

Ramona Quimby

Age 8

Grades 4-6

Written by Kimberlee Smith
Illustrated by S&S Learning Materials

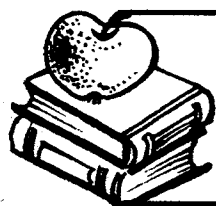
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RAMONA QUIMBY, AGE 8

By Beverly Cleary

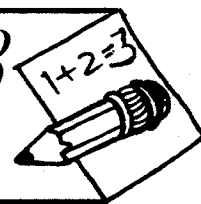
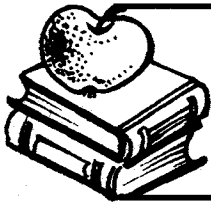


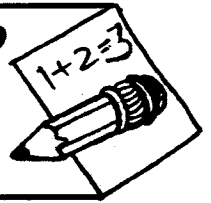
Table of Contents

Expectations	4
Summary of the Story	4
About the Author	5
Teacher Input Suggestions	6
Vocabulary	8
Guided Reading Approach	9
Parts of a Story	15
Response Journals	16
Response Journal Evaluation Form	18
Reproducible Student Reading Response Booklet	20
Art Activity Cards	38
Creative Writing Activity Cards	41
Word Study Activity Cards	47
Language Activity Cards	52
Research Activity Cards	56
Evaluation Suggestions	60
Answer Key	61
Blank Activity Card	64



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Expectations

The student will:

- become familiar with the writing style of Beverly Cleary.
- develop and enhance their reading comprehension skills orally and in written form.
- develop their independent work habits.

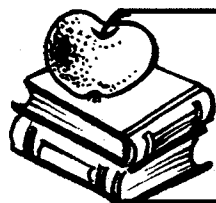
Summary of the Story

Ramona Quimby, Age 8

Ramona Quimby is an eight year old starting grade three in a new school with a new teacher, Mrs. Whaley. Ramona's mother works in a doctor's office and her dad has gone back to school to learn to be an art teacher. Ramona has been given many new responsibilities which include taking the school bus by herself and playing with four-year-old Willa Jean Kemp, her babysitter's granddaughter - a task Ramona dreads.

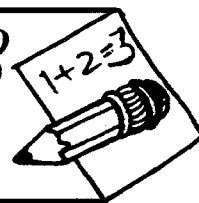
Ramona's first day at school is made miserable by a boy named Danny, who she later names Yard Ape, and a new pair of squeaky shoes. However, once Ramona settles in to her class she loves the challenges of grade three, especially D.E.A.R. (Drop Everything And Read) time. She discovers that reading is great way to avoid playing with Willa Jean every day after school while she waits for her older sister Beezus to take her home.

As the year progresses Ramona has one adventure after another both at home and at school. She belongs to a Boiled Egg Club which ends with disastrous results and Ramona overhears Mrs. Whaley say that she is a nuisance and a show-off. After complaining about their mother's cooking Beezus and Ramona have to make dinner for the family. Although everyone says it's a delicious dinner no one is quite sure of the ingredients. Ramona thinks her life is over when she throws up in her classroom. She begins to feel better after she receives letters written by everyone in her class including a special letter from Yard Ape. While she is sick and at home



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Ramona gets an idea for an assignment to do when she returns to school. Things started to look up when she presents her book report and Mrs. Whaley and her classmates love it.

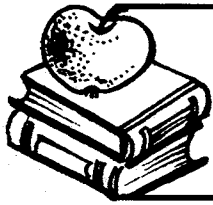
Ramona's family continues to struggle to make ends meet as the car breaks down and the girls complain about the meals until one rainy Sunday evening when Mr. Quimby takes everyone out for dinner. An older man tries to have a conversation with a miserable Ramona. Ramona later sees him eating on his own. The Quimbys discover that he has paid for their dinner because he thinks that they are a lovely family. The Quimbys leave the restaurant considering his gesture and the fact that they are lucky to have each other.

About the Author

Beverly Cleary was born on April 12, 1916, in McMinnville, Oregon, in the United States. When Beverly was younger she lived on a farm in Yamhill. The town was so small it had no library. Her mother arranged to have books sent to their tiny town from the state library and she acted as a librarian in a room over the bank. It was in this room that Mrs. Cleary developed a love for books.

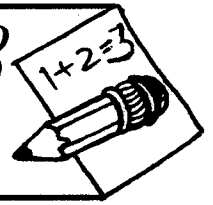
Beverly Cleary found school a frightening place and was a very quiet child. As a child she spent a great deal of time reading and today it is one of her favorite pastimes.

Beverly Cleary gets her ideas from things she sees and experiences. She writes her story ideas in a notebook but never begins with an outline. Instead, she uses a pen and a pad of paper to write her first draft. By the time she has finished typing the first draft she has made many revisions. She retypes the story with all the editing completed and sets it aside to reread later. When she's not sure what should come next in a story she writes something else and goes back to it later. She writes at her desk in her bedroom where she keeps all the books she has written. She believes that although spelling, grammar, and punctuation are boring to learn they are necessary tools to have in order to be a writer.



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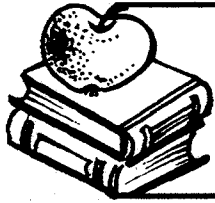


Books Written by Beverly Cleary

- Beezus and Ramona
- Ramona the Pest
- Ramona the Brave
- Ramona and Her Father
- Ramona and Her Mother
- Ramona Forever
- Ramona's World
- Henry Huggins
- Henry and Ribsy
- Henry and Beezus
- Henry and the Clubhouse
- Henry and the Paper Route
- Ribsy
- The Mouse and the Motorcycle
- Runaway Ralph
- Ralph S. Mouse
- Ellen Tebbits
- Otis Spofford
- Emily's Runaway Imagination
- Muggie Maggie
- Socks
- Mitch and Amy
- Jean and Johnny
- The Luckiest Girl
- Sister of the Bride
- A Girl from Yamhill
- My Own Two Feet
(Autobiography)

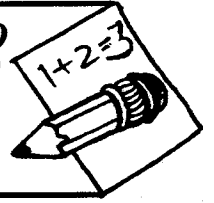
Teacher Input Suggestions

1. This is a great novel to begin in September of grade four. If the students are unable to handle reading it independently or in a group, then the teacher could use the novel as one that is read aloud to the entire class. It is still possible to do the activities included and to study the novel together. It is a good way to model a novel study that may happen to smaller groups later in the year.
2. Consider using Response Journals (see the section on Response Journals).
3. Plan to read one chapter whenever you schedule time to meet. Although it is suggested that fifteen days are set aside to read the novel it is important to anticipate interruptions in the program because of school activities, trips or teacher or student illness.



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4. If you are able to do this novel study with a small group then set aside 30 to 40 minutes per day for fifteen days to read a chapter and discuss. Begin by assigning sections to be read and questions from the question booklet. Have students focus on specific parts of the story, for example, the introduction, the characters, the setting, etc. and discuss the following day. If the group requires a structured program continue with the question booklet. If the students are independent and motivated then assign readings, discuss as a group, and follow up with response journal activities and the activity cards provided.
5. If you are reading this to a large group ask the students to predict what will happen before you read. As you read have the students focus on one aspect of the story, for example, the introduction, the characters, the setting, etc. and discuss it when you are finished. Follow up by writing in response journals and completing one of the activities included.
6. Before reading the novel, brainstorm vocabulary pertaining to the topic and make a chart, listing expected vocabulary that is encountered while reading the story. Vocabulary may be classified under categories that the students decide upon and may be compared to the words that they use.
7. Discuss with the students how it felt when they were in grade three and what it was like. The students could also talk about what it is like to be eight years old.
8. When introducing the novel discuss parts of the story. Be sure to incorporate this information into daily discussions of the novel. (See the section on Parts of a Novel).
9. Discuss how a novel is different from a short story. You may want to brainstorm with the group a description of a novel and compare that to a description of a short story. Examine the novel to identify things that are parts of the novel such as a dedication page and a table of contents.