

YHBA Novel Resource

Ruthie and the (Not So) Teeny Tiny Lie
by Laura Rankin

Published by Bloomsbury U.S.A Children's Books
175 Fifth Avenue, New York, NY 10010
2007

About the Author



Laura Rankin

<http://kids.bloomsburyusa.com/Authors/default.asp?id=1016&cf=1>

Laura Rankin lives in Maine where she is a children's author and illustrator. She writes full-time but also works 10 hours a week in the children's section of her local library. Laura graduated from the University of New Hampshire in 1975 while studying speech and drama. She won a Boston Globe-Horn Book Honor for the illustrations in *The Homemade Alphabet* in 1992. She also won the Lupine Honor Award for Maine authors in 2003 for her book *Swan Harbor*. Like the title character in *Ruthie and the (Not So) Teeny Tiny Lie*, Laura likes to collect all kinds of teeny tiny things.

Bibliography

The Wiggly, Wiggly Baby, illustrator

The Handmade Alphabet, illustrator

Rabbit Ears, illustrator

The Five Lost Aunts of Harriet Bean, illustrator

Harriet Bean and the League of Cheats, illustrator

Annotation

Ruthie learns a lesson that many young children struggle with at one point or another in their life...LYING. Laura Rankin creates a character that is sweet and shy and that many young readers can relate to. She uses pencil and acrylic paints to create colorful and fun pictures throughout the book that help bring the story to life. The book offers a couple lessons that all children need to learn. Ruthie is a collector and lover of tiny things and when she finds a camera at recess she wants it and doesn't think about the consequences that come with taking something that doesn't belong to her. After telling her teacher that she got the camera as a birthday gift; Ruthie begins feeling the guilt that often comes with telling a lie. She learns that she has to admit to her lie and apologize to the young boy that truly owned the camera. In the end she understands that lying is wrong and that having the camera couldn't take away the guilt she felt by lying.

Genre

Fiction

Point of View

The book is written in the third person point of view.

Theme

There are a couple themes in this book. The main theme is honesty. The title character learns that it is not wise to tell a lie and she learns that she needs to be honest and admit to her lie in order to right the wrong. Another theme in the book is friendship. The title character learns that she can be a better friend by telling the truth and apologizing to her friends. The title of the story is a cute play

on words, Ruthie loves tiny objects and so it seems fitting that her lie would be teeny tiny or NOT SO teeny tiny.

Conflict

There is one major conflict in the book. An internal struggle the main character has. When Ruthie tells the lie she has to deal with the guilt that comes with it. She can't concentrate on her school work, she doesn't want to eat and she comes home and goes straight to bed. There is also the conflict between Ruthie and Martin, when Martin notices that Ruthie has his camera both begin to argue, saying the camera belongs to them.

Conflict Resolution

Both conflicts are resolved when Ruthie admits to her lie and apologizes to Martin. After she tells the truth Ruthie's guilty conscience is cleared and she is able to concentrate on her work and she is able to enjoy the funny story told in class.

Characters

Ruthie-the main character, though no specific age is given she seems to be in kindergarten or first grade. She is a sweet, petite girl that appears to be pretty carefree and enjoys collecting tiny things. Despite telling a lie, the reader feels sympathy for her rather than spite. In the end Ruthie's true character shines through when she realizes she has to tell the truth and apologize for her lying.

Martin- a young boy in the main character's class. He becomes upset when Ruthie tells her lie but accepts her apology when she admits to lying.

Mrs. Olsen- the main character's teacher. Mrs. Olsen's role is minimal but she seems to be patient and understanding when Ruthie and Martin come into the class arguing. She attempts to solve the problem fairly and when Ruthie tells her she lied she hugs her and thanks her for telling the truth.

Momma and Papa-Ruthie's parents. Their role is minimal but they support Ruthie and encourage her to do the right thing when it comes to admitting to the lie.

Setting

The story takes place in the present and in an elementary school on the playground and in the classroom. A small section of the book takes place at the title character's house.

Interest Level

Ruthie and the (Not So) Teeny Tiny Lie could be interesting for students ages 3-8.

Booktalk

Ruthie learns a very important lesson about lying in *Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin. As a collector of teeny tiny objects, Ruthie is excited when she finds a tiny camera on the playground. She immediately begins taking pictures of tiny things she see but when Martin, a boy in her class, discovers her taking pictures he becomes upset and demands for her to give him his camera back. Ruthie runs inside the school to their teacher and tells her teeny tiny lie....she got the camera for HER birthday! How will the teacher solve the problem? Will Ruthie admit to her lie or keep lying so that she can keep the camera. By the end of the book Ruthie learns an unexpected lesson about lying.

Discussion Questions

Pre-reading questions: What is a lie? Have you ever told a lie or been lied to? How did you feel when you told a lie or was lied to? Is it ever ok to tell a lie?

Page 1-2 questions: What are some things that you collect? What are some other common collections?

Page 3-4 questions: Do you have something special that you like to carry with you in your pocket wherever you go?

Page 5-6 questions: Laura Rankin uses pencil and acrylic paint to illustrate the book, what features do you notice that makes the playground scene more realistic? (Shadows underneath characters and objects, blades of grass, bright vivid colors)

Page 7-8 questions: Do you think that it's fair to say that just because you found something that you get to keep it? Is the saying "finders keepers" a good rule?

Page 9-10 questions: Have you ever been surprised by someone and said a lie before you even realized you were saying a lie, like Ruthie did?

Page 11-12 questions: How does the illustrator show what Ruthie, Martin and Mrs. Olsen are feeling on this page?

Page 13-14 questions: Do you think Mrs. Olsen's solution to the problem is fair? What else could she have done to solve the problem?

Page 15-16 questions: What emotion is Ruthie feeling after she tells the lie? What other emotions might you feel if you know you told a lie?

Page 17-18 questions: What is the setting of the book during this part of the story?

Page 19-20 questions: What did Momma and Papa say to make Ruthie feel better? Do you think they were mad at her for lying?

Page 21-22 questions: What do you think Ruthie was feeling as she began the long walk to Mrs. Olsen's desk?

Page 23-24 questions: How do you think Ruthie felt once she told Mrs. Olsen the truth? What do you think Mrs. Olsen will do or say to Ruthie?

Page 25-26 questions: Where you surprised by Mrs. Olsen's response to Ruthie? What did you think she would do or say? Where you surprised by Martin's response to Ruthie? What would you have done if you were Martin?

Page 27-28 questions: How does the illustrator show that Ruthie's mood has changed now that she's told the truth?

Page 29 questions: What lesson did Ruthie learn in the book? Was a good lesson?

Vocabulary

imaginable pg 1: (i·mag·i·na·ble) Conceivable in the imagination.

treasures pg 3: (treas·ure) Valuable or precious possessions of any kind.

raced pg 10: (race) To move rapidly or at top speed

mumbled pg 16 (mum·ble) To utter indistinctly by lowering the voice or partially closing the mouth

mistake pg 20 (mis·take) A misconception or misunderstanding

courage pg 25 (cour·age) The state or quality of mind or spirit that enables one to face danger, fear, or vicissitudes with self-possession, confidence, and resolution

lie cover (lie) A false statement deliberately presented as being true

Indiana Academic Standards

Kindergarten: Language Arts: K.1.22

Math: K.2.1, K.2.2

Social Studies: K.2.4, K.2.5

First Grade: Language Arts: 1.2.3
 Math: 1.2.1, 1.2.2
 Social Studies: 1.2.4, 1.2.5

Second Grade: Language Arts: 2.2.2
 Math: 2.2.2, 2.2.3
 Social Studies: 2.2.5

Third Grade: Language Arts: 3.2.2
 Math: 3.2.1
 Social Studies: 3.2.5

Anticipation Statements

Before		Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin	After		Reflection
Agree	Disagree		Agree	Disagree	
		If you find something that doesn't belong to you its ok to keep it.			
		It's ok to lie if you are getting something you want.			
		No one wants to be friends with someone who steals.			
		Lying can make you feel sick.			
		It's better to tell the truth than to keep lying.			
		Teachers and parents will be mad if you admit to lying.			

Art Medium Used

The illustrations in *Ruthie and the (Not So) Teeny Tiny Lie* was created with pencil and acrylic paints on watercolor paper. It looks as if the illustrator used pencil to draw the outline of the pictures and then used acrylic paints to fill in with color.

Acrylics are like oil paints because they leave bright, vibrant colors on the paper but dry much quicker. I think the acrylic paint gives a bright and fun visual effect to the story. As students read the book they are drawn into the life like features that the illustrator has painted for the book. She also uses visual effects like shadowing and pays attention to details like the fur on the characters and blades of grass to give it a more realistic view.

If you liked *Ruthie and the (Not So) Teeny Tiny Lie* by Laura Rankin then you'll love...

Fluffy and Baron by Laura Rankin.

This book is also written and illustrated by Laura Rankin like *Ruthie and the (Not So) Teeny Tiny Lie*. Both books have common themes such as friendship and sharing.

Arthur in a Pickle by Marc Brown

This book is about the title character, Arthur, and what happens when he tells his teacher that the dog ate his homework. In both books the characters learn a hard lesson about lying and experience the guilt that comes with lying.

The Berenstain Bears and the Excuse Note by Stan and Jan Berenstain

This book is about Sister Bear and the lie she tells her teacher. Like Ruthie, Sister Bear wants something and doesn't think about the consequences that come with lying

A Days Work by Eve Bunting

This book is about a young boy who wants to help his family and decides to tell a lie that will get his grandfather a job. When it's a job they don't know how to do he has to admit to the lie and apologize like Ruthie did.

Across the Curriculum Connections

Art: Create a Venn diagram comparing the art found in *Ruthie and the Not So Teeny Tiny Lie* and *Fluffy and Baron* (another book illustrated by Rankin). Draw a picture with pencil then use acrylic paints to color the picture, like Laura Rankin did in *Ruthie and the Not So Teeny Tiny Lie*.

Supplies- poster board for Venn diagram, paper, pencils and paint for making the picture.

Standards-K.2.1 , K.6.2, 1.2.1, 1.6.2, 2.2.1, 2.6.2, 3.2.1,3.6.2

Social Studies: Creating a classroom community

Read *Ruthie and the Not So Teeny Tiny Lie* to begin a classroom discussion about classroom rules and how we should treat each other. Ask questions such as how does it feel to be lied to? What should we do if we find something that doesn't belong to us? What should we do if we do tell a lie? Create a list of ways we should treat each other in the classroom and use them to create classroom expectations. Students can then decorate and create the classroom rules poster.

Supplies- poster board and markers

Standards-K.2.3, K.2.5, 1.2.4, 1.2.5, 2.2.4, 2.2.5, 3.2.5, 3.2.6, 3.2.7

Book Activities

Activity 1: Letter writing

In the book Ruthie tells a lie but admits to her lie and apologizes to Martin. The students will work individually to write an apology letter to Martin for telling the lie and trying to steal his camera.

Build up to the activity:

Read *Ruthie and the (Not So) Teeny Tiny Lie* to the students. Have a discussion about ways we can tell people we're sorry (write a letter, make a card, send flowers, say it, etc). Explain to the students that they are going to pretend they are Ruthie and write Martin an apology letter. With the class review the parts of a friendly letter (date, greeting, body, closing and signature) using the "Writing a Friendly Letter Activity" at <http://www.joelson.addr.com/friendlyletterSWF.htm> on the smartboard. After going over the activity on the smartboard allow the

students to arrange the parts of a friendly letter using the “Web Letter” at <http://www.joelson.addr.com/webletter.htm>.

Activity:

Each student will get a copy of the blank apology letter graphic organizer. <http://www.worksheetlibrary.com/subjects/languagearts/writing/friendlyletters/afriendlyletterapology12.pdf>. They will also use the blank letter on this website to write the first draft of their apology letter. Students will then proofread their letters according to grade level appropriate standards. Finally they will make a final copy of their letter and put it in an envelope and “mail” it to Martin.

Standards:

Kindergarten

K5- Kindergarten students begin to write and draw pictures for specific purpose and for a specific audience.

1st Grade

- 1.4.2 Use various organizational strategies to plan writing
- 1.4.3 Revise Writing for others to read
- 1.5.5 Write for different purposes and to a specific person
- 1.6.1 Print legibly and space letter, words and sentences appropriately
- 1.6.2 Write in complete sentences
- 1.6.6 Use periods, exclamation marks and question marks at the end of the sentence
- 1.6.7 Capitalize the first word of a sentence and names

2nd Grade

- 2.4.1 Create a list of ideas for writing
- 2.4.6 Review, evaluate and revise writing for meaning and clarity.
- 2.4.7 Proofread own writing using a checklist
- 2.5.3 Write a friendly letter complete with the date, salutation, body, closing, and signature.

3rd Grade

- 3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas.
- 3.4.6 Revise, review and evaluate for clarity and meaning.

- 3.5.3 Write personal, formal, and persuasive letters, thank you notes and invitation
- 3.5.5 Write for different purposes and a specific audience
- 3.6.2 Write correctly complete sentences of statement, command, question or exclamation.

Activity 2: Prediction

After reading the first half of the book students will write/draw a prediction of what will happen in the rest of the book.

Build up to the activity:

Allow the students to look at the cover of the book and briefly explain a little bit about the book. Begin reading the book, stopping to ask questions about the character and telling lies to get what they want. Read pages 1-18. The students will see that Ruthie is feeling very guilty about telling the lying. Discuss with the students what guilty means and what are some things you might experience when you feel guilty about something (not eating, not being able to concentrate, and tears). Play with the students “What’s in the bag”

http://www.readwritethink.org/lessons/lesson_view.asp?id=124. To help them see how they use their senses and what they already know to make a prediction of what’s in the bag.

Activity:

Students will draw or write, depending on their grade level, a prediction for what they think Ruthie will do. Will she admit to the lie or will she keep the lie to herself and try to keep Martin’s camera. After writing/drawing students will share their predictions with the class and then the teacher can read the rest of the book.

Standards:

Kindergarten

- K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.
- K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content
- K.4.3 Write using pictures, letters, and words
- K.5.1 Draw pictures and write words for a specific reason.

1st Grade

1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words

1.3.3 Confirm predictions about what will happen next in a story.

2nd Grade

2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words

2.3.5 Confirm predictions about what will happen next in a story.

3rd Grade

3.2.4 Recall major points in the text and make and revise predictions about what is read.

3.5.7 Write responses to literature that:

- demonstrate an understanding of what is read.
- support statements with evidence from the text.

Bibliography

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Yahoo Kids Dictionary

<http://familyinternet.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=familyinternet&cdn=parenting&tm=8&f=00&su=p284.9.336.ip &tt=3&bt=0&bts=0&zu=http%3A//kids.yahoo.com/reference/dictionary/english>

Indiana Standards and Resources

<http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

Writing a Friendly Letter

<http://www.joelson.addr.com/friendlyletterSWF.htm>

Web Letter

<http://www.joelson.addr.com/webletter.htm>

Blank apology letter graphic organizer.

<http://www.worksheetlibrary.com/subjects/languagearts/writing/friendlyletters/afriendlyletterapology12.pdf>

What's in the bag"

http://www.readwritethink.org/lessons/lesson_view.asp?id=124

