



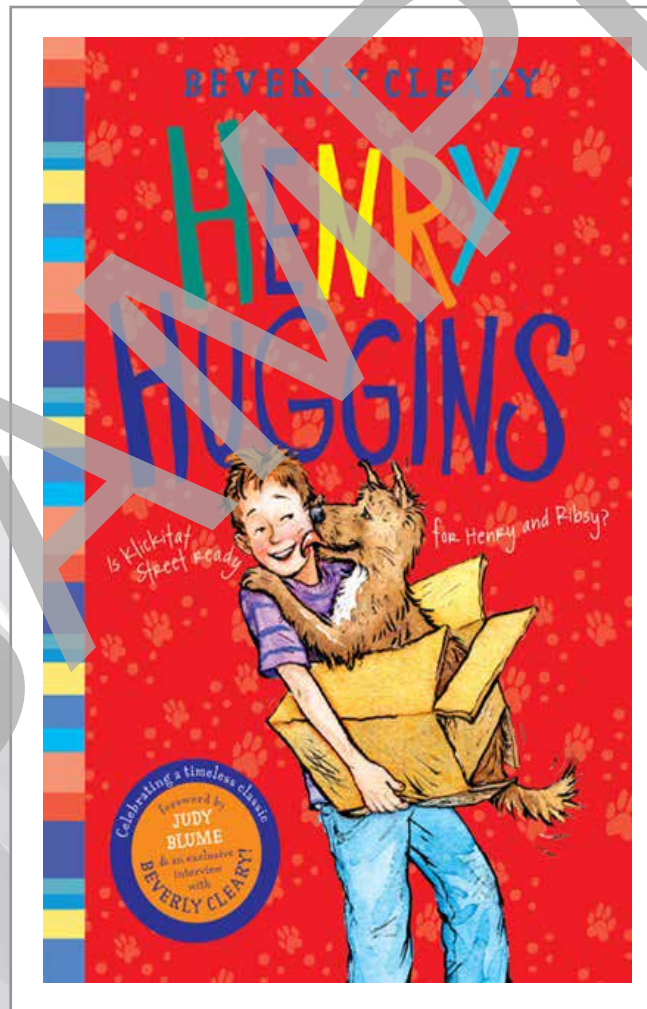
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Henry Huggins

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Henry Huggins

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!

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Skills and Strategies

Thinking

Brainstorming, research,
visualization, deduction

Comprehension

Predicting, inference,
comparison/contrast

Writing

Directions

Vocabulary

Antonyms/synonyms, word
mapping, analogies

Listening/Speaking

Discussion

Literary Elements

Characterization, story
elements

Summary

Henry Huggins considers his life to be fun, but not very exciting. Then Ribsy finds Henry, and excitement abounds! From a ride in a police car with the siren going full blast, to the dog fight at the pet show in the park, Henry and Ribsy share many adventures that often include the children in the neighborhood of Klickitat Street.

About the Author

Beverly (Bunn) Cleary was born in 1916 in McMinnville, Oregon. She married Clarence T. Cleary, an accountant, in October of 1940. Their children are Marianne, Malcolm and James. Cleary attended Chaffee Junior College in Ontario, California, A.A. in 1936; University of California, Berkeley, B.A., 1938; and University of Washington, Seattle, B.A. in Librarianship, 1939. She became a librarian after graduation, and made that her career until 1950, when she decided to devote all of her time to writing for young people.

“Writing for young readers was my childhood ambition. I wanted to read funny stories about the sort of children I knew, and I decided that someday when I grew up I would write them. And so, with some hardship to my parents, I was sent off to college to become independent. I became a children’s librarian. During that time I met a variety of children. Two groups stand out in my memory. One was a band of unenthusiastic readers. They wanted funny stories about the sort of children that they knew. I sympathized, because that’s what I wanted at their age, too. The second group was a loyal story-hour audience to which I told folk and fairy tales. When I began to write *Henry Huggins* I mentally told the stories to that remembered audience.”

“As I write, I have a collaborator, the child within myself—a rather odd, serious little girl, prone to colds, who sits in a child’s rocking chair with her feet over the hot air outlet of the furnace, reading for hours, seeking laughter in the pages of books while her mother warns her that she will ruin her eyes. That little girl prevents me from writing down to children, from poking fun at my characters, and from writing adult reminiscences about childhood instead of a book to be enjoyed by children. And yet I do not solely write for that child; I am also writing for my adult self. We are collaborators who must agree. The feeling of being two ages at one time is delightful.”

“A writer must enjoy what is being written. If I find that I’m not having fun with what I’m writing, I stop. Life is humorous, sorrowful, and filled with problems with no solutions. My intent is to write about feelings, and to avoid the genre of the problem child.”

Introductory Information and Activities

Note:

Please be selective and use discretion when choosing the activities that you will do with this unit. It is not intended that everything be done, but that the discretionary choices made are most appropriate for your use and group of children. A wide range has been provided, so that individuals as well as groups may benefit from these selections.

Initiating Activity:

Before starting this activity, gather library books, pamphlets and articles regarding the care and training of pets. Have these available for use by the students as they read this novel. You may also wish to make arrangements to have guest speakers at this time, such as a dog trainer, veterinarian, dog groomer, etc.

When ready to begin, make a copy of the following poem, or one similar in nature, and place it in the room. Read the poem to the group:

The Dog by Jeanne Steig

Which pet is most beloved by man?
The cat? The horse? The ortolan?
The chimpanzee? The winsome hog?
Not on your life! It is the dog.

At certain tasks the dog excels,
Like pulling babies out of wells
And finding travelers in the snow
And fetching things that people throw.

What energy the dog expends
In welcoming your foes and friends!
A noble beast when at his best!
At other times, alas, a pest.

Refer to the cluster circle on the bulletin board, and ask the students to think of things that a dog might do when it is a "pest," as referred to in the poem. Fill in the spokes of the circle with the student responses after putting the word **PEST** in the center of the circle itself. After recording the student responses, ask if anyone ever had a dog, or knew of a dog, that did something similar/was a pest. Was anything done to change the behavior of the dog? If so, what? Discuss the ways in which a dog and its owner might be helped. (See Teacher Information Section.)

Vocabulary Activity:

Match up a vocabulary word with its definition.

Definition	Vocabulary Word
unhappily	_____ (<i>unfortunately</i>)
nervous	_____ (<i>anxious</i>)
real	_____ (<i>genuine</i>)
blamefully	_____ (<i>accusingly</i>)
shouted	_____ (<i>exclaimed</i>)

Discussion Questions and Activities:

1. Henry and Scooter are playing with Scooter's new football when a set of circumstances cause a problem for Henry. What happens? (*Pages 59-60, Just as Henry is about to throw the ball across the street to Scooter, Ribsy barks, and a car comes around the corner. As the ball sails into the air, it enters the open window at the back of the car, bumps into the closed window, and falls inside of the car. The car keeps on going down the street, with the ball inside of it.*) How probable do you think it is that this would really happen? Do you think it fair that Henry is blamed by Scooter, and told that he must replace the ball? Role play the incident with different outcomes.
2. What do Henry's parents do after they find him in the park, still looking for worms? (*Page 76, They help Henry catch the remaining worms that he needs.*) Are you surprised that Mr. and Mr. Huggins help Henry? Do you think that this is unusual behavior on the part of adults? Do you think that the adults that you know would do the same? Why? Why not?

Postreading Activities:

1. Henry thinks of different ways to earn some money. One consideration is the collection of newspapers and magazines. He would be paid one half cent a pound. If he needs \$14.00 how many pounds of newspapers and magazines would Henry have to collect? (*2,800 pounds*)

Find out the current price being paid for newspapers and magazines. Look in a catalog or ad to find out the current price of a similar football. Use those amounts to calculate how many pounds of newspapers and magazines Henry would have to collect to pay for the football.

If there is a bait shop in your area, find out the current buying and selling prices of night crawlers. How many worms would Henry have to collect at the present time to purchase a football?

Is there something different that Henry could collect or do to earn money to pay for a football? Think of at least two additional things that Henry might try. Calculate the amount of the item that Henry would have to collect or the time he would have to work to earn enough money to pay for a new football.

What do you think that you would choose to do to earn money? Why? Write out your answer.

2. Do some research. Find out more about night crawlers*. Write directions for the collecting of the worms, giving information about the worms at the same time. Illustrate your work. (*See Teacher Information Section.)
3. Chapter Four has the title, "The Green Christmas." Make a prediction.

Chapter Four: "The Green Christmas"

Pages 80-107

Vocabulary:

operetta 80	appealed 81	disgusted 82	desperately 85
loftily 88	memorized 92	discouraged 94	recite 94
prompted 95	altering 96	coaxed 100	dribbling 103
fascinating 105-106			

Vocabulary Activity:

Make up a tongue twister using the vocabulary words *disgusted*, *desperately*, *discouraged* and additional words beginning with the letter/sound **d**. Try to say the tongue twister fast three times, getting faster and faster each time. For example:

Desperately discouraged disgusted Dan dashingly disappeared.

Discussion Questions and Activities:

1. Why does Henry slide down in his chair during class? (Page 83, Henry does not want to be noticed when the teacher gives out parts for the operetta.) Do you think that this is a good ploy? Are there times when you do not want to be noticed by others? What do you do when you do not want to be noticed, either in class or elsewhere?
2. What does Ribsy do to help Henry get out of playing Timmy in the operetta? (Page 103, Ribsy accidentally knocks over a can of green paint. The paint pours down over Henry. Henry's hair and skin remain green, so that he cannot be the boy in the operetta.) What new part is Henry given, and how does he feel about it? (Page 106, He is given the part of the green elf instead. Henry is delighted because he has no speaking part, and gets to turn somersaults across the stage.) Why do you think that Henry's attitude about the operetta changes? Do you think that he would be delighted if asked to be a reindeer or a polar bear? Why? Why not?