



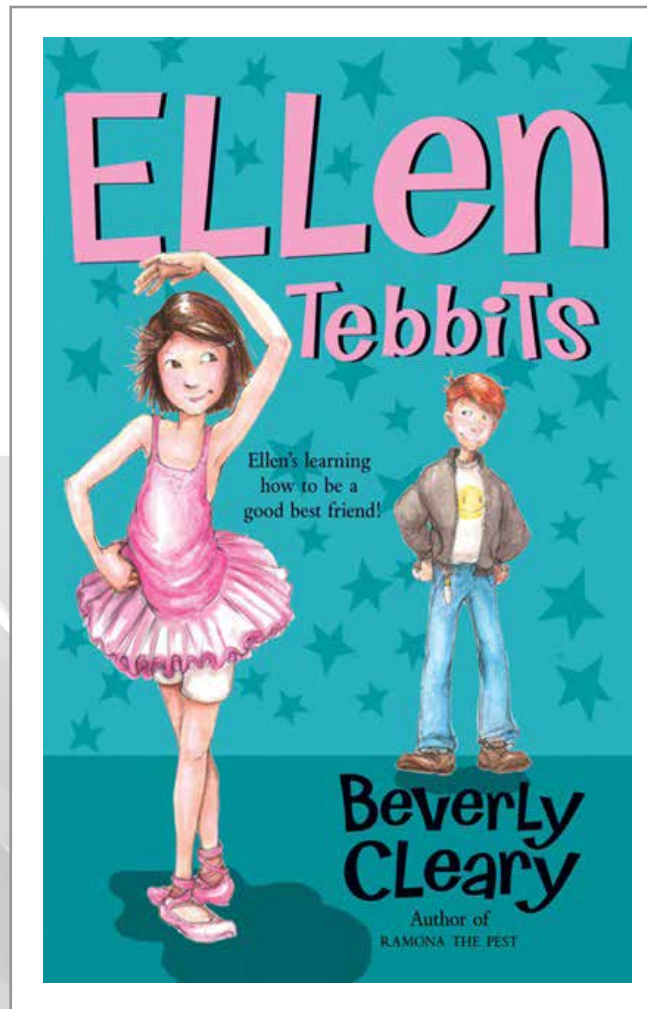
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Ellen Tebbits

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Ellen Tebbits

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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!

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Using Character Webs in the Novel Unit Approach

Attribute webs are simply a visual representation of a character from the novel. They provide a systematic way for students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular character, or completed gradually as information unfolds. They may be completed individually or as a group project.

One type of character attribute web uses these divisions:

- How a character acts and feels. (How does the character act? How do you think the character feels? How would you feel if this happened to you?)
- How a character looks. (Close your eyes and picture the character. Describe him/her to me.)
- Where a character lives. (Where and when does the character live?)
- How others feel about the character. (How does another specific character feel about our character?)

In group discussion about the characters described in student attribute webs, the teacher can ask for backup proof from the novel. Inferential thinking can be included in the discussion.

Attribute webs need not be confined to characters. They may also be used to organize information about a concept, object, or place.

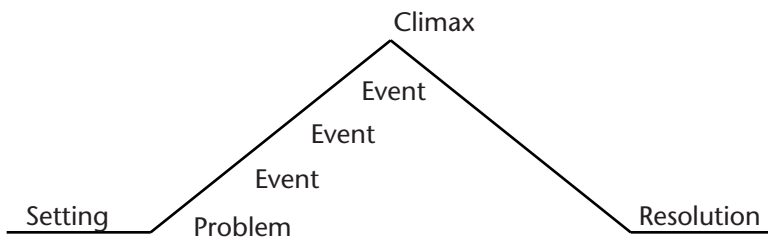
Story Maps



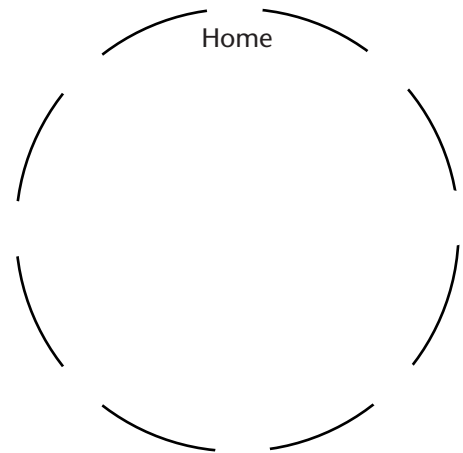
e.g., *The Borrowers*



e.g., *Jennifer, Hecate, William McKinley and Me, Elizabeth and Little House in the Big Woods*



e.g., *Charlotte's Web*



e.g., *Where the Wild Things Are*

Chapter Two: “The Biennial Beet”—Pages 39-62

Vocabulary

gnomes 41	sensible 42	teetery 42	mispronounced 43
wistfully 43	triumphantly 47	reassuringly 47	sympathetically 49
perennials 49	biennials 50	desperate 54	disgusted 59
quavered 61			

Vocabulary Activity

For five of the vocabulary words, write a sentence that makes sense. Omit the vocabulary word. Make an answer key on the back of the paper. Share your sentences with a classmate.

Discussion Questions

1. Why did Ellen think Miss Joyce liked the other boys and girls more than she liked Ellen? (*Page 43, She never asked Ellen to clap the erasers.*)
2. Why didn't Ellen like to do arithmetic? (*Page 46, She had to use her fingers to figure out the answers.*)
3. Why was getting the beet plant so important for Ellen? (*Page 51, She wanted to please Miss Joyce.*)
4. Do you think Ellen should have dug up the beet in the pouring rain? Why or why not? (*pages 53-57*)
5. How did Ellen find out that Austine thinks of her as a best friend? (*Page 62, " 'Otis Spofford! You mind your own business,' snapped Austine. 'Ellen is my best friend and I won't have you picking on her!' "*)

Prediction

Will Miss Joyce send Ellen home? Look at the title of the next chapter, “Leave It to Otis.” What do you think will happen?

Supplementary Activities

1. Make a Venn diagram comparing Mrs. Tebbits and Mrs. Allen. (See page 15 of this guide.)
2. Before reading the last part of Chapter Two, serve a small piece of beet to each class member. Display a beet plant and discuss the various parts.