NOVEL UNITS
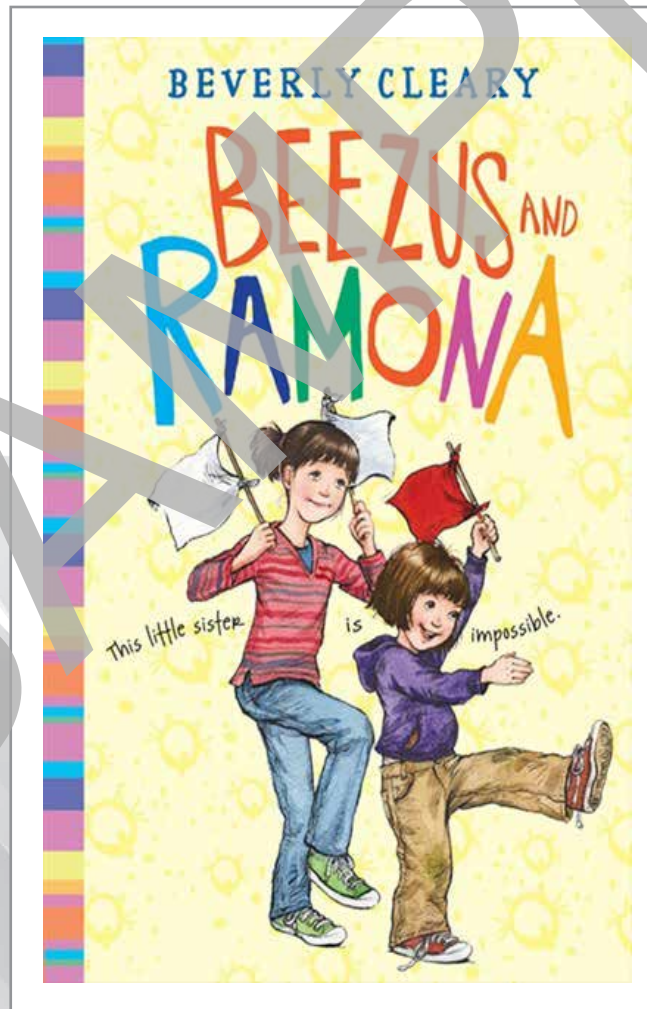
COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Beezus and Ramona

Beverly Cleary

READ, WRITE, THINK, DISCUSS AND CONNECT

Beezus and Ramona

Beverly Cleary

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

Table of Contents

Skills and Strategies

Writing
   Narrative, description

Vocabulary
   Synonyms, categorizing,
   context clues

Listening/Speaking
   Discussion, interviewing,
   dramatizing

Thinking
   Brainstorming, visualization

Literary Elements
   Characterization, story
   elements, onomatopoeia

Comprehension
   Predicting, sequencing,
   comparison/contrast, cause
   and effect

Summary

All four-year-old sisters are not like Ramona. Beezus, as a big sister, gets exasperated with Ramona's antics and imagination. Beezus is troubled when there are times that she cannot love her little sister.

About the Author

Beverly Bunn Cleary was born in 1916. When she was two, her mother told her to remember a celebration and bells ringing near her home. Years later she asked about the commotion and was told that it was the end of World War I.

An only child, she was born to a farmer and a school teacher. In her early years, she lived on a farm in Yamhill, Oregon. (Note that her autobiography is entitled *A Girl from Yamhill*.) Hard times forced the family to move to Portland where she started school. Her shy country manner probably contributed to her "passed on trial" promotion to second grade. By third grade, happily, she was an avid reader.

The mother of twins, she earned her B.A. from the University of California, Berkeley. She did library work at the University of Washington. She worked in libraries until 1945 when she began to write children's books full-time.

Her books have won many honors, including the 1984 Newbery Award for *Dear Mr. Henshaw*. *Ramona and Her Father* and *Ramona Quimby, Age 8* were Newbery Honor Books.

Her books include the following:

> *Dear Mr. Henshaw* (Novel Unit Available)
> *Ellen Tebbits* (Novel Unit Available)
> *Emily's Runaway Imagination*
> *Fifteen*
> *A Girl from Yamhill: A Memoir* (an adult autobiography)
> *The Growing-Up Feet*
> *Henry and Beezus*
> *Henry and Ribsy*
> *Henry and the Clubhouse* (Novel Unit Available)
> *Henry and the Paper Route*
> *Henry Huggins* (Novel Unit Available)
> *The Hullabaloo ABC*
> *Janet's Thingamajigs*
> *Jean and Johnny*
> *The Luckiest Girl*
> *Lucky Chuck*
> *Mitch and Amy*
> *The Mouse and the Motorcycle* (Novel Unit Available)
> *Muggie Maggie*
> *Otis Spofford* (Novel Unit Available)
> *Ralph S. Mouse* (Novel Unit Available)

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the facts and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from class discussion) that may cause you to change your mind.

Predictions:

_____

_____

_____

_____

Chapter One: "Beezus and Her Little Sister"—Pages 7-38

Plot Summary

Beezus takes Ramona to the library.

Vocabulary

|			
exasperating 8	frustrated 15	furthermore 15	dismay 16
obligingly 18	cunning 18	disapprovingly 22	distaste 23
occupation 24	daunted 25	unfortunately 27	enthusiastically 27
skeptical 28	flourish 28	version 30	

Discussion Questions

1. How did Beezus find something to take the place of *The Littlest Steam Shovel? (Page 15, They went to the library.)*

2. Why didn't Beezus like what Ramona wore to the library? *(Page 17, Ramona wore bunny ears in September and she hopped like a bunny. Ramona drew attention to herself and embarrassed Beezus.)*

3. What's the difference between writing your name and scribbling? What didn't Ramona know about spelling? (page 27) What letters did Ramona like? *(*i *and* t*)*

4. Why did Ramona write her name in the book? *(She wanted to keep the book.)*

5. How did the librarian solve the problem? Who got to keep the book? What will Beezus do with it? *(Page 36, The librarian assigned a damage fee and gave the book to Beezus so that she could read the book to Ramona if she felt like it.)*

Prediction

If you had a sister like Ramona, what would you do? What will Beezus do with her?

Supplementary Activities

1. Start a chain of words to explain Beezus' feelings about Ramona.
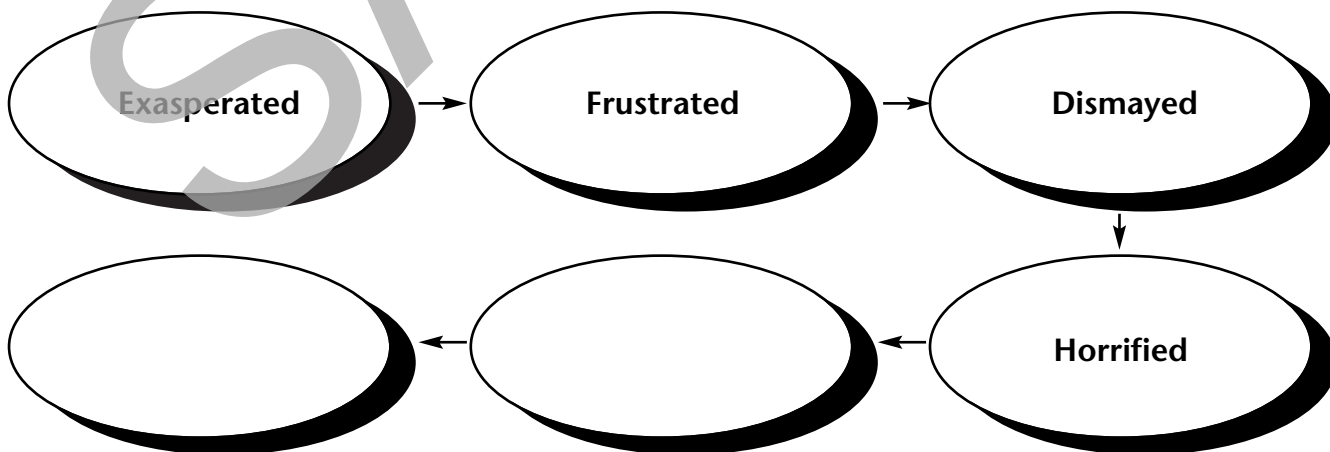
Story Pyramid

1.

2.

3.

4.

5.

6.

7.

8.

1. One word naming the main character.
2. Two words describing the main character.
3. Three words describing the setting.
4. Four words describing the problem.
5. Five words that represent the first main event.
6. Six words that represent the second main event.
7. Seven words for the third main event.
8. Eight words for the resolution of the story.