



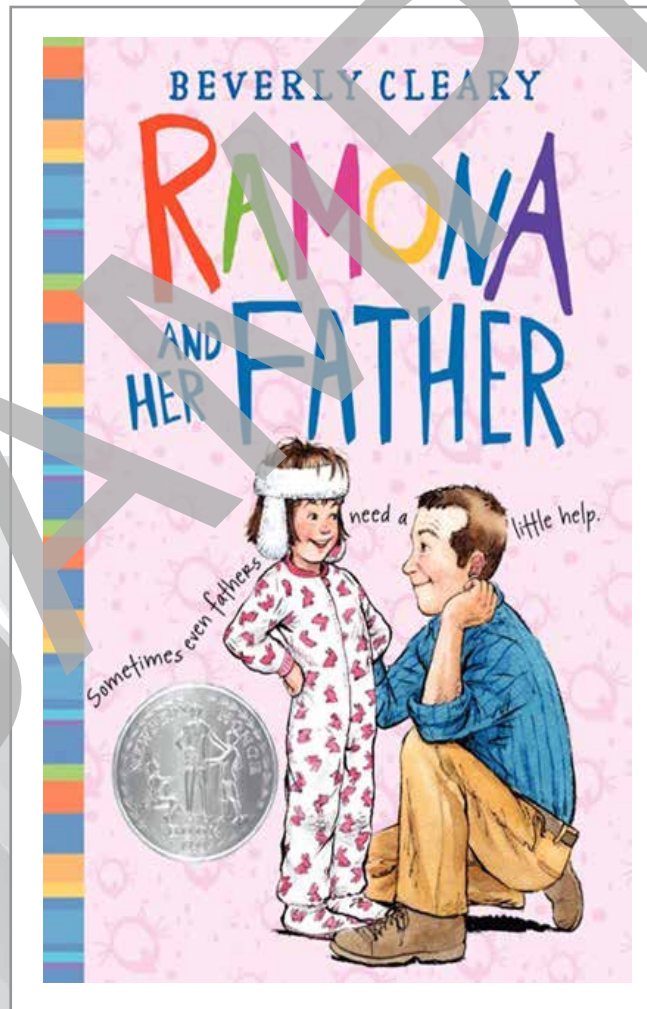
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Ramona and Her Father

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Ramona and Her Father

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

Writing

Narrative, exposition,
description

Vocabulary

Feature analysis, context
clues, synonyms, antonyms

Listening/Speaking

Discussion, interviewing,
acting out dialogue, drama

Comprehension

Predicting, inference,
comparison/contrast,
sequencing

Literary Elements

Characterization, story
elements, protagonist, theme

Thinking

Brainstorming, research

Summary

From September to December, Ramona Quimby learns a lot about joy, family strength, and the ways and responsibilities of fathers. In September, Mr. Quimby loses his job. Concerns about money, finding another job, caring for Ramona after school when Mrs. Quimby moves to a full-time job, and quitting smoking occupy Mr. Quimby and Ramona.

About the Author

Beverly Bunn Cleary was born in 1916. When she was two years old, 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. (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.

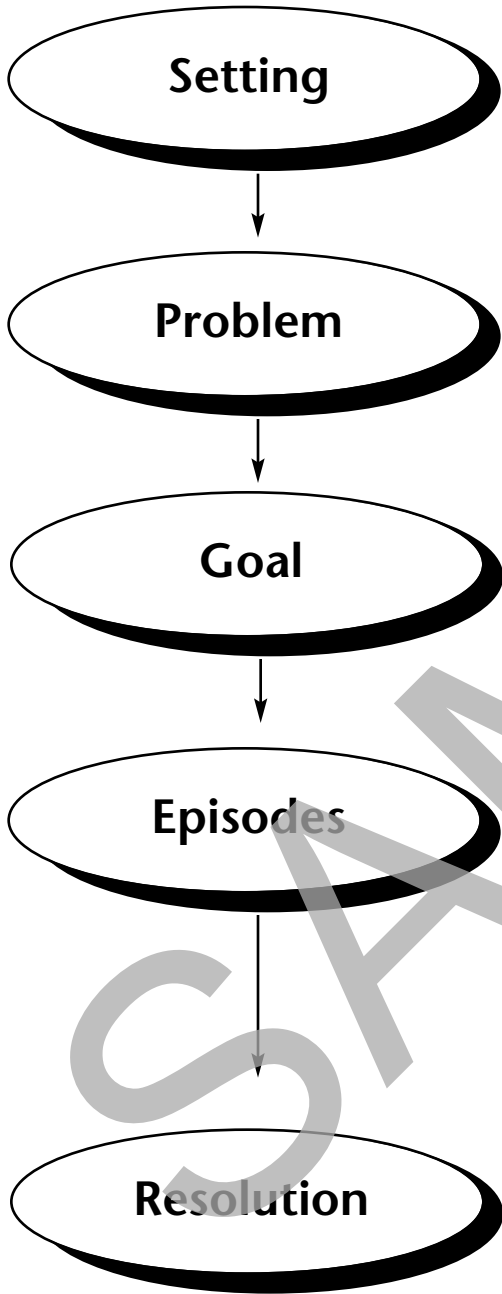
The mother of twins, she earned her B.A. from the University of California, Berkeley. She did library work at the University of Washington. She worked in libraries until 1945 when she began to write children's books full-time.

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 also Newbery Honor Books.

Her books include the following:

Beezus and Ramona (Novel Unit Available)
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

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Chapter 1: “Payday”—Pages 11-31

Ramona’s father loses his job.

Vocabulary

payday 12	payments 12	joyful 14	reassured 14
suitable 14	christened 14	quarreled 15	gusty 16
informed 17	overhear 18	contented* 19	fad 22
unnatural 22	surprise 23	anxious 25	distaste* 26
regretting 26	alarmed 27	annoy* 29	

* words suitable for context clues (p. 5, activity 1)

Discussion Questions

1. Why is the opening of the book appropriate? (“Ye-e-ep!” introduces Ramona in her excitable, enthusiastic manner.)
2. From whose viewpoint is the book written? (Ramona’s) How do you know?
3. What do the illustrations add to the book? (Answers vary.) What does the illustrator emphasize in his choice of what to illustrate? (people, especially Ramona)
4. Why do Ramona, Beezus, and Mrs. Quimby look forward to Mr. Quimby’s return home from work in Chapter 1? (It is payday and they look forward to going out for a hamburger dinner. Ramona and Beezus also anticipate payday presents.)
5. Why is Chapter 1’s payday disappointing? (Mr. Quimby loses his job.) How does the author create the feelings? (by building up the contrast of disappointment)
6. What are Ramona’s feelings at the end of the chapter? (quiet, thoughtful, thinking of family unity rather than materialistic things) How does she show her feelings? (by shortening her Christmas list and adding “one happy family” to the list)

Prediction: How will family life be different for the Quimbys as the story unfolds? How will the Quimbys adjust to Mr. Quimby’s loss of his job?

Supplementary Activities

1. Notice the straight lines in the illustrations. Try making a drawing in the same style, using a fine-line marker to simulate a pen-and-ink drawing. (Page 27 lists other books illustrated by Alan Tiegreen.)
2. Interview parents or other adults about losing jobs. Prepare three to five questions to ask. Report answers to your classmates.
3. Ramona and Beezus talk of current food fads. Brainstorm a class list of fads. Choose one to describe in a short paragraph.
4. Begin to fill in a story map to record the incidents in the story. (See pages 9-10 of this guide.)
5. Start collecting interesting nicknames from friends, acquaintances, and characters in books.

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