



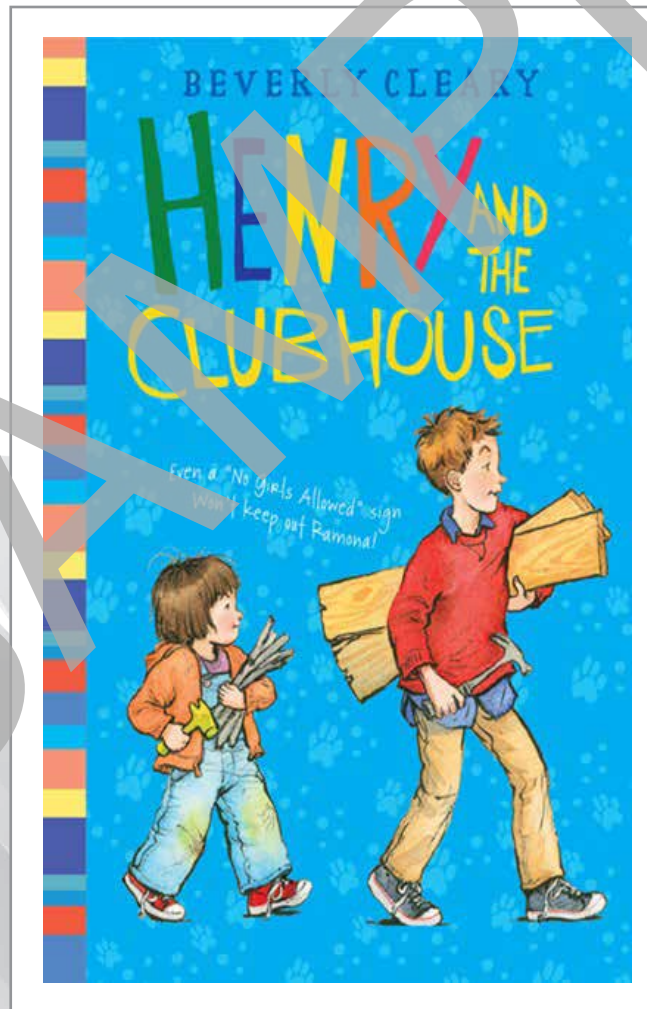
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Henry and the Clubhouse

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Henry and the Clubhouse

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!

ISBN 978-1-50203-852-4

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
Initiating Activities	3
Ten Sections	13
Each section contains: Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Extension Activities	22

Summary

Henry Huggins, a busy paper boy, does not have much time to work on building his clubhouse. He has even less time because Ramona Quimby tags along on his paper route and makes trouble. Henry and his friends decide to keep the girls out of the clubhouse and then the fun begins. Boys and girls will have lots of laughs with this book.

Instructions Prior to Reading

You may wish to choose one or more of the following Prereading Discussion Questions/Activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

Prereading Discussion Questions

1. Previewing: Have students examine the title and cover illustration. Also suggest that they flip through the book. Can you find clues that tell you about characters in this book?
2. What does the title tell you about the story? Can you guess what kind of story it will be?
3. What is a club? Brainstorm ideas, writing them on a big chart of newsprint or butcher paper.
4. Can you name any other books by this author or illustrator?
5. The students will keep a response journal. The students will divide their papers in half (vertically). On the left side, they will keep short summaries of what has happened in each chapter, using their own words. On the right side, they will react to what they have read.
6. Use the graphic organizers on pages 4–11 to help students actively read, understand characters and the story's structure.

Bulletin Board

Find biographical material about Beverly Cleary. Make up a bulletin board display (including colorful book covers) about the author, showing some of her other titles: *Beezus and Ramona*, *Ellen Tebbits*, *Henry and Beezus*, *Henry Huggins*, *Henry and Ribsy*, *Mouse and the Motorcycle*, *Otis Spofford*, etc.

Using Predictions

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: "Henry Goes for a Ride"—pp. 9–35

Vocabulary:

investigate 12	fascinating 15	maneuvered 16	disguises 16
admiration 16	ferociously 17	thoroughfare 17	doffing 17
frantically 21	exasperated 26		

Vocabulary Activity:

Before Reading: List the vocabulary words on the board or a sheet of paper in the form of a table. Pronounce the words. Ask the students to rate their knowledge of each of the words as a group or individually.

	I Can Define	I Have Heard	I Don't Know
Words			

After Reading:

How many words are in the "I Don't Know" column? What are different ways to learn and remember these words? Brainstorm.

Discussion Questions and Activities:

1. How would you describe Henry? Make an attribute web for him. (See pp. 6–7 of this guide.)
2. Why was Henry riding down Lombard street in a bathtub? (His mother told him to find something to do, so he was helping Mr. Grumbie take the tub to the dump. pp. 14–15)
3. How do you know Henry had a wild imagination? (As he rode down the street in the bathtub, Henry pretended he was the President. pp. 17–19)
4. Why did Henry want to go to the dump? (to get boards for a clubhouse, p. 15)
5. The author uses some unusual names for characters. List them. (Mr. Grumbie, Ribsy, Scooter, Beezus, Klickitat Street, Henry Huggins, Mr. Capper)
6. Explain this statement, "You don't need to build a doghouse. You're in a doghouse with your mother already." What are the two meanings of doghouse? (p. 34)
7. Why did Henry tell his mom, "You saved my life"? (She did his paper route for him. p.30) What is the literal meaning of "saved my life"? (Literal means "true to fact"— actual, not exaggerated. An example of literally saving a life would be to pull a drowning boy out of the water.) What is the figurative meaning of "saved my life"? (Figurative means not literal, that

is—exaggerated. Henry’s mom saved Henry from embarrassment and maybe from losing his paper route, but not from losing his life.)

8. **Prediction:** What will Henry get into next?

Supplementary Activities:

1. Make a story map. (See page 9 of this guide.) A story map is an outline that helps you to understand and remember the story better. Many stories have the same parts—a setting, a problem, a goal, and a series of events that lead up to an ending or conclusion. These story elements can be placed on a story map. Just as a road map leads a driver from one place to another, so too, a story map leads a reader from one point to another. What do you know about the story after reading only the first chapter?
2. Writing: Have you ever forgotten to do something just as Henry forgot his paper route? Has your mother or father ever “saved your life”? Write a short paragraph to describe your experience. If you have trouble thinking of such an experience, ask your parents or friends for suggestions.
3. Drama/Readers’ Theater: Dramatize a section of this chapter, e.g. Henry riding down Lombard Street in the bathtub or Henry’s mother delivering papers.

Chapter Two: “Henry and the New Dog”—pp. 36–67

Vocabulary:

skeptical 41	interfere 42	brusque 45	sympathetically 46
referring 47	contradicted 50	destination 52	Dalmatian 53
sidled 53	frolicked 54	erupted 55	Chihuahua 56
wrenched 59	monarch 61	ferocious 61	apologetically 62
armor 67			

Vocabulary Activity:

Vocabulary Words in Context: Ask students to “guess” at the meaning of each word from context, telling why for each guess. Make a list of the “why answers” to teach context clues.

Discussion Questions and Activities:

1. Where did Henry get the materials for a clubhouse? (*from Mr. Bingham, p. 38*) What did getting help to haul the materials tell you about Henry? What other descriptions can we add to Henry’s attribute web of Chapter One? (*imaginative, organized, leader, conscientious*)
2. Why did Henry go to the new neighbors with Ribs? (*to sell a paper subscription, p. 52*) Why wasn’t it a good idea to take a dog along?
3. What qualities must a salesman have? What held Henry back from making sales calls? (*He was a bit shy, fearful, and busy with other projects.*) What selling point do you think Henry should have used?