



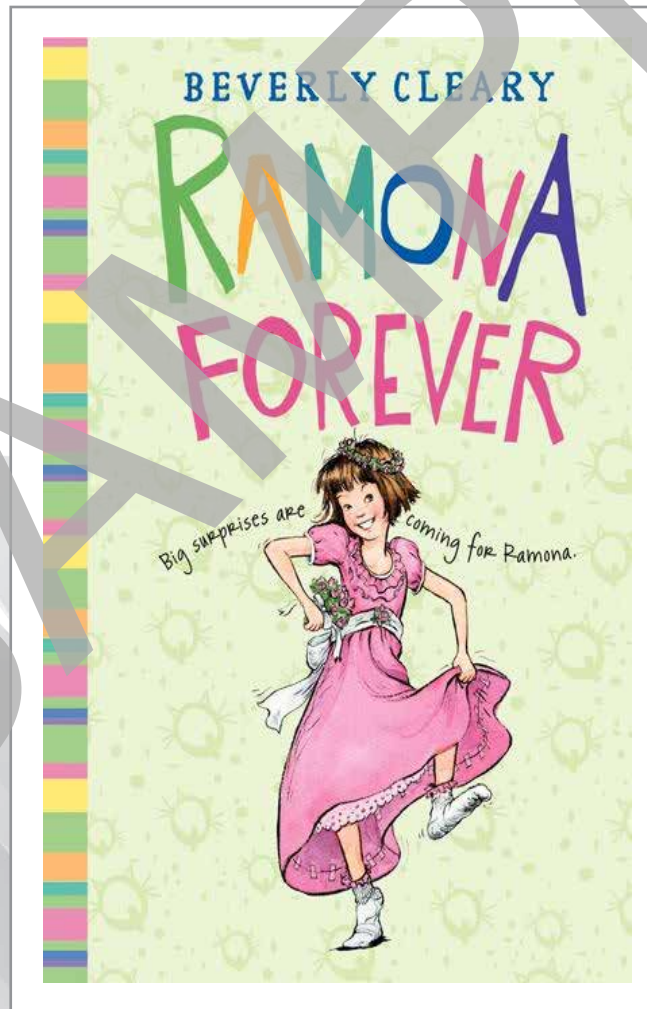
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Ramona Forever

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Ramona Forever

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

Vocabulary

Words in context, synonyms

Listening/Speaking

Discussion, dramatic activities, describing, defending opinions

Thinking

Comparing, evaluating, analyzing details

Literary Elements

Character analysis, setting, plot, figurative language

Comprehension

Predicting, sequencing, story mapping, cause/effect, inference, problem solving

Writing

Compare/contrast, research

Summary

Ramona Quimby is an average third grader whose life is about to change. Her best friend Howie has a rich uncle who comes to town for a visit. Once he arrives, nothing is ever the same for Ramona. Howie's Uncle Hobart announces that he is marrying Ramona's Aunt Bea and they are moving to Alaska. The Quimbys also announce that they are expecting a new addition to their family. Ramona is ambivalent about the upcoming wedding and new baby. She must cope with her changing relationship with Beezus, her own fears about losing her place as the baby in the family, a possible move to another town, and the death of the family's beloved cat, Picky-picky. Ramona saves her aunt's wedding when she finds the dropped wedding ring. Soon after the birth of her new sister, Roberta, Ramona learns a lesson about growing up.

About the Author

Beverly Cleary was born in a small town in McMinnville, Oregon. She had a love of books as a child. Her mother had to arrange for books to be delivered to the tiny town as there was no library. Beverly Cleary has written many popular children's books featuring such familiar characters as Ralph S. Mouse, Ramona Quimby, and Ribsy. She has won more than 30 awards, including the Newbery Award for the book *Dear Mr. Henshaw*. Beverly Cleary and her husband Clarence T. Cleary are the parents of grown twins.

Initiating Activities

1. Previewing the book: Have students study the cover of the book and answer these questions: Who? Where? When? Why? Have students predict what they think the book will be about.
2. Given the following clues, have students write a paragraph predicting what they think will happen to Ramona in the book.
third grade baby pets independence wedding sisters caring
3. Character journal: List the main characters from *Ramona Forever* and have the students choose one of the characters. As they read the book, students write regular journal entries from that character's point of view. The journal entries should reflect on events from the story. Students should be prepared to read their entries at various times throughout the novel.
4. Anticipation questions: Have students respond to the following statements with a "thumbs up" or "thumbs down" and discuss their responses.
 - It's okay for children to stay home alone without a baby-sitter.
 - It's important that we like and accept who we are.
 - An older sister or brother can turn out to be one of your good friends.
 - Secrets will always be discovered.
 - Adults always think it's funny and cute to tease children.

Chapter 1, Pages 1-26

Vocabulary

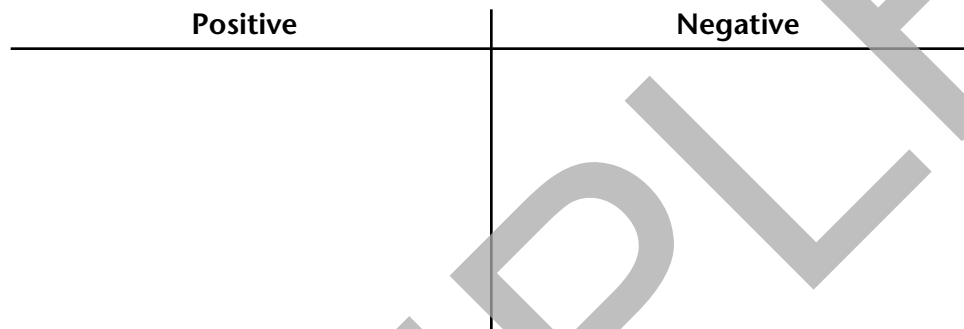
basement (1)	astounded (2)	plunged (2)	motioned (3)
servants (4)	credential (5)	delayed (6)	hovered (7)
embraced (7)	astride (9)	ashamed (9)	muttered (9)
imitated (9)	churned (10)	annoyance (11)	shrieking (17)
seethed (20)	scowled (24)		

Discussion Questions

1. Who are the main characters in the story? (*Ramona, Beezus, Mr. and Mrs. Quimby, Uncle Hobart*)
2. What is Ramona's big announcement? (*Her friend Howie has a rich uncle who is coming to visit.*)
3. Why is Mr. Quimby going to school? (*to become an art teacher*)
4. How does Aunt Bea know Uncle Hobart? (*They went to high school together.*)
5. Where is Aunt Bea planning to go? (*skiing with her boyfriend, Michael*)
6. Why is Ramona disappointed when she sees Uncle Hobart? (*He doesn't dress like a rich person and looks plain and ordinary.*)
7. What does Uncle Hobart refer to Ramona as? (*Howie's girlfriend*)
8. What gifts had Uncle Hobart brought with him? (*camel saddles, a unicycle, and an accordion*)
9. Why does Ramona feel left out during Uncle Hobart's visit? (*She is not a family member and is not comfortable around Uncle Hobart.*)
10. Why do you think Willa Jean purposely broke her accordion? (*Answers will vary.*)
11. Why is Ramona blamed when the accordion breaks? (*Mrs. Kemp tells Ramona that she is old enough to stop Willa Jean from breaking her toys.*)
12. Why does Ramona think it is unfair that she has to be in trouble? (*Willa Jean is not her responsibility, and Ramona should not be blamed for Willa Jean's actions.*)
13. How does Mrs. Kemp feel about Howie riding a unicycle? (*She is very nervous and afraid that he will fall and hurt himself.*)
14. Why does Ramona think that Mrs. Kemp doesn't like her? (*Answers will vary; Mrs. Kemp tries to shame Ramona in front of Uncle Hobart.*)
15. What does Ramona mean when she says she has outgrown Willa Jean's kind of behavior? (*Answers will vary.*)

Supplementary Activities

1. Character Analysis: Have students begin a character attribute web for each character (pages 7-8 of this guide). Students should continually add information as they read.
2. Research: Uncle Hobart had been living in Saudi Arabia. Have students locate Saudi Arabia on a map. They should also research the climate, population, natural resources, type of government, and any other interesting facts about Saudi Arabia.
3. Critical Thinking: Have the students create a T-chart that lists the positive and negative things about Ramona staying at the Kemps' house after school.



4. Literary Analysis/Story Map: Have the students begin a story map to use as they read (see page 9 of this guide). The students should continue to add new information about the characters, setting, problems, and events in the story.

Chapter 2, Pages 27-43

Vocabulary

wove (27)

sulky (33)

slender (40)

delicate (28)

whisked (34)

glimpse (42)

flared (31)

anxious (37)

clutched (31)

crept (40)

Discussion Questions

1. Why is Uncle Hobart referred to as "Old Moneybags"? (*He is rich.*)
2. Why does Ramona feel that Mr. Quimby has changed since studying to be a teacher? (*Answers will vary.*)
3. What reason does Ramona give for refusing to go back to the Kemps' house? (*She says that Mrs. Kemp is mean and that she doesn't like Ramona.*)
4. Do you think that Ramona is surprised to hear Beezus agree with her about the Kemps? (*Answers will vary.*)

Decision-making Grid

The decision-making grid below is supposed to make it easier to find the best solution to a problem. Give examples of other questions you should ask yourself when you are trying to weigh different solutions. Then fill in the grid. See if classmates agree with the solution you decide is best.

Problem	Criterion #1:	Criterion #2:	Criterion #3:
State the problem:	Will the solution hurt someone?	Will it make me feel better?	
Solution #1:			
Solution #2:			
Solution #3:			
Solution #4:			