

Student Packet

Grades 3–4

# Ramona Quimby, Age 8

Beverly Cleary



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# RAMONA QUIMBY, AGE 8

by  
Beverly Cleary

## Student Packet

Written by  
Jean Jamieson

### Contains masters for:

- 11 Writing Activities
- 1 Figurative Language Activity
- 1 Cause-and-Effect Activity
- 4 Vocabulary Activities
- 2 Brainstorming Activities
- 2 Poetry Writing Activities
- 1 Writing/Art Activity
- 1 Research/Writing Activity
- 2 Science/Writing Activities
- 3 Art Activities
- 1 Project
- 2 Math Activities
- 1 Nutrition Activity
- 1 Tangram Activity
- 1 Persuasive Writing Activity
- 1 Concluding Activity
- 1 Teacher Note
- 2 Comprehension Quizzes
- Detailed Answer Key
- Scoring Rubric

### PLUS

#### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

#### Note

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

# Good and Bad

*"Being a member of the Quimby family in the third grade was harder than Ramona had expected."* (page 38)

What does Ramona consider to be the bad parts of her life right now?

Leht

What does Ramona consider to be the best parts of her life?

StudyShe

What do **you** consider to be some of the important parts of your life? Explain your answer.

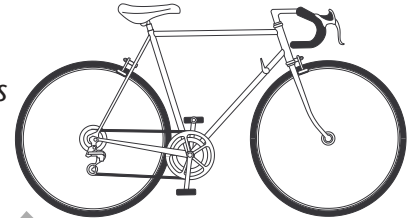
A silhouette of a young girl in a dress holding a clipboard, standing next to a large, tilted word 'Work' on a lined background.



Name \_\_\_\_\_

## A Bicycle

*"Ramona...looked with longing at the boys' two bicycles while Howie wheeled his bicycle out of the garage. Because Howie was kind and because Ramona was his friend, he asked, 'Ramona, would you like to ride my bicycle to the corner and back.'"*  
(page 42)



The author has told you something about Ramona without actually coming right out and saying it. Does Ramona have a bicycle of her own? You know the answer to that question when you read the paragraph above. Does Ramona wish she had a bicycle? How do you know?

A **quatrain** is a poem written in four lines that are rhymed or unrhymed. A rhymed quatrain has rhymes at the ends of the lines that follow a pattern such as AABB, ABCB, AAAA, or another pattern.

ABCB pattern:

If only I could practice. (A)  
Then I'd learn just what to do. (B)  
I'd know how to ride a bike, (C)  
And how to get on and off, too! (B)

AABB pattern:

Know what I would really like? (A)  
I would like to have a bike. (A)  
I would ride up hill and down. (B)  
I would ride all over town. (B)

Imagine that you are Ramona. Express your feelings in poetry form. Use a **rhymed quatrain**.

Given the task of making the Sunday dinner, Ramona and Beezus want to know what it is that they will cook. Mrs. Quimby tells them, "The same things I cook. Whatever I have bought on special that you can find in the refrigerator." (page 86)

## *Menu*

## Item

Price Each

**TOTAL**

**GRAND TOTAL: \_\_\_\_\_**

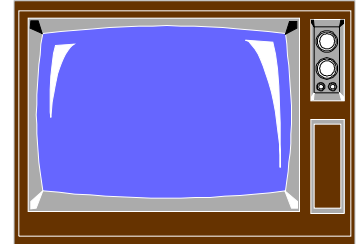
Name \_\_\_\_\_

**Ramona Quimby, Age 8**

Student Worksheet #28

Chapter 7

(Math Skills)



## Commercial Survey

*"Ramona was cross with the television set because she found daytime programs dumb, stupid, and boring. Commercials were much more interesting than the programs."* (page 132)

Take a survey of some of your family members, relatives, friends and neighbors to identify their favorite television commercials. Before you start your survey, make a list of the commercials that you like, and some others that you often see. Write them on the chart below, or make a larger chart on separate paper. Use the chart to take your survey. Add to the list of commercials if necessary. (You may also want to do a survey of the least popular commercials.)

Use tally marks to keep track of the replies to the survey. ||||

Keep the tally marks in sets of five. When completed, transfer the survey results to a bar graph. Make summary statements from the graph. Include in your summary: most popular, runner-up, etc.

People Interviewed for Survey

8						
7						
6						
5						
4						
3						
2						
1						

Commercials:



Name \_\_\_\_\_

**Ramona Quimby, Age 8**

**Student Worksheet #34**

**Chapter 9**

*(Write to Entertain)*

## Cheer Up!

*"She hated rainy Sundays, especially this one...The Quimbys' house seemed to have grown smaller during the day until it was no longer big enough to hold her family and all its problems...Ramona wanted her father to go on working so he could stay in school and someday get a job he liked." (pages 173–174)*

The members of the Quimby family are in need of some cheering up. Treat them to a cheer made up by you.

While you are working on your cheer, you may want to say the following ones. After your own is finished, teach it to a few members of your group. Then say the cheer for others. Have fun!

**Write your cheer in this space.**

### **Cheer Up Quimbys!**

Quimbys, Quimbys,  
The sun is gonna shine.  
Quimbys, Quimbys,  
Things will be just fine.

So get going  
Get a move on  
Show the world  
What you can do

Quimbys, Quimbys,  
There's happiness for you!