



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Ramona the Pest

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Ramona the Pest

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

Multiple meanings,
antonyms, synonyms,
classifying (phonological,
syntactic, and semantic
categories)

Thinking

Brainstorming, research

Writing

Narrative, descriptive

Comprehension

Predictions, sequencing,
comparison/contrast

Listening/Speaking

Discussion, pantomime

Literary Elements

Characterization, similes,
story elements, protagonist

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.

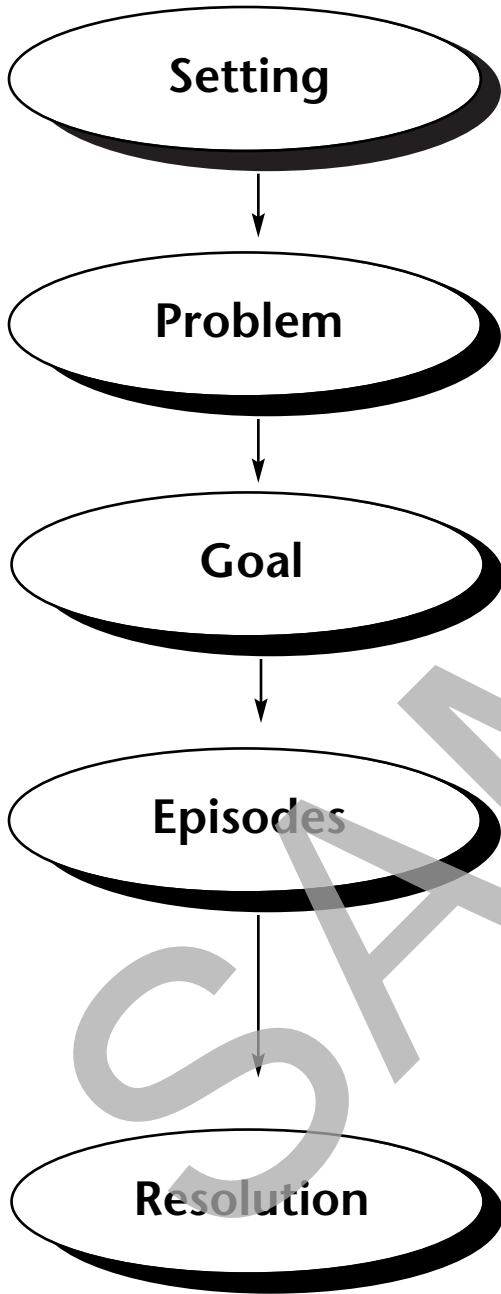
Times
(ages)



Ramona's antics

Behaviors and expectations for each age

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Chapter 1: “Ramona’s Great Day”—Pages 9-40

Ramona and Howie go to their first day of kindergarten.

Vocabulary

| | | | |
|---------------------|----------------|----------------|------------------|
| intersection 14 | scornful 15 | distinctly 16 | admiration 19 |
| cloakroom 20 | budge 21 | reluctantly 21 | puzzled 22 |
| murmured 24 | explanation 25 | convinced 25 | reproachfully 25 |
| embarrassed 25 | genuinely 26 | squirmed 26 | baffled 27 |
| misunderstanding 27 | blunt 27 | scowled 29 | enticingly 29 |
| startled 29 | shrieked 30 | awed 34 | wickedness 34 |
| delicate 36 | infuriated 39 | | |

Discussion Questions

1. How did Ramona feel when Mary Jane and Beezus wanted to walk her to school? How did she communicate her ideas? (*She said no, stamped her feet, and made a great big noisy fuss.*)
2. What was Ramona’s question about Mike Mulligan? (*How did he go to the bathroom when he was digging the basement of the town hall?*)
3. What happened to Ramona with Susan? (*Ramona pulled on one of Susan’s bouncy curls. Susan shrieked.*)
4. What did Ramona like about her first day of kindergarten? (*She liked the song about the dawnzer and having her own little cupboard.*) Explain the song. (*It was the “Star Spangled Banner” with Ramona not understanding the words and substituting other words.*)
5. Look up “present” in the dictionary. What are the different meanings? How does a mistaken meaning of “present” affect the story? Have you ever had trouble because of a mistaken meaning of a word?

Supplementary Activities

1. Interesting Turns of Phrase: “...growing up was the slowest thing there was, slower even than waiting for Christmas to come.” (*page 14*) How slow was it? List three possibilities, finishing the phrase, slower even than...
2. Ramona had many misunderstandings on her first day of school. Think back to your early school days. What things baffled you? Share with classmates and prepare a page to include in a class Memories of Kindergarten book.

Chapter 2: “Show and Tell”—Pages 41-64

Ramona and Howie have Show and Tell at school. Howie and Ramona argue over a piece of ribbon that Miss Binney ties on Ramona’s rabbit.

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.