/series/how-to-draw](http://www.guardian.co.uk/childrens-books-site/series/how-to-draw)

[www.carnegiegreenaway.org.uk/celebration/resources/Visual%20Literacy%20Pack.pdf](http://www.carnegiegreenaway.org.uk/celebration/resources/Visual%20Literacy%20Pack.pdf)

## Pre reading activities

### 1. Ruby Red Shoes is a hare. What do we know about hares?

Brainstorm all the things that we can think about hares and rabbits.

What is the difference between a hare and a rabbit?

What have been some famous literary and cinematic bunnies?

#### **Peter Rabbit**

[www.peterrabbit.com/en](http://www.peterrabbit.com/en)

#### **The Velveteen Rabbit**

<http://digital.library.upenn.edu/women/williams/rabbit/rabbit.html>

#### **Miffy**

[www.miffy.com/](http://www.miffy.com/)

#### **Bugs Bunny**

[www.imdb.com/character/ch0000574/](http://www.imdb.com/character/ch0000574/)

#### **The White Rabbit and the March Hare from *Alice and Wonderland***

<http://ebooks.adelaide.edu.au/c/carroll/lewis/alice/chapter7.html>

#### **Hazel and Fiver from *Watership Down* and Roger Rabbit**

For more information:

[http://en.wikipedia.org/wiki/List\\_of\\_fictional\\_rabbits\\_and\\_hares](http://en.wikipedia.org/wiki/List_of_fictional_rabbits_and_hares)

Why have so many artists, writers and cartoonists created characters based on rabbit or hares?  
What is it about hares and rabbits that make them appealing to readers and writers?

## **2. Grandparents**

Ruby Red Shoes Grandmother's name is Babushka Galina Galushka – what a wonderful name for a Grandmother!

If you don't have a grandmother in your life at the moment can you image her in your mind and heart then answer the following questions.

*Discussion point:* What do you call your Grandmother or older friend? Do you have a special name for her? Where does the word Babushka come from and what does it mean? What do the words Galina and Galushka mean? Is there something special about your Grandmother?

**Ruby's Grandmother is soft and cuddly, and she smells of violets, which are her favourite flowers.**

*Discussion point:* What does your Grandmother feel like? What does your Grandmother smell like? What are her favourite flowers?

**Babushka Galushka encourages Ruby to be an aware hare, treating everyone's feelings, as well as her own, with great care. Some of the things that Babushka Galushka says are, 'Feelings are just like delicate birds' eggs,' and 'Be as gentle as you can with them.'**

What does your Grandmother encourage you to do? What does she always say?

*Activity:* Draw a portrait of your Grandmother or older special friend. Think about what she feels like and what she smells like. Include in the picture some of the things she says.

## **3. Caring about the natural environment and for other people.**

Ruby and her Grandmother care very deeply for their surroundings and their friends.

*Discussion points:* What do you care deeply about? What do you do to show that you care about the environment and the people that you love?

4. Red shoes appear in two very famous stories — do you know what they are?  
Dorothy in *The Wizard of Oz* needs to find ruby red slippers to find her way home to Kansas.

Plus, there is a very famous folk tale by Hans Christian Anderson called *The Red Shoes* – it was made into a movie in 1948.

<http://chnm.gmu.edu/cyh/primary-sources/203>

[www.imdb.com/title/tt0040725/](http://www.imdb.com/title/tt0040725/)

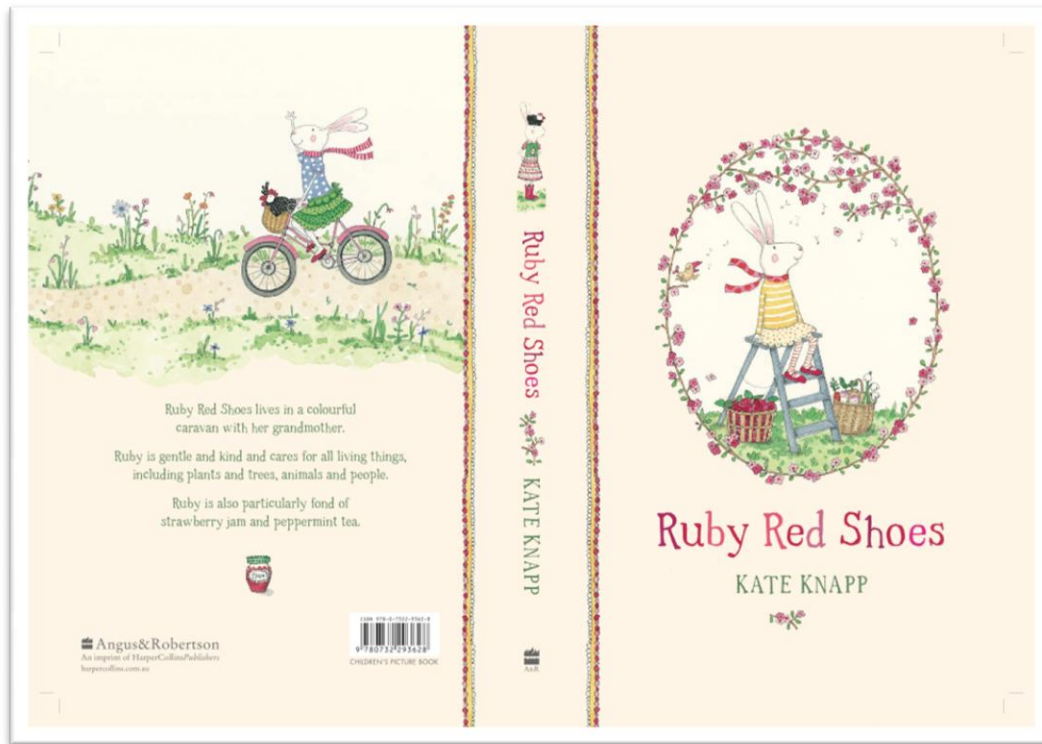
Writers often make a brief, usually indirect reference to a person, place, or event — real or fictional to draw a picture in a reader's mind. This is called allusion. What pictures in your mind can you see when someone says, 'ruby red shoes'.

Can you think of another famous story in which a slipper features?

Why do shoes appear in fairy stories, folk tales and picture books? What special characteristics do shoes have?

Ask the class to draw a picture of a magic shoe. Ask the class to label three magic things the shoes can do.

## Literacy activities



Discuss with the class picture books and what the students already know about them. Use the following to structure discussion and help students become familiar with the metalanguage of picture books.

**Cover:** What does the cover tell us? What is the story about? What predictions can we make about the story?

**Endpapers:** How do the endpapers take you into the story? What information is provided here? Do the endpapers set a mood for what is to follow?

**Title Page:** Look at the font used and the illustration-How are you positioned as a reader? How is your reading of the book directed?

**Page Opening:** Any information that can be gleaned by examining the two facing pages in a picture book.



**Size:** How does the size affect your response to the book? Does the size encourage sharing or the private viewing of the book?

**Format:** A picture book will be in a square, vertical or horizontal format. The format affects the shape that the artist fills with pictures. How does the shape affect what the artist can show?

**Purpose:** What is the purpose of the text? Who is it for? Is it to entertain? Is it to inform?

**Predict:** Ask the class what they think the book will be about as a result of examining all of those features of the text.

**Discussion Point:** Why has the artist chosen the images on the front and back endpapers? What do they refer to in the story?

**Activity:** Read through the book as a class and design your own cover for this book.

## Response to Literature

Look at some of the pictures of Ruby — what are some of the things that you notice about her?



Is she always alone? Does she wear the same kind of clothes? What features are emphasised on her face?

List some of the things that Ruby loves in her caravan and garden on the board and then read the book aloud to the class.



Some of the things that Ruby loves are: generous teacups for hot drinks, feathery quilts to snuggle up in, jars of colourful buttons and posies of flowers in pots and jugs. Soft, warm chairs and places to drift off and snooze and the glorious deep bath.

Label all the things that Ruby loves on this page.



Read out *Ruby Red Shoes*. Ask students to add on the board anything else Ruby loves and then discuss the list. Ask the students to draw a picture of five things that Ruby loves. Label each of the things. Ask

students to leave room at the bottom of the picture for them to write down what they love about their house and provide a reason why they love it.

**Reading response - Ask students to draw a picture of Ruby and write down three things about her, what she looks like or what she likes doing.**

This activity asks students to recall a character from the story and then use writing to link personal knowledge to the character. It demonstrates a good knowledge of concepts about print directionality and a beginning understanding of how to use sound-letter knowledge to write unfamiliar words.

**Response to a letter - Read out a letter from Ruby explaining what she likes to do and ask the students to write a response.**



*Dear Class,*

*My name is Ruby Red Shoes and I live with my Grandmother in a prettily painted caravan. I'm lucky I know. Some of the things that I like to do are: singing sweet songs to make all of the things in my garden grow and wearing red shoes.*

*I would love to know what you like to do.*

*Can you please write something about what you like to do and draw a picture for me?*

*If you send it to me, I will show my Grandmother.*

*Thankyou ever so much,*

*Ruby Red Shoes.*

This activity allows students to make meaning from the text they have heard; allows them to identify connections between a text and personal experience; enables students to use letters of the alphabet to represent sounds in words and allows students to write common sight words, for example 'my', 'like', 'play'.

These activities have been adapted from work samples for Foundation Year English National Curriculum:  
Please see:

[www.acara.edu.au/curriculum/worksamples/AC\\_Worksample\\_English\\_F.pdf](http://www.acara.edu.au/curriculum/worksamples/AC_Worksample_English_F.pdf)

### **Factual description - Write an information report on a rabbit or a hare**

Teach the class about the features of rabbits and hares and develop a word chart and picture dictionary of different characteristics of rabbits and hares. Show the class a picture of a rabbit and a hare and ask them to identify the differences.

*For example:* Baby hares have fur, open eyes and can run within a few minutes of being born. By contrast baby rabbits are blind, bald and stay in the nest for the first few days of their lives. Hares are generally larger and rabbits are smaller.

Please see this video that you could play in class:

[www.bbc.co.uk/learningzone/clips/can-you-spot-the-difference-between-a-rabbit-and-a-hare/3008.html](http://www.bbc.co.uk/learningzone/clips/can-you-spot-the-difference-between-a-rabbit-and-a-hare/3008.html)

Look at this website:

[www.surreywildlifetrust.org/faq/8](http://www.surreywildlifetrust.org/faq/8)

Some suggestions for the word chart:

Long ears, thick fur, bob tails, run, jump, back legs, front legs, black-tipped ears, length.

After learning about different types of rabbits and hares, ask students to write a factual description of either a rabbit or a hare.

This activity allows students to produce a series of accurate simple sentences to present information, use familiar and learned vocabulary, to apply learned knowledge about a topic.

### **Write a persuasive text**

Ask students to write a persuasive text as to why Hares are better than rabbits. Write up on the board all the reasons why some people may think that hares are better than rabbits that students can include in their text.

### **Retell the story**

In their reading group, ask students read *Ruby Red Shoes* together. Ask each student to then retell the story in writing and then ask each student to read his or her written text to the whole class.

These activities have been adapted from work samples for Year One English National Curriculum: Please see: [www.acara.edu.au/curriculum/worksamples/AC\\_Worksample\\_English\\_1.pdf](http://www.acara.edu.au/curriculum/worksamples/AC_Worksample_English_1.pdf)

### **Look at inference and themes in the story**

Students listen to a reading of Ruby Red Shoes. Together examine as a class, what the story is about, what is the story saying about Grandmothers or other special people in your life? Using the sheet provided ask students to describe the main idea, retell the literal meanings of the text through a written and visual response and then make inferences about the feelings of one of the characters.

**Main idea:** What do you think is the special message this book is trying to tell us?

**Literal meaning:** What happens in the story?

**Inferential meaning:** How do you think Ruby feels about her Grandmother?

What do you think has happened to Ruby's parents?

Draw a picture of Ruby  
and her Grandmother

## Ruby's Red Shoes - Inferring Reading Strategy

My Prediction

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Brief recount of the text

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What type of connection did you make with the text? Text to self, text to world, text to text

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What have you learned about hares and rabbits?

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Who is the intended audience for this book? Children/teenagers/adults/other

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Why do you think the author wrote this book? To entertain/tell a message/how do you know?

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What is the underlying message of this book?

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Do you think the story would have been different if Ruby had been a monster rather than a rabbit? Yes/No/ Please explain

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These activities have been adapted from work samples for Year Three English National Curriculum:  
Please see: [www.acara.edu.au/curriculum/worksamples/AC\\_Worksample\\_English\\_3.pdf](http://www.acara.edu.au/curriculum/worksamples/AC_Worksample_English_3.pdf)

**Examine the garden and identify all the different types of vegetables, herbs and fruit trees.**



**Love and family**

*Discussion Point:* Ruby Red Shoes loves her Grandmother very much. How can you tell that Ruby loves her Grandmother? What do they do together? What do grandchildren do for their grandparents?

*Activity:* Write a story about something a Grandparent has done for you.



## Introduction to Visual Literacy

### Part One - Exploring metalanguage (QTF)

It is important that students understand the metalanguage of visual design as this provides them with a language for interpreting and deconstructing images, and for conveying information. They will need this skill throughout high school.

Provide students with definitions of the following terms in the context of visual design:

**Purpose** – Consider the composer’s purpose: to entertain, satirise, inform, to make comment, provoke thought or emotion; or persuade. May be one or more of these.

**Audience** – the group of people a composer intends to influence.

**Context** – The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed (BoS NSW 2003). Relates to when the text was composed; type of publication and evidence to support this.

**Salience** – Most noticeable point or important feature. The protruding or conspicuous element of the text.

**Vectors** – lead the reader from one element to another

**Reading path** – Taken from the most salient images to the less salient images.

**Framing** – The frame determines the amount of information given to the viewer as well as sometimes signalling a social relationship with a viewer.

**Colour** – Colour is used both to create convincing images and suggest particular mood or feelings. Variation in tone and saturation can be used for a variety of purposes.

**Angles**– The use of angles in images allows different relationships to be conveyed between people and between people and objects.

**Size**– Illustrations may vary in size to establish and enhance the relationship between the viewer, the image maker and the page.

**Demand and offer** - The eyes of the character in the image determine either a demand or offer. When the eyes are looking directly at the viewer, they are called a demand. An offer is looking away from the camera.

Adapted from NAPLAN 2011 teaching strategies Visual literacy: Analysing and interpreting visual images, Stage 4: [www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr\\_cold/lr\\_cold\\_s4b\\_11](http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr_cold/lr_cold_s4b_11)

Please see for more information:

[www.curriculumsupport.education.nsw.gov.au/secondary/english/assets/pdf/grammar.pdf](http://www.curriculumsupport.education.nsw.gov.au/secondary/english/assets/pdf/grammar.pdf)

The images are not in black and white but four colours, using a particular range of colours. List the colours used in the book. Why has the illustrator used them and not black and white images for example? How do the choices of colour add meaning to the text? How does the 'look' of the book add to the themes of the text?

Discussion Point: How have the pictures been created? What method of drawing has the illustrator used? How do the choices that the artist has made, enhance the look of the book and influence the meaning of the text?

## Part Two: Look at how some visual techniques shape meaning



Model how to do a visual language analysis of a picture. Explain the composition of the picture, the salient feature, the reading path, how framing and angles shape meaning, the use of colour and symbols.

### Part Three: Apply knowledge and examine the visual techniques used on the cover *Ruby Red Shoes*

As a class, annotate the front cover of *Ruby Red Shoes*, ensuring that students can identify:

**The purpose of the book.**

**The target audience for the book.**

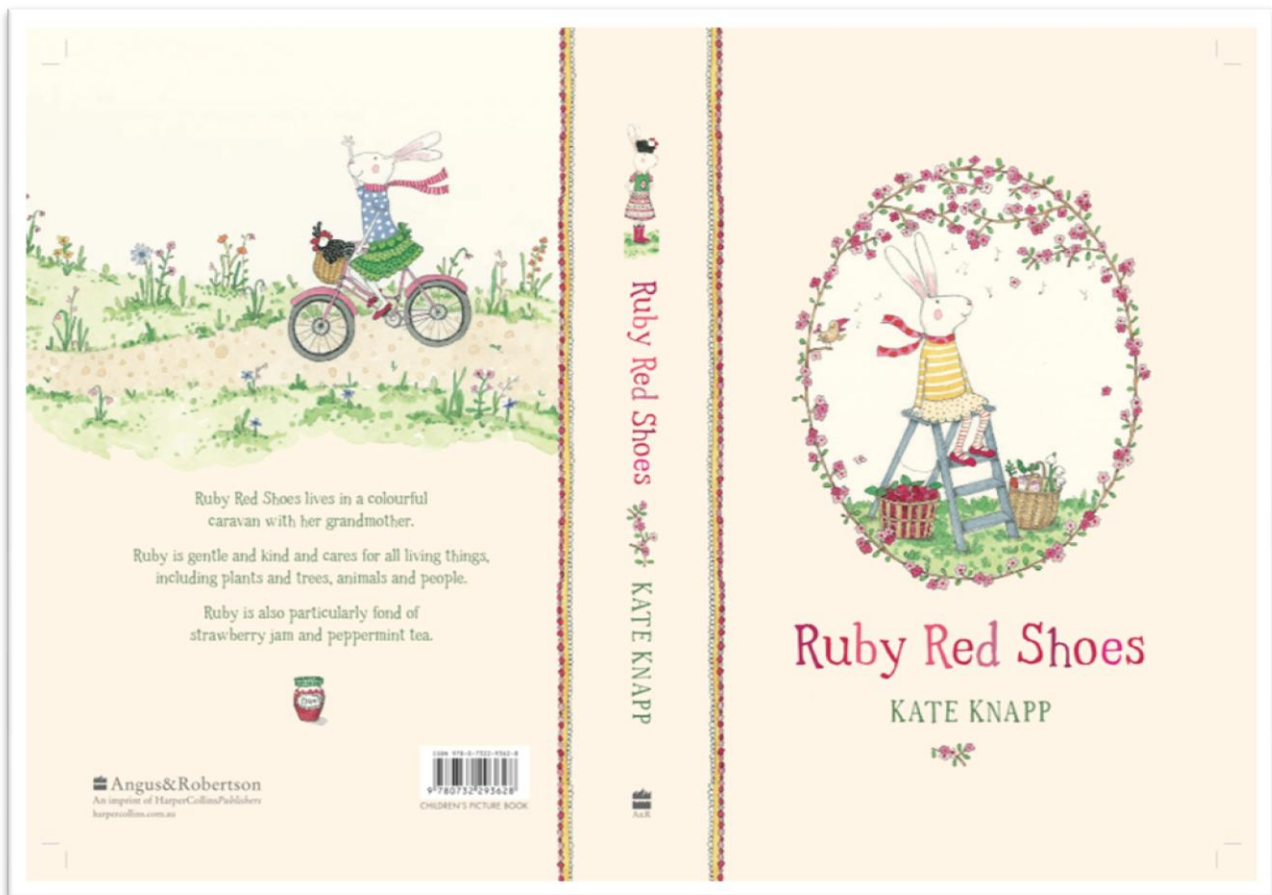
**The salient feature of the cover.**

**The reading path of the cover and if any vectors are evident.**

**How framing and angles are used to convey meaning.**

**The use of colour and the purpose of it.**

**The symbols**



#### Questions you can ask:

What is the first thing you look at on the cover of the book? This is called the “salient object” (the object that stands out most). Why is your eye drawn to this object? Compare your response with other classmates. Are their salient objects the same as yours?

Are there any other figures that are prominent in the picture? Why are they there? How do they contribute to the meaning of the story? What does that tell you about the story?

What are the main colours used on the cover of the book? Why do you think the illustrator has chosen these colours?

Listen to the story being read aloud without looking at the illustrations. Then, read the story while viewing the illustrations. Do the illustrations change your understanding of the story in any way? How?

How does Kate Knapp convey emotions in her images?

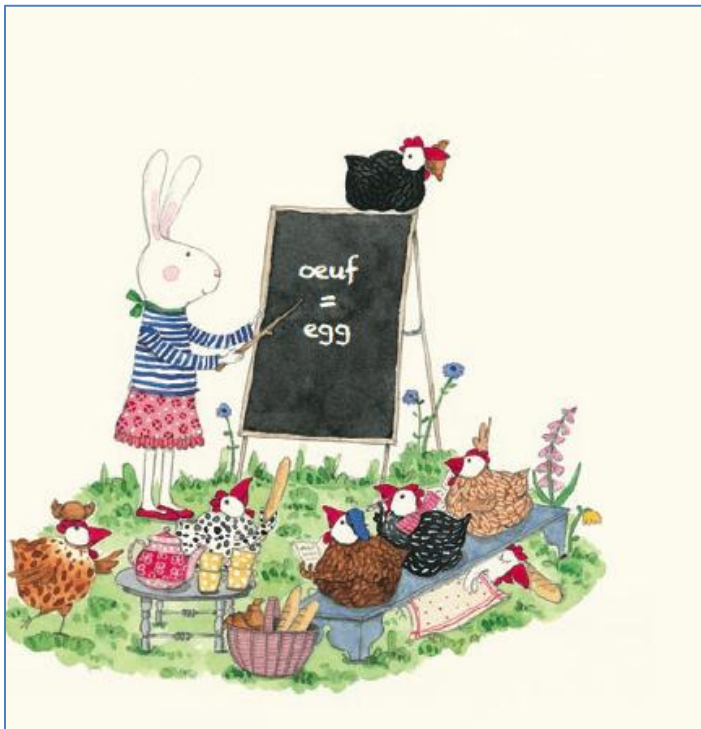
Adapted from:

[www.curriculumsupport.education.nsw.gov.au/secondary/english/stages4\\_5/teachlearn/nthsydghs/nthsydghs.htm](http://www.curriculumsupport.education.nsw.gov.au/secondary/english/stages4_5/teachlearn/nthsydghs/nthsydghs.htm)

#### Part Four: Close study of two images to build upon previous knowledge of visual language

Deconstruct these images as a whole class identifying the different visual techniques. Focus in particular on the use of colour and framing. Examine how the images work together. Watch this short video about illustrator Anne Spudvilas and the processes and choices she makes when illustrating picture books. Please see: [www.slv.vic.gov.au/node/3147](http://www.slv.vic.gov.au/node/3147)

##### Image One



How is colour and framing used in this picture?

Which element is the most salient?

How does that contribute to meaning?

How does the text work with the image? How is perspective used to shape meaning?

## Image Two



How is the picture framed?

How are colour used and angles, demand and offer?

What has the author done to create a sense of movement on the page? What do you feel when you read this page?

### Class exercise:

Working in pairs, choose a double page spread from the book and comment on the features of the written text and the illustrations and present findings to class.

In pairs, create your own two page illustrated text on a white hare using text and colour and framing in particular to try and persuade the reader.

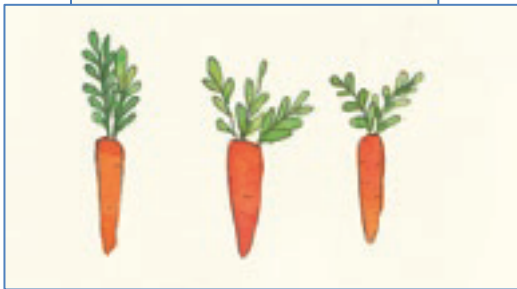
## MATCH THE PICTURE AND THE DESCRIPTION



Mulberries – for making little hands  
a pretty berry colour.



Blushing Peaches.



Ravishing radishes.



Crunchy carrots – cut into  
twigs for snacking.



Sweet, happy mint.



## **Bibliography**

Author surname, Author first name, Book Title, Publisher, Place of publication, year of publication.

For example: Ken, Jacqueline, A Certain Style: A Life of Beatrice Davis, Viking, Melbourne, 2001

Atherton, John, Behaviour Modification, 2005, retrieved from  
[http://www.learningandteaching.info/learning/behaviour\\_mod.htm](http://www.learningandteaching.info/learning/behaviour_mod.htm)

## **About the author of the notes**