



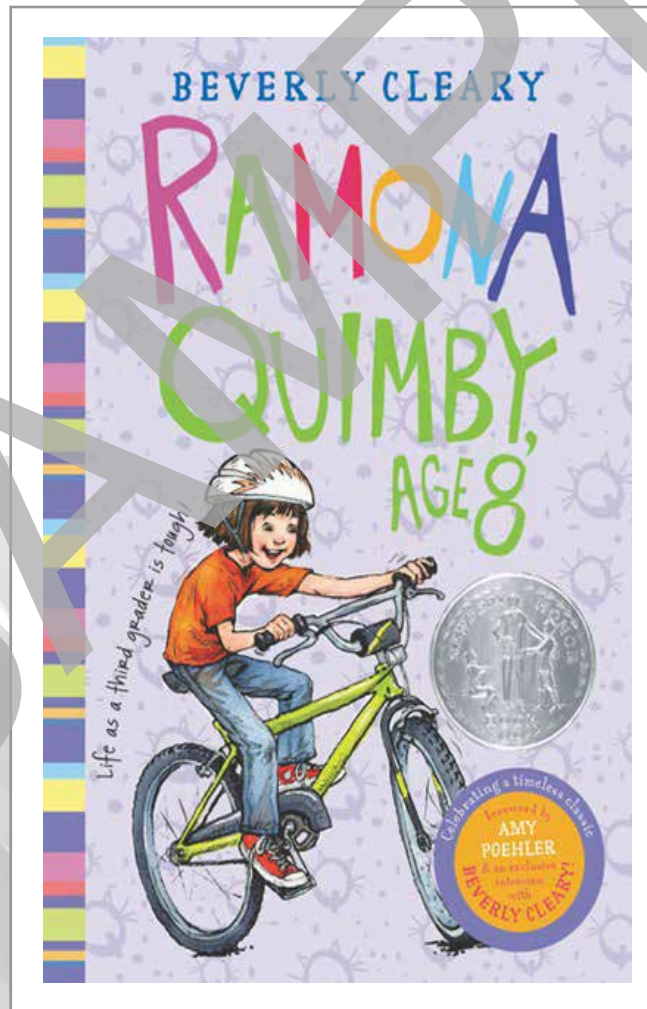
**TEACHER GUIDE**

**GRADES 3-5**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Ramona Quimby, Age 8

Beverly Cleary



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

# Ramona Quimby, Age 8

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,  
synthesis

### Comprehension

Predicting, comparison/  
contrast

### Writing

Description, explanation,  
narrative, journaling

### Vocabulary

Antonyms/synonyms, word  
mapping, classifying

### Listening/Speaking

Discussion, interviewing

### Literary Elements

Characterization,  
protagonist, story elements

## 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 time line, 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

3. Collect information about eight-year-olds. Describe the age, including physical characteristics, learning challenges, typical games, typical schooling, likes/dislikes. List your findings on a large chart. As you read the book *Ramona Quimby, Age 8*, decide how typical the main character is.

## Chapter 1: “The First Day of School”—Pages 11-36

### Plot Summary:

Third grade brings challenges to Ramona—a new teacher, a bus ride, retrieving her pink eraser from Danny, and dealing with her new squeaky, large sandals.

### Vocabulary:

quivery	swished	appreciated
responsibility	convinced	reassuring
visor	cootie	anxious
ferocious	wedges	encumbered
fuming	erupt	astonishment
triumphant	reprimand	cursive
curliques		

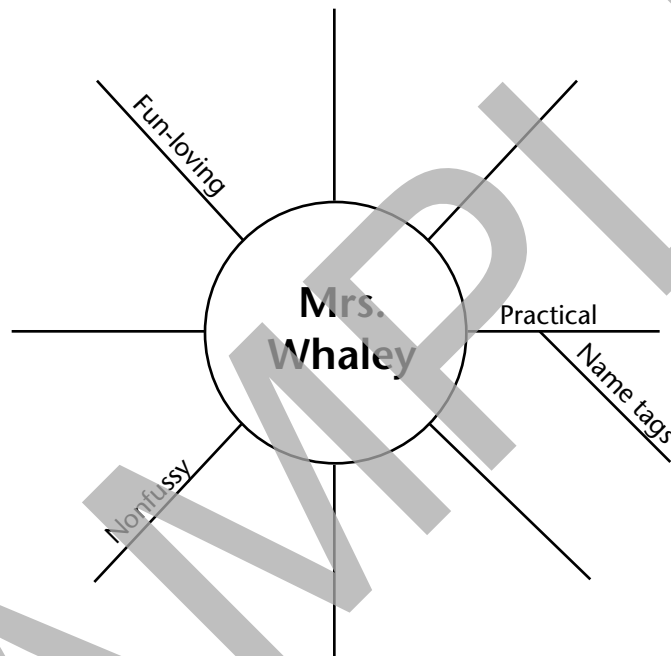
### Discussion Questions:

1. How were Ramona, Beezus, and Mr. Quimby alike? (*They were all going to start school.*)
2. Why did Mr. Quimby call himself Santa’s Little Helper? (*Because the temperature in the warehouse where he worked was below zero.*)
3. There are lots of symbols for luck, e.g. horseshoes, rabbit’s foot, but what was the symbol for luck that Mr. Quimby gave Ramona? (*a pink eraser*)
4. Why did Ramona call the boys “Yucky yard apes”? (*it was her name for boys, who always got the best balls, who were always first on the playground, and who chased their soccer balls through hopscotch games.*)
5. Why do you think Yard Ape returned Ramona’s eraser? (*Answers vary.*)
6. Ramona has many problems. Keep track of them on a Problem Chart.

Problem	Solution Attempts	Outcomes
	1.	
	2.	
	3.	
	4.	
	5.	

**Supplementary Activities:**

1. Did the author start the story at an appropriate place? Give reasons for your answer. How does an author title a chapter?
2. What is the mood of Chapter 1? How did the author let the reader know the mood? Give examples from the book.
3. Start an attribute web for Mrs. Whaley. (See pages 11-12 of this guide.)



**Chapter 2: "At Howie's House"—Pages 37-54**

**Plot Summary:**

Ramona does her part by getting along with Willa Jean at the Kemps' after school, but it's hard to cope with Willa Jean and her dress-up games.

**Vocabulary:**

horrid	dismount	impatiently
wistfully	seized	pranced
overwhelmed	inspiration	impressed
conspiratorial	blissfully	

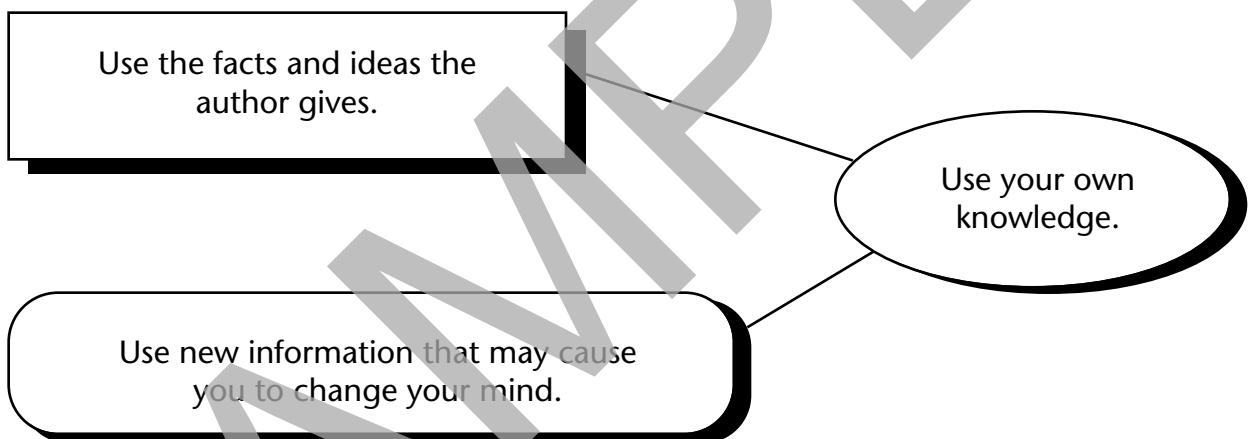
**Prediction:**

In Chapter 1 we met Howie. What *could* happen to Ramona in this chapter? Will it be something happy or sad? Write your prediction. (See pages 13-14 of this guide.)

## Using Predictions

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A predicting chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

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