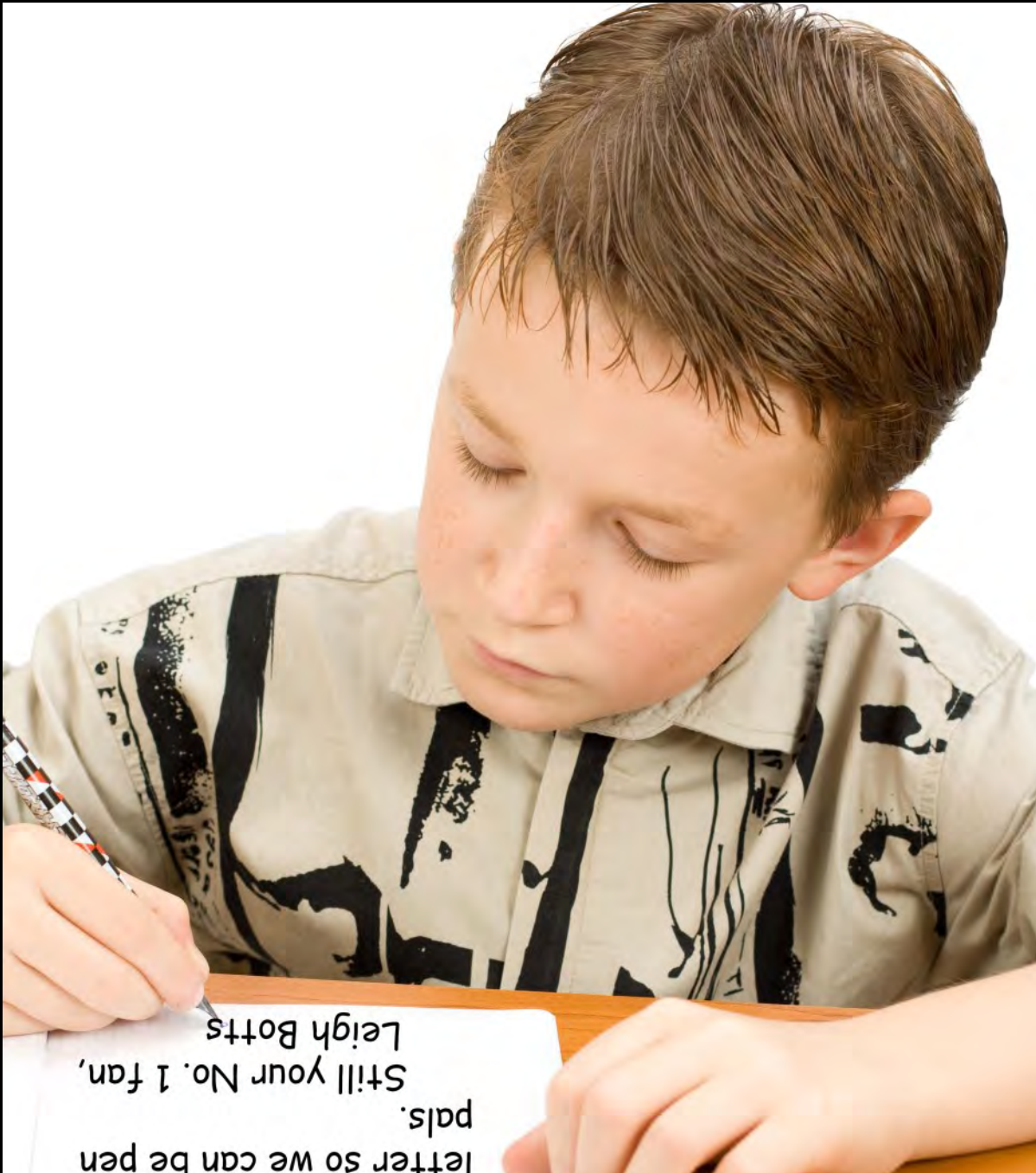


Dear Mr. Henshaw

LitPlan Teacher Pack

A Complete Teacher's Manual



Teacher's Pet Publications



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK

Extended Second Edition, Elementary

for
Dear Mr. Henshaw

based on the
book by Beverly
Cleary

Written by Mary
B. Collins
Dorothy Shelton

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REMINDER

Do not post this LitPlan on the Internet.

It makes answer keys available to students, which undermines every teacher's work.

OVERVIEW: OBJECTIVES AND COMMON CORE CORRELATIONS

Dear Mr. Henshaw

DAILY LESSONS

Lesson One

1. Students will learn about Beverly Cleary, author of *Dear Mr. Henshaw*.
2. Students will practice listening skills while viewing a video about Beverly Cleary.
CCSS Grade 4:
CCSS Grade 5: RI.5.7,
CCSS Grade 6: RI.6.7
3. Students will work in small groups to discuss the video.
CCSS Grade 4: SL.4.1, SL.4.2, SL.4.3
CCSS Grade 5: SL.5.1, SL.5.2, SL.5.3
CCSS Grade 6: SL.6.1, SL.6.2
4. Students will be assigned a Beverly Cleary book for outside reading during this unit.
CCSS Grade 4: RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.6.10

Lesson Two

1. Students will review and understand the meaning of “fiction.”
2. Students will review the meaning of “genre” as it applies to fiction.
3. Students will discuss genres of literature and give examples of each.
CCSS Grade 4:
CCSS Grade 5: RL.5.9
CCSS Grade 6: RL.6.9
4. Students will learn what a “diary” is and how that is relevant to *Dear Mr. Henshaw*.
5. Students will receive books and materials for the unit.

CCSS Note: This lesson is more of an introduction to or review of the literary terms of *fiction*, *nonfiction*, *genre*, and *diary* than a comparison of stories from the same genre; however, reviewing these terms and the various genres of literature will give students background knowledge for when they do make the comparisons.

Lesson Three

1. Students will preview vocabulary words for Reading Assignment 1 (*amuse*, *diorama*, *autographed*) so they have a better understanding of the words when they encounter them in the text.
CCSS Grade 4: L.4.4, L.4.5, L.4.6
CCSS Grade 5: L.5.4, L.5.5, L.5.6
CCSS Grade 6: L.6.4, L.6.5, L.6.6

2. Students will preview the study questions for Reading Assignment 1 to get an idea of what things will be important in the upcoming reading assignment.
3. Students will read assigned entries from *Dear Mr. Henshaw* and predict what they think happened previously and what might happen next.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10

Lesson Four

1. Students will review the introductory lesson materials.
2. Students will read orally and have their reading evaluated.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.6.10
3. Students will complete Reading Assignment 1.

Lesson Five

1. Students will review the main events and ideas from Reading Assignment 1.
2. Students will practice critical thinking skills while discussing point of view, motive, and personal relationships based on selected passages or events from Reading Assignment 1.
CCSS Grade 4: RL.4.1, RL.4.2, RL.4.3, RL.4.6, L.4.5b, SL.4.1
CCSS Grade 5: RL.5.1, RL.5.6, RI.5.2, SL.5.1
CCSS Grade 6: RL.6.1, RL.6.3, RL.6.4, RL.6.6, SL.6.1

Lesson Six

1. Students will preview the vocabulary for Reading Assignment 2: *according, nagging, hauling, and barreling*.
CCSS Grade 4: L.4.4, L.4.5, L.4.6
CCSS Grade 5: L.5.4, L.5.5, L.5.6
CCSS Grade 6: L.6.4, L.6.5, L.6.6
2. Students will preview the study questions for Reading Assignment 2 of and predict what they think will happen based on the questions that are asked.
3. Students will read Reading Assignment 2 of *Dear Mr. Henshaw*.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10

4. Students will have their oral reading evaluated.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.6.10
5. Students will investigate California's Central Valley, California's Central Coast, Taft, Bakersfield, Pacific Grove, and Interstate 5 to read informational texts and practice map reading skills.
CCSS Grade 4: RI.4.1, RI.4.2, RI.4.10
CCSS Grade 5: RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.10
CCSS Grade 6: RI.6.1, RI.6.2, RI.6.4, RI.6.7, RI.6.10

Lesson Seven

1. Students will review the main ideas and events of Reading Assignment 2.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will study the character of Leigh through his answers to Mr. Henshaw's questions.
CCSS Grade 4: RL.4.3, RL.4.1, RL.4.4, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.4, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
3. Students will compose a poem using adjectives describing Leigh.
CCSS Grade 4: RL.4.3, RL.4.5, W.4.10, L.4.3
CCSS Grade 5: W.5.10, L.5.3b
CCSS Grade 6: W.6.10,
4. Students will write answers to Mr. Henshaw's questions as they pertain to themselves.
CCSS Grade 4: W.4.2, W.4.4, W.4.5, W.4.10
CCSS Grade 5: W.5.2, W.5.4, W.5.5, W.5.10
CCSS Grade 6: W.6.2, W.6.4, W.6.5, W.6.10
5. Students will share the information about themselves with each other.

Lesson Eight

1. Students will review vocabulary words and characters previously introduced.
2. Students will preview the vocabulary words (*rude, refinery, nuisance*) and study questions for Reading Assignment 3 (December 4-December 21).
CCSS Grade 4: L.4.4, L.4.5, L.4.6
CCSS Grade 5: L.5.4, L.5.5, L.5.6
CCSS Grade 6: L.6.4, L.6.5, L.6.6
3. Students will read Reading Assignment 3.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10

Lesson Nine

1. Students will review the main ideas and events from Reading Assignment 3.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will learn about the idiom “where he hangs his hat.”
CCSS Grade 4: RL.4.1, L.4.5b
CCSS Grade 5: RL.5.1
CCSS Grade 6: RL.6.1
3. Students will learn more about refineries, canapes, quiche, and partitions.
CCSS Grade 4: RI.4.1, RI.4.2, RI.4.10
CCSS Grade 5: RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.10
CCSS Grade 6: RI.6.1, RI.6.2, RI.6.4, RI.6.7, RI.6.10
4. Students will locate Wyoming and Alaska on a map and compare & contrast the flags of these states.
5. Students will explore one example of making inferences from the written text.
CCSS Grade 4: RL.4.1, L.4.5b
CCSS Grade 5: RL.5.1
CCSS Grade 6: RL.6.1
6. Students will examine the creative closings Leigh uses and connect the closings with the ideas, events, or sentiments expressed in the corresponding letters.
7. Students will preview the vocabulary words (*quilted, fictitious*) and study questions for Reading Assignment 4 and complete the reading prior to the next class meeting.
CCSS Grade 4: L.4.4, L.4.5, L.4.6
CCSS Grade 5: L.5.4, L.5.5, L.5.6
CCSS Grade 6: L.6.4, L.6.5, L.6.6

Lesson Ten

1. Students will make up a “shoe song” (poem) like the ones in the December 24th entry.
CCSS Grade 4: RL.4.3, RL.4.5, W.4.10
CCSS Grade 5: W.5.10, L.5.3b
CCSS Grade 6: W.6.10
2. Students will explore the idea of the “lost shoe” as being symbolic of divorce.
CCSS Grade 4: RL.4.1, L.4.5b
CCSS Grade 5: RL.5.1
CCSS Grade 6: RL.6.1
3. Students will learn about similes, using the comparison of a divorced person to a lost shoe.
CCSS Grade 4: RL.4.1, L.4.5a
CCSS Grade 5: RL.5.1
CCSS Grade 6: RL.6.1
4. Students will think of other similes that describe divorce and create a bulletin board with their ideas.

Lesson Eleven

1. Students will review the main ideas and events from Reading Assignment 4.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will discuss Christmas traditions and share what they know about this holiday.
CCSS Grade 4: SL.4.1
CCSS Grade 5: SL.5.1
CCSS Grade 6: SL.6.1
3. Students will write to inform and describe in an essay entitled, "My Perfect Christmas."
CCSS Grade 4: W.4.2, W.4.4, W.4.5, W.4.10
CCSS Grade 5: W.5.2, W.5.4, W.5.5, W.5.10
CCSS Grade 6: W.6.2, W.6.4, W.6.5, W.6.10

Lesson Twelve

1. Students will preview the study questions for Reading Assignment 5.
2. Students will read Reading Assignment 5.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10
3. Students will discuss the study questions for Reading Assignment 5.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
4. Students will learn about pseudonyms, Hermiston Oregon, the Columbia River, and juke boxes.
CCSS Grade 4: RI.4.1, RI.4.2, RI.4.10
CCSS Grade 5: RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.10
CCSS Grade 6: RI.6.1, RI.6.2, RI.6.4, RI.6.7, RI.6.10
5. Students will learn about figurative language--specifically, hyperboles.
CCSS Grade 4: RL.4.4, L.4.5
CCSS Grade 5: RL.5.4
CCSS Grade 6: RL.6.4
6. Students will study Mr. Findley's character in more detail.
CCSS Grade 4: RL.4.3, RL.4.1, RL.4.4, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.4, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
7. Students will explore the idea of listening to and writing dialogue.
CCSS Grade 4: W.4.3b, W.4.4, W.4.5, W.4.10
CCSS Grade 5: W.5.3b, W.5.4, W.5.5, W.5.10
CCSS Grade 6: W.6.3b, W.6.4, W.6.5, W.6.10

Lesson Thirteen

1. Students will learn about the vocabulary words for Reading Assignment 6: *decided*, *hibernated*, *mimeograph*, and *nuisance*.
CCSS Grade 4: L.4.4, L.4.5, L.4.6
CCSS Grade 5: L.5.4, L.5.5, L.5.6
CCSS Grade 6: L.6.4, L.6.5, L.6.6
2. Students will preview the study questions for Reading Assignment 6.
3. Students will read Reading Assignment 6.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10
4. Students will locate Yellowstone Park, Kansas, and Wyoming on a map and learn a little bit about Yellowstone.
CCSS Grade 4: RI.4.1, RI.4.2, RI.4.10
CCSS Grade 5: RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.10
CCSS Grade 6: RI.6.1, RI.6.2, RI.6.4, RI.6.7, RI.6.10

Lesson Fourteen

1. Students will discuss and answer the study questions for Reading Assignment 6.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will study a specific instance of inference in this assignment.
CCSS Grade 4: RL.4.1, RL.4.4, RL.4.10
CCSS Grade 5: RL.5.4, RL.5.10
CCSS Grade 6: RL.6.4, RL.6.10
3. Students will discuss how Mr. Henshaw's bear story relates to Leigh's life.
CCSS Grade 4: SL.4.1, SL.4.2, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.10, SL.6.1, SL.6.2
4. Students will discuss the importance of doing what you say you will do.
CCSS Grade 4: SL.4.1, SL.4.2
CCSS Grade 5: SL.5.1, SL.5.2
CCSS Grade 6: SL.6.1, SL.6.2
5. Students will learn about the Newbery Award and other book awards.

Lesson Fifteen

1. Students will review information covered in reading assignments 3-6.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will preview the vocabulary words for Reading Assignment 7: *scowling*, *comfortable*, *ulcers*, *desert*, *wrath*, *mildew*, *receiver*, and *reception*.
CCSS Grade 4: L.4.4, L.4.5, L.4.6
CCSS Grade 5: L.5.4, L.5.5, L.5.6
CCSS Grade 6: L.6.4, L.6.5, L.6.6
3. Students will preview the study questions for Reading Assignment 7.
4. Students will read Reading Assignment 7.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10

Lesson Sixteen

1. Students will discuss the Study Questions for Reading Assignment 7.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will work in small groups to determine the main events and ideas for Reading Assignment 7.
CCSS Grade 4: SL.4.1, SL.4.2, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.10, SL.6.1, SL.6.2
3. Students will write a narrative summarizing the important events and ideas for Reading Assignment 7.
CCSS Grade 4: W.4.4, W.4.5, W.4.10
CCSS Grade 5: W.5.4, W.5.5, W.5.10
CCSS Grade 6: W.6.4, W.6.5, W.6.10

Lesson Seventeen

1. Students will read Reading Assignment 8.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10
2. Students will discuss the importance of Reading Assignment 8 in the context of the novel.
CCSS Grade 4: SL.4.1, SL.4.2, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.10, SL.6.1, SL.6.2

3. Students will discuss the development and growth of Leigh through this point in the book.
CCSS Grade 4: RL.4.3, RL.4.10, SL.4.1, SL.4.2
CCSS Grade 5: RL.5.1, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, SL.6.1, SL.6.2

Lesson Eighteen

1. Students will preview the vocabulary words for Reading Assignment 9: *antique, molest, quivering, and weird*.
CCSS Grade 4: L.4.4, L.4.5, L.4.6
CCSS Grade 5: L.5.4, L.5.5, L.5.6
CCSS Grade 6: L.6.4, L.6.5, L.6.6
2. Students will preview the study questions for Reading Assignment 9.
3. Students will read Reading Assignment 9.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10
4. Students will view a short video about Monarch butterflies and write a descriptive paragraph.
CCSS Grade 4: W.4.4, W.4.5, W.4.10
CCSS Grade 5: W.5.4, W.5.5, W.5.10
CCSS Grade 6: W.6.4, W.6.5, W.6.10

Lesson Nineteen

1. Students will review the main events and ideas from Reading Assignment 9.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will review literary genres.
3. Students will preview the vocabulary words for Reading Assignment 10: *villains, grateful, insulated, fastening, demonstration, muffle, and prowls*.
CCSS Grade 4: L.4.4, L.4.5, L.4.6
CCSS Grade 5: L.5.4, L.5.5, L.5.6
CCSS Grade 6: L.6.4, L.6.5, L.6.6
4. Students will preview the Study Questions for and read Reading Assignment 10.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10

Lesson Twenty

1. Students will review the main events and ideas from Reading Assignment 10.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will discuss the symbolism of Leigh's wax man.
CCSS Grade 4: SL.4.1, SL.4.2, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.10, SL.6.1, SL.6.2
3. Students will learn about allusion and explore the allusion in the March 15th entry.
CCSS Grade 4: RL.4.4, L.4.5
CCSS Grade 5: RL.5.4
CCSS Grade 6: RL.6.4
4. Students will discuss Leigh's difficulty with endings in this section of the book.
CCSS Grade 4: SL.4.1, SL.4.2, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.10, SL.6.1, SL.6.2
5. Students will compare the adult male characters in *Dear Mr. Henshaw*.
CCSS Grade 4: RL.4.3, SL.4.1, SL.4.2
CCSS Grade 5: RL.5.3, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, SL.6.1, SL.6.2
6. Students will explore one way of creating descriptive sentences.
CCSS Grade 4: RL.4.1, RL.4.2
CCSS Grade 5: RL.5.1, RL.5.4
CCSS Grade 6: RL.6.1, RL.6.4
7. Students will practice quick-writing on a number of different topics.
CCSS Grade 4: W.4.10
CCSS Grade 5: W.5.10
CCSS Grade 6: W.6.10
8. Students will review the vocabulary words introduced so far in this unit.

Lesson Twenty-One

1. Students will read Reading Assignment 11 in class.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10
2. Students will collaborate to determine and discuss the most important events in this section of the book.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10

3. Students will determine the main ideas in each dated entry of Reading Assignment and create one study question for each main idea.
CCSS Grade 4: SL.4.1, SL.4.2, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.10, SL.6.1, SL.6.2
4. Students will lead a class discussion and take notes for studying purposes.
CCSS Grade 4: SL.4.1, SL.4.2, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.10, SL.6.1, SL.6.2
5. Prior to the next class meeting, students will read Reading Assignment 12.
CCSS Grade 4: RF.4.3, RF.4.4, RL.4.10
CCSS Grade 5: RL.5.10
CCSS Grade 6: RL.5.10

Lesson Twenty-Two

1. Students will review the main ideas and events from Reading Assignment 12.
CCSS Grade 4: RL.4.1, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10
CCSS Grade 6: RL.6.1, RL.6.4, RL.6.10
2. Students will discuss several passages from Reading Assignment 12 to gain a better understanding of the characters and themes.
CCSS Grade 4: SL.4.1, SL.4.2, RL.4.10
CCSS Grade 5: RL.5.1, RL.5.10, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.10, SL.6.1, SL.6.2

ADDITIONAL LESSONS

Character

- CCSS Grade 4: RL.4.1, RL.4.3, RL.4.4, SL.4.1, SL.4.2
CCSS Grade 5: RL.5.1, RL.5.3, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.3, SL.6.1, SL.6.2

Theme

- CCSS Grade 4: RL.4.2, RL.4.4, SL.4.1, SL.4.2
CCSS Grade 5: RL.5.1, RL.5.2, RL.5.4, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.2, RL.6.4, SL.6.1, SL.6.2

Conflict

- CCSS Grade 4: RL.4.1, RL.4.4, SL.4.1, SL.4.2
CCSS Grade 5: RL.5.1, RL.5.4, SL.5.1, SL.5.2
CCSS Grade 6: RL.6.1, RL.6.4, SL.6.1, SL.6.2

Plot

CCSS Grade 4: RL.4.1, RL.4.4, SL.4.1, SL.4.2

CCSS Grade 5: RL.5.1, RL.5.4, RL.5.5, SL.5.1, SL.5.2

CCSS Grade 6: RL.6.1, RL.6.3, RL.6.4, RL.6.5, SL.6.1, SL.6.2

Symbolism

CCSS Grade 4: RL.4.1, RL.4.4, SL.4.1, SL.4.2

CCSS Grade 5: RL.5.1, RL.5.4, SL.5.1, SL.5.2

CCSS Grade 6: RL.6.1, RL.6.4, SL.6.1, SL.6.2

ADDITIONAL RESOURCES

Vocabulary Worksheets

CCSS Grade 4: RL.4.4, L.4.4a, L.4.4b

CCSS Grade 5: RL.5.4, L.5.4a, L.5.4b

CCSS Grade 6: RL.6.4

A FEW NOTES ABOUT THE AUTHOR
Beverly Cleary

BEVERLY CLEARY is one of America's most popular authors. Born in McMinnville, Oregon, she lived on a farm in Yamhill until she was six and then moved to Portland. After college, she became the children's librarian in Yakima, Washington. In 1940, she married Clarence T. Cleary, and they are the parents of twins, now grown.

Mrs. Cleary's books have earned her many prestigious awards, including the American Library Association's Laura Ingalls Wilder Award, presented in recognition of her lasting contribution to children's literature. Her *Dear Mr. Henshaw* was awarded the 1984 John Newbery Medal, and her *Ramona and Her Father* and *Ramona Quimby, Age 8* have been named Newbery Honor Books. In addition, her books have won more than thirty statewide awards based on the votes of her young readers.

Her characters such as Henry Huggins, Ellen Tebbits, Otis Spofford, Beezus and Ramona Quimby, as well as Ribsy, Socks, and Ralph S. Mouse, have delighted children for more than a generation.

Major Works

Henry Huggins, 1950	Ramona the Pest, 1968
Ellen Tebbits, 1951	Runaway Ralph, 1970
Henry and Beezus, 1952	Socks, 1973
Otis Spofford 1953	Ramona the Brave, 1975
Henry and Ribsy, 1954	Ramona and Her Father, 1977
Beezus and Ramona, 1955	Ramona and Her Mother, 1979
Fifteen, 1956	Ramona Quimby, Age 8, 1981
Henry and the Paper Route. 1957	Ralph S. Mouse, 1982
The Luckiest Girl, 1958	Dear Mr. Henshaw, 1983
Jean and Johnny, 1959	Ramona Forever, 1984
The Hullabaloo ABC, 1960	The Ramona Quimby Diary, 1984
The Real Hole, 1960	Lucky Chuck, 1984
Beaver and Wally, 1960	Janet's Thingamajigs, 1987
Here's Beaver!, 1961	A Girl from Yamhill, 1988
Two Dog Biscuits, 1961	Muggie Maggie, 1990
Emily's Runaway Imagination, 1961	Strider, 1991
Henry and the Clubhouse, 1962	Petey's Bedtime Story, 1993
Sister of the Bride, 1963	My Own Two Feet, 1995
Ribsy, 1964	Ramona's World, 1999
The Mouse and the Motorcycle, 1965	
The Growing-Up Feet, 1967	
Mitch and Amy, 1967	

Awards

1978 Newbery Honor Book, *Ramona and Her Father*

1982 Newbery Honor Book, *Ramona Quimby, Age 8*

1984 Newbery Medal, *Dear Mr. Henshaw*

National Book Award, *Ramona and Her Mother*

Catholic Library Association's 1980 Regina Medal Award

University of Southern Mississippi's 1982 Silver Medallion

Children's Book Council 1985 Everychild Award

American Library Association's 1975 Laura Ingalls Wilder Award

Named a 2000 Library of Congress "Living Legend"

READING ASSIGNMENT SHEET

Dear Mr. Henshaw

Page numbers reference the text ISBN 9780380709588

Assignment	Pages: Dates	Read By
Reading Assignment 1	1-13: May 12 - November 16	
Reading Assignment 2	14-30: November 20 - December 1	
Reading Assignment 3	31-37: December 4 - December 21	
Reading Assignment 4	38-44: December 22 - December 25	
Reading Assignment 5	45-53: January 3 - January 10	
Reading Assignment 6	54-59: January 12 - January 19	
Reading Assignment 7	61-72: January 20 - February 4	
Reading Assignment 8	73-78: February 5	
Reading Assignment 9	79-87: February 6 - February 9	
Reading Assignment 10	89-104: February 15 - March 15	
Reading Assignment 11	104-111: March 16 - March 24	
Reading Assignment 12	111-134: March 25 - March 31 (end of book)	

UNIT OUTLINE *Dear Mr. Henshaw*

1 Unit Introduction About the Author	2 Fiction, Genre, & Diary Receive Materials	3 PVR 5/12-11/16 Predicting	4 Oral Reading Evaluations	5 Review 5/12-11/16 Point of View, Motives, Relationships
6 PVR 11/20-12/1 Map Points of Interest	7 Review 11/20-12/1 Leigh Character Poem Henshaw's Questions	8 Vocab Review PVR 12/4-12/21	9 Review 12/4-12/21 Idiom Vocab Map Inferences Closings PVR 12/22-12/25	10 Shoe Song Lost Shoe Similes
11 Review 12/22- 12/25 Christmas Traditions Writing Assignment	12 PVR 1/3-1/10 Review 1/3-1/10 Allusions Figurative Language Findley's Character Dialogue	13 PVR 1/12-1/19 Map & Yellowstone	14 Review 1/12-1/19 Inference Passage Study The Bear Story Doing What You Say Newbery Award	15 Review 12/4-1/19 PVR 1/20-2-4
16 PVR Feb 5 Importance of Feb 5 Leigh's Growth	17 PVR 2/6-2/9 Monarch Butterflies Descriptive Writing	18 Review 2/6-2/9 Review Genre PVR 2/15-3/15	19 Review 2/15-3/15 Leigh's Wax Man Allusions Male Characters Descriptive Writing Quick Write Vocab Review	20 Read 3/16-3/24 Collaborative Discussion Main Ideas PVR 3/25-End
21 Review 3/25-End Passage Discussions	22 Optional Lessons Provided: Character Theme Conflict Plot			

Key: P = Preview Study Questions V = Vocabulary Work R = Read

DAILY LESSONS

LESSON ONE

Dear Mr. Henshaw

Objectives

1. Students will learn about Beverly Cleary, author of *Dear Mr. Henshaw*.
2. Students will practice listening skills while viewing a video about Beverly Cleary.
3. Students will work in small groups to discuss the video.
4. Students will be assigned a Beverly Cleary book for outside reading during this unit.

Activity 1

Show students a video interview with Beverly Cleary. This one is about 15 minutes long:
<https://www.youtube.com/watch?v=6b0fy9SmqDY>

With this lesson, there is a listening guide students can fill out while watching the video. Students should get together after the video to compare answers and talk about the video. Come together as a class to discuss the video and the correct answers.

Activity 2

Share with students a list of books written by Beverly Cleary. (One is provided at the beginning of this manual.) Have as many as possible available in your classroom for students to look at and read. Have each book name on a colorful piece of paper (folded up) in a hat or box. Let each student pick out one piece of paper, one book title, to read as outside reading during this unit.

Ask if anyone has already read the book they have pulled from the hat. If so, let students exchange with another student.

Let each student say the name of his/her book out loud. Discuss the impressive number of books Beverly Cleary has written.

At the end of the unit, on the day after the unit test, come back together as a class to discuss the books...what they are about, how they may be similar or different from each other...and what we can learn about Beverly Cleary from the characteristics of her books. You may have students create their own book covers for their outside reading Beverly Cleary books, and post them on a bulletin board or wall in your classroom—or make them into mobiles to hang in your room.

LISTENING GUIDE: BEVERLY CLEARY INTERVIEW

1. What is the biggest joy Beverly Cleary received from writing her books?
2. Of all her characters, who would Beverly Cleary like to have dinner with? Why?
3. How did Beverly Cleary come up with the character of Ramona?
4. Why do readers like Ramona?
5. Where does Beverly Cleary get ideas for her books?
6. Does Beverly Cleary write at a certain time every day?
7. What does D.E.A.R. stand for?
8. In what grade did Beverly Cleary discover she enjoyed reading?

LISTENING GUIDE: BEVERLY CLEARY INTERVIEW
ANSWER KEY

1. What is the biggest joy Beverly Cleary receives from writing her books?
She enjoys the letters she gets from parents and children telling about someone who didn't like to read until reading one of her books.
2. Of all her characters, who would Beverly Cleary like to have dinner with? Why?
She would like to have dinner with Ellen Tebbits because Ellen is the most mannerly of her characters.
3. How did Beverly Cleary come up with the character of Ramona?
Someone outside in the neighborhood called the name Ramona while she was trying to decide what to name the character. Ramona was roughly based on a little girl in her neighborhood.
4. Why do readers like Ramona?
Ramona does not learn to be a better little girl. She remains unreformed.
5. Where does Beverly Cleary get ideas for her books?
She gets ideas from her own childhood, the childhood stories of others, the newspaper, and sometimes just out of thin air. In the case of *Dear Mr. Henshaw*, two boys asked her to write a story about a boy with divorced parents.
6. Does Beverly Cleary write at a certain time every day?
For a long time, she would write just after breakfast, while baking bread, until lunchtime.
7. What does D.E.A.R. stand for?
It stands for Drop Everything And Read.
8. In what grade did Beverly Cleary discover she enjoyed reading?
She discovered it in the third grade.

LESSON TWO

Dear Mr. Henshaw

Objectives

1. Students will review and understand the meaning of “fiction.”
2. Students will review the meaning of “genre” as it applies to fiction.
3. Students will discuss genres of literature and give examples of each.
4. Students will learn what a “diary” is and how that is relevant to *Dear Mr. Henshaw*.
5. Students will receive books and materials for the unit.

Activity #1

Discuss with students the meaning of the word “genre” as it applies to literature, then discuss the terms “fiction” and “non-fiction.” You can search the Internet for a slideshare presentation about these terms to add a multimedia dimension to your presentation. Here is an example: <http://www.slideshare.net/rdeable/genre-presentation-6833777> There are many others. Find one that suits your style.

Activity #2

After viewing the presentation, have students meet in small groups to answer these two questions:

- What are the main differences between fiction and non-fiction?
- What are some different types (genres) of fiction? List five and give examples of each.

Come back together as a class to discuss the answers.

Activity #3

Ask students, “What is a diary?” and find out if anyone in the class keeps a diary. Ask what elements go into a diary entry. After getting student responses, transition them into the explanation that diary entries often look a lot like a friendly letter, including a date, “Dear Diary,” and the person’s thoughts about recent happenings in his or her life.

Transition: Explain that *Dear Mr. Henshaw*, written by Beverly Cleary, is a fictional book in the format of a collection of letters the main character (Leigh Botts) writes to Mr. Henshaw, his favorite author. Part way through the book, Leigh discovers that writing the letters is a good way to practice writing...and that he doesn’t have to mail all the letters. When he discovers this, he still writes in a letter format, but because he doesn’t mail all the letters, it turns into Leigh’s diary.

Activity #4

Distribute the books and materials students will use during this unit.

LESSON THREE

Dear Mr. Henshaw

Objectives

1. Students will preview vocabulary words for Reading Assignment 1 so they have a better understanding of the words when they encounter them in the text.
2. Students will preview the study questions for Reading Assignment 1 to get an idea of what things will be important in the upcoming reading assignment.
3. Students will read assigned entries from *Dear Mr. Henshaw* and predict what they think happened previously and what might happen next.

Activity #1

Discuss the vocabulary words for the first reading assignment with your students. The vocabulary pages following this lesson are designed to be used with your whiteboard, but they could be printed and given to students if you so choose.

Activity #2

Preview the study questions for the first reading assignment with your students. The student pages (without answers) follow the vocabulary pages at the end of this daily lesson plan. The answer key follows Lesson Five, when the answers will be discussed in class.

Activity #3

Tell students they will each have the opportunity to read orally in class. Each student will be assigned a dated letter or diary entry to read. At the end of this lesson there is a schedule you can fill out to make the appropriate assignments. Tell students they should practice reading their passages. Make the assignments. Give students a few minutes to look up their passages and preview them.

Activity #4

Have students do a Quick Write giving their reaction to the passages they have been assigned. Ask them what they think happened in previous entries and what they think might happen after theirs.

Dear Mr. Henshaw
Vocabulary For Reading Assignment 1

AMUSE

The boy's father said city dogs were bored so Joe could not keep the dog unless he could think up seven ways to **amuse** it.
(Page 2)

Circle the word you think means something like **amuse**:

wash exercise entertain feed keep it quiet

Make up a sentence with the word **amuse**.

If something is **amusing**, it is (choose one)

funny sad ugly pretty work

If someone is **amused**, they will probably (choose one)

cry frown smile sleep

Dear Mr. Henshaw
Vocabulary For Reading Assignment 1

DIORAMA

I made a **diorama** of *Ways to Amuse a Dog*, the book I wrote to you about two times before. (Page 3)

Circle which one you think means something like **diorama**:

movie 3-D picture cake bulletin board

Make up a sentence with the word **diorama**.

Where would you most likely see a **diorama**?

in a museum

at the beach

in a restaurant

Dear Mr. Henshaw
Vocabulary For Reading Assignment 1

AUTOGRAPHED

Please send me a list of your books that you wrote, an **autographed** picture and a bookmark. (Page 8)

Circle the word you think means something like **autographed**.

framed old color signed recent

Make up a sentence with the word **autographed**.

If you had a baseball **autographed** by Babe Ruth, would it be more or less valuable than a baseball not **autographed** by him?

more valuable less valuable

Place your **autograph** here:

STUDY QUESTIONS

Dear Mr. Henshaw Reading Assignment 1

May 12 - November 16

1. Who is Mr. Henshaw?
2. Why does Leigh start writing letters to Mr. Henshaw?
3. Who is Bandit?
4. Why does Leigh read *Moose on Toast*?
5. What did Mr. Henshaw do that made Leigh angry?
6. Why does Leigh's mom feel that Leigh should answer the list of questions Mr. Henshaw sent?
7. Why does Leigh read *Ways to Amuse a Dog* so many times?

ORAL READING ASSIGNMENTS

Dear Mr. Henshaw

Page	Entry Date	Assigned To
2	December 3	
3	November 13	
4	December 2	
5	October 2	
6	November 7	
7	September 20	
9	November 15	
12	November 16	
14	November 20	
16	November 22	
18	November 23	
20	November 24	
23	November 26	
25	November 27	
27	December 1	
29	December 1, starting with 10. <i>What do you wish?</i>	
31	December 4	
34	December 12	
36	December 13	
37	December 21	
39	December 22	
40	December 23	
41	December 24	
43	December 25	
45	January 3	

LESSON FOUR

Dear Mr. Henshaw

Objectives

1. Students will review the introductory lesson materials.
2. Students will read orally and have their reading evaluated.
3. Students will complete Reading Assignment 1.

Activity #1

Do a quick review of the information covered in the introductory lessons.

- Ask students what they remember about Beverly Cleary.
- Ask students the difference between fiction and non-fiction.
- Ask students to give you examples of some different kinds of literary genres.
- Review *amuse*, *diorama*, and *autographed*.

Activity #2

Begin reading *Dear Mr. Henshaw* orally. You read the first entry then have students read their assigned passages in chronological order. Complete an oral reading evaluation for each student as each passage is read.

A form for the evaluation follows in this lesson.

Oral reading of the book should continue until everyone has had a chance to read. After that, you should decide whether you want oral reading to continue (to give students the opportunity to practice and improve) or change to silent reading, paired reading, or group reading (or some combination of these options).

Try to complete reading through page 12 (November 16) today.

ORAL READING EVALUATION

Dear Mr. Henshaw

Name _____ Date _____

	Excellent	Good	Average	Fair	Poor
Fluency					
Clarity					
Audibility					
Pronunciation					
Expression					

Grade _____

Comments:

LESSON FIVE
Dear Mr. Henshaw

Objectives

1. Students will review the main events and ideas from Reading Assignment 1
2. Students will practice critical thinking skills while discussing point of view, motive, and personal relationships based on selected passages or events from Reading Assignment 1.

Activity #1

Give students a few minutes to look at and discuss the study questions for Reading Assignment 1. This can be done individually, in pairs, or in small groups—at your discretion. After students have had time to consider the questions and formulate answers, come together as a class to discuss the answers. The answer key to the study questions follows this daily lesson.

Activity #2

The study questions are questions students can find the answers to in the text. Follow up the discussion of the study questions with some or all of the Additional Points for Discussion & Activities, which require more critical thinking skills.

STUDY QUESTIONS ANSWER KEY
Dear Mr. Henshaw Reading Assignment 1

May 12 - November 16

1. Who is Mr. Henshaw?

Mr. Henshaw is the author of Leigh's favorite book and the person to whom Leigh writes letters.

2. Why does Leigh start writing letters to Mr. Henshaw?

Most of the beginning letters are related to school assignments; he writes to fulfill the requirements of a school assignment.

3. Who is Bandit?

Bandit is Leigh's dog.

4. Why does Leigh read *Moose on Toast*?

Leigh reads *Moose on Toast* because Mr. Henshaw apparently suggested Leigh should read a different book by him.

5. What did Mr. Henshaw do that made Leigh angry?

Mr. Henshaw sent back funny answers to Leigh's questions and sent a list of questions for Leigh to answer.

6. Why does Leigh's mom feel that Leigh should answer the list of questions Mr. Henshaw sent?

She says since Mr. Henshaw took the time to answer Leigh's questions, Leigh should take the time to answer Mr. Henshaw's.

7. Why does Leigh read *Ways to Amuse a Dog* so many times?

His teacher reads it aloud to the class, and Leigh thinks it is funny. It is about a dog, which reminds him of his dog, Bandit. So, it becomes his favorite book which he uses for school assignments when given the option.

ADDITIONAL POINTS FOR DISCUSSION & ACTIVITIES

Dear Mr. Henshaw Reading Assignment 1

Point Of View:

Leigh writes, "I am the boy who wrote to you last year when I was in second grade."

- **Considering this sentence, what can you say about point of view?**
- Why did Leigh start his letter off this way? [He was probably told to start letters with an introduction, so he is introducing himself.]
- How many letters do you think Mr. Henshaw gets from his readers in a year?
- Is it likely Mr. Henshaw would remember Leigh's letter from last year?
- From Leigh's point of view, he is doing a good job of introducing himself and reminding Mr. Henshaw of a previous contact. However, from Mr. Henshaw's point of view, Leigh's letter was just one in a sea of letters he received last year.
- What this creates for us, the readers of Beverly Cleary's book, is humor. We are amused at a boy's naive comment because we know this isn't enough information for Mr. Henshaw to remember Leigh.

Motives:

On November 7 of Leigh's fifth grade year, he writes and tells Mr. Henshaw that he has taken Mr. Henshaw's suggestion and has read a different book, *Moose on Toast*.

Why did Mr. Henshaw suggest for Leigh to read a different one of his books?

Students may give many answers. Some possibilities are:

- Leigh has been writing to Mr. Henshaw about the same book in second grade, third grade, fourth grade, and now fifth grade. It appears as though this is the only book Leigh reads. Mr. Henshaw wants Leigh to grow as a reader and expand his reading list.
- Mr. Henshaw knows if Leigh enjoyed *Ways to Amuse a Dog*, he will probably also enjoy *Moose on Toast*.
- Mr. Henshaw wants to sell more books.
- Mr. Henshaw is tired of hearing about the same book all the time.

People have different motives for saying and doing the things they do. We should be aware of this and think about the possible reasons why they say and do what they do.

Personal Relationships, Reasoning:

Leigh sent Mr. Henshaw a list of questions to answer, yet he thinks that it is unfair of Mr. Henshaw to send *him* a list of questions.

- Was it fair of Leigh to send Mr. Henshaw a list of questions?
- Was it fair of Mr. Henshaw to send Leigh a list of questions?
- What does all of this suggest about personal relationships? What makes something "fair" or "not fair" when we interact with other people?

- Are there times when doing something that is “not fair” is necessary? Under what circumstances could you ask a friend to do something extraordinary for you? Under what circumstances would a friend not mind doing something extraordinary for you?
- What would you suggest as some guidelines for building relationships with people?

Literal Versus Figurative:

Leigh writes, “If my dad were here, he’d tell you to go climb a tree.”

What does “go climb a tree” mean?

Leigh means his dad would not expect him to answer Mr. Henshaw’s questions.