

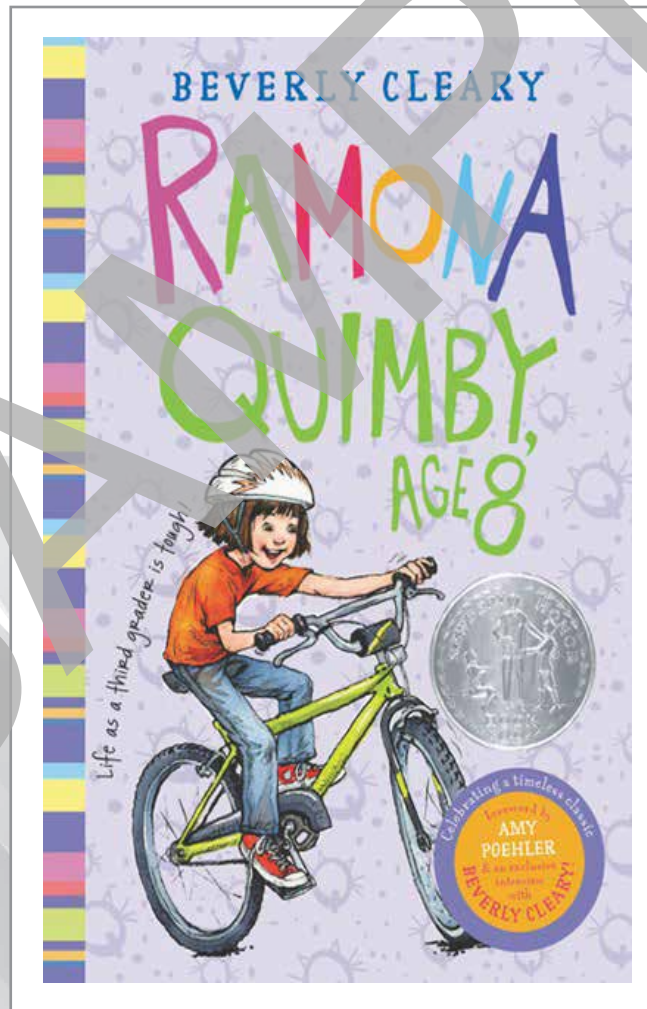


STUDENT PACKET

GRADES 3-5

# Ramona Quimby, Age 8

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

# Ramona Quimby, Age 8

Beverly Cleary

## STUDENT PACKET

**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!

---

**ISBN 978-1-50204-906-3**

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your  
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

[sales@novelunits.com](mailto:sales@novelunits.com)

[novelunits.com](http://novelunits.com)

## 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)

Name \_\_\_\_\_

## High Hopes

*"Ramona enjoyed her father's making up new words for the song about the little old ant moving the rubber tree plant..." (page 19)*

The song Ramona's father used for his tune was written by Sammy Cahn and James Van Heusen in 1959. It was called "High Hopes." Listen to a recording of the song and try singing it. Then choose either this song or another that you like, and compose new words for it that have something to tell about your life.

For example: To the tune of "High Hopes"—

*Here I am, one more time, trying to write some words that'll rhyme.  
Everyone knows I'm no bard! This is very hard!  
But I've got high hopes, I've got high hopes. I've got go-on-and-try-not-to-cry hopes!  
So any time it's hard to rhyme, and the walls I climb, I just make up a word.  
Oops! Here comes another one! Oops! Here comes another one!  
Here comes another word so absurd!*

Tune for Your Song: \_\_\_\_\_

Words for Your Song: (Use the back of your paper if you need more room.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

## 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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

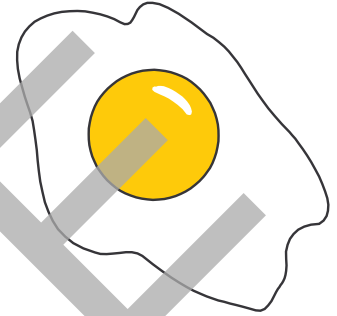
\_\_\_\_\_



Name \_\_\_\_\_

## Hard-boiled Eggs

*"Ramona did not feel it necessary to explain to her mother that she still did not like hard-boiled eggs, not even when they had been dyed for Easter." (page 56)*



Do you like eggs? What is your favorite way to have them cooked?

Look over the list of ways to cook and serve eggs. Add to the list if you can. Make a check mark by the ones on the list that you have tried. Make an X by the ones you have never heard of or tried.

baked eggs on toast  
baked eggs in onion rings  
baked eggs in tomato sauce  
egg salad  
soft boiled eggs  
shirred eggs  
fricassee of eggs  
eggs Romanoff

deviled eggs  
steamed eggs  
poached eggs  
hard boiled eggs  
scrambled eggs  
creamed eggs  
egg custard

pickled eggs  
planked eggs  
battered eggs  
scalloped eggs  
coddled eggs  
Spanish eggs  
fried eggs

Choose one from the list that you have never tried. Look for the recipe in a cookbook. Copy the recipe onto a piece of paper. On the same paper, please write the answers to these questions.

What makes this egg dish different from the ones that you have already tried?

Do you think that you would like to try it some day? Why or why not?

Name \_\_\_\_\_

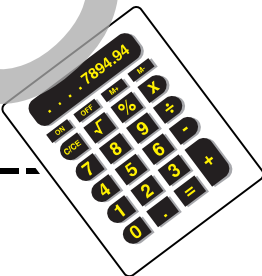
### On Special

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)

Study this week's grocery ads, and decide what is inexpensive and suitable to serve to the family for Sunday dinner. Make a grocery list for the meal. Include the quantity and price for each item. Make a menu that includes all items on your list. Make sure you have included on your shopping list everything you would need for the food preparation. (Look up recipes if necessary.) Finalize the list and calculate the cost of the groceries.

***Menu***

<b>Grocery List</b>			
#,	Item	Price Each	TOTAL
<b>GRAND TOTAL:</b>			



Name \_\_\_\_\_

## A Tangram Home Sweet Home

*"She felt safe, knowing her mother was watching over her."* (page 127)

**Directions:** Cut apart and use the seven pieces of the tangram square on the next page. Fit the pieces into the picture below to make the house. Save the seven pieces for page 30.

