



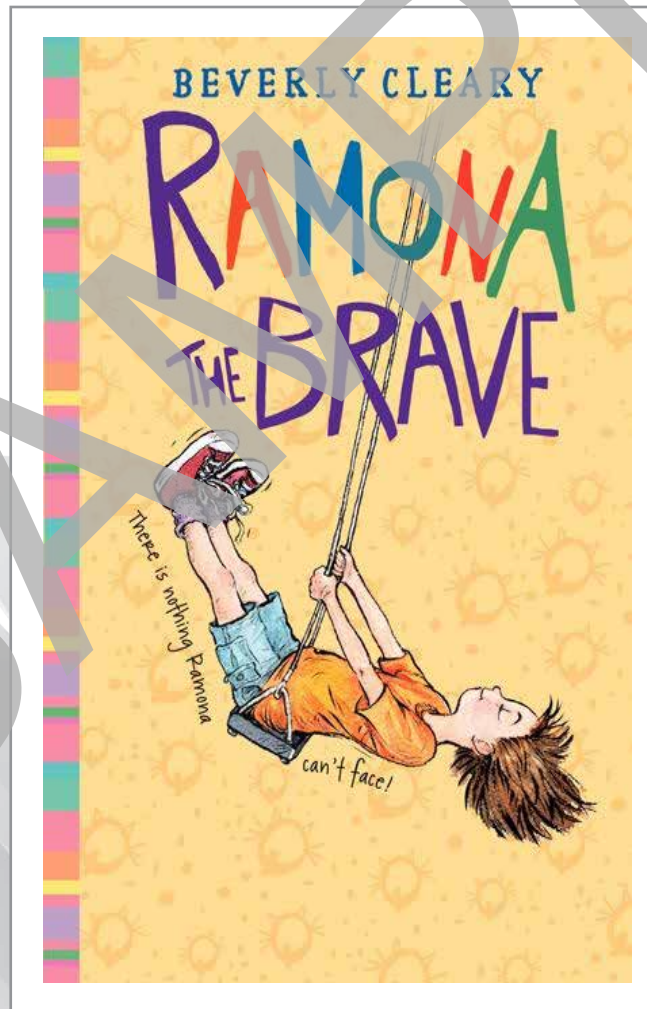
**TEACHER GUIDE**

**GRADES 3-5**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Ramona the Brave

Beverly Cleary



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Ramona the Brave

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

Visualization, Brainstorming

### Comprehension

Predicting, inference,  
comparison/contrast,  
cause and effect

### Listening/Speaking

Interviewing, debate

### Writing

Ads, directions

### Vocabulary

Word mapping, synonyms/  
antonyms

### Literary Elements

Protagonist, story elements,  
characterization, viewpoint

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## Background

Beverly Cleary has written a series of books featuring Ramona, her family, and her friends. These books provide opportunity for a unit of study for grades 3-5, studying a well-developed character and making judgments about growing up.

### Instructional Strategies for a Ramona Unit

1. Choose one of the Ramona books for direct reading instruction. Students will then choose other Ramona books to read independently. Class idea maps (attribute webs or other graphic organizers) will be used to record ideas from the various Ramona books.
2. Stage a Ramona celebration, an afternoon focused on the Cleary Ramona books. The celebration can start with a Ramona lunch, followed with a variety of Ramona activities:
  - games;
  - songs and music;
  - library favorites;
  - drama;
  - hobbies.

Each of the categories above will be a planning committee with students chairing and directing the committee whose purpose will be to choose and prepare activities in their category that Ramona has done or would enjoy. A rationale is needed to support choices of activities.

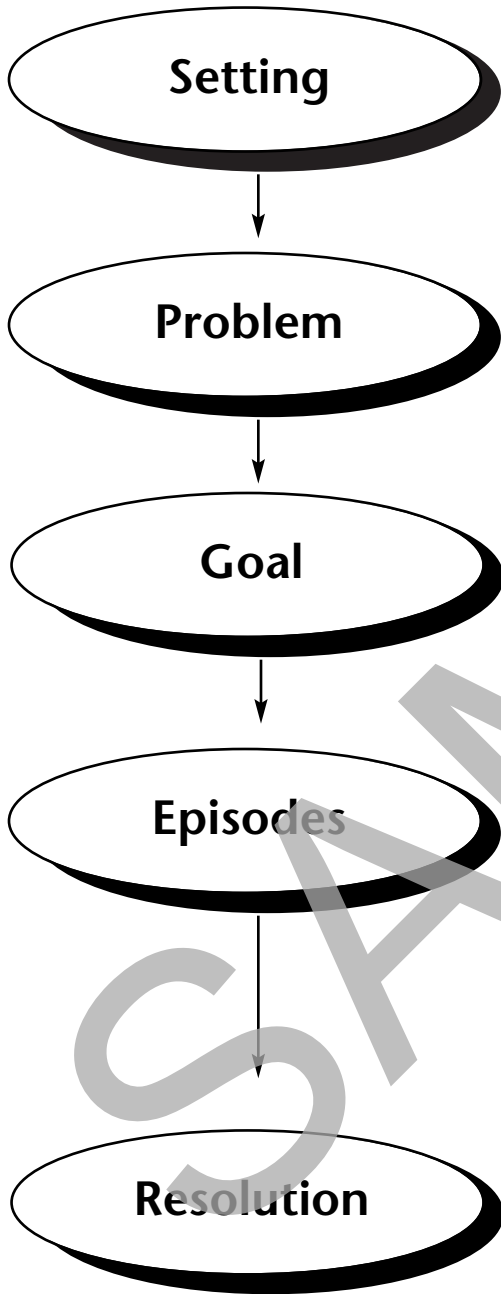
3. Explain why Ramona is a memorable main character. (See page 4 of this guide.) Interview your parents about memorable characters from their reading, especially characters who have appeared in several books.
4. Think about a Ramona movie. (See page 5 of this guide for details on "Your Book Has Been Optioned for the Movies.")
5. Prepare a Ramona timeline, including Ramona's antics on one side of the line and typical human behaviors on the other side of the line.

Times (ages)	/	/	/	/	/	/	/	/	/	/	/	/	/
Ramona's antics													
Behaviors and expectations for each age													

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## Story Map



Characters \_\_\_\_\_

Time and Place \_\_\_\_\_

Problem \_\_\_\_\_

Goal \_\_\_\_\_

Beginning → Development → Outcome

Resolution \_\_\_\_\_

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## Questions/Answer/Relationships (QAR)

### Procedure

1. The first question answering strategy, RIGHT THERE, is to find the words used to create the question and look at the other words in that sentence to find the answer.
2. The second QAR, THINK AND SEARCH, also involves a question that has an answer in the story, but this answer requires information from more than one sentence or paragraph.
3. The third question/answer/relationship, ON MY OWN, represents a question for which the answer must be found in the reader's own background knowledge.
4. The fourth QAR, WRITER AND ME, represents a slightly different interpretive question. The answer might be found in the reader's own background knowledge, but would not make sense unless the reader had read the text.

The students should be taught the four strategies and how to tell the difference using *Ramona the Brave*.

## Chapter One: "Trouble in the Park"—Pages 11-28

### Plot Summary

Ramona defends Beezus when older boys tease her about her nickname.

### Prediction

Titles of chapters are very important. What do you think this title could refer to? What kind of trouble can you get into at the park? Who is in trouble? The teacher writes the class predictions and these are left on the bulletin board for the class to verify at the end of the chapter.

### Vocabulary

responsible 12	triumphant 14	explanation 14	hollow 15
reluctant 16	baffled 16	embarrassed 19	subdued 19
reassuring 20	chagrined 24	incident 25	lingered 25
exasperating 27			

### Discussion Questions

1. Why did Beezus never want to be called "Beezus" again? (Page 17, *The sixth grade boys had teased her.*)
2. Why was Beezus ashamed of Ramona? (Pages 18-19, *Ramona gave the boys a sermon.*)
3. How did Beezus get her nickname? (Page 21, *Beezus was named for her aunt, Beatrice. When she was young, Ramona could not say Beatrice and said Beezus.*)
4. If you were Ramona's mother, what suggestions would you have had for games to play on a hot afternoon? (Answers vary.)

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## Prediction

What kind of secret does Mother have? What kinds of things do mothers try to keep secret?

## Supplementary Activities

1. What was the look of “complete understanding” which the sisters exchanged on page 24? Take a survey of other examples of parent advice which would provoke the same feeling of “complete understanding.”
2. Finish this sentence as many ways as you can. “Nicknames are \_\_\_\_\_.”

## Chapter Two: “Mrs. Quimby’s Secret”—Pages 29-44

### Plot Summary

The Quimby family plans for a house addition so the sisters won’t continue to share a bedroom.

### Vocabulary

jaunty 30	indignant 32	intensely 35	varlet 37
virtuous 37	astonishing 38	enthusiasm 40	liberated 40

### Discussion Questions

1. Why did Mrs. Quimby think the girls bickered so much? (Page 38, *They shared a room.*) What are some other reasons that siblings disagree? (Answers vary.)
2. Why didn’t Ramona like to be the younger child? (Page 43, *She never got anything first.*)
3. Are there any advantages to being the youngest? What are the disadvantages? List student responses using the T-diagram.

Advantages	Disadvantages
<ul style="list-style-type: none"><li>•Cute youngest</li><li>•Get privileges earlier</li></ul>	<ul style="list-style-type: none"><li>•Hand-me-down clothes</li><li>•Treated like the baby</li></ul>

## Prediction

How will Mrs. Quimby’s new job affect the family?

## Supplementary Activities

1. Make a graph showing the number of only children in the class, the oldest, the youngest, and the middle children.
2. Make a graph showing the number of children in the class who have their own rooms and the number who share.
3. Stage a debate between a first-born and a last-born child.