



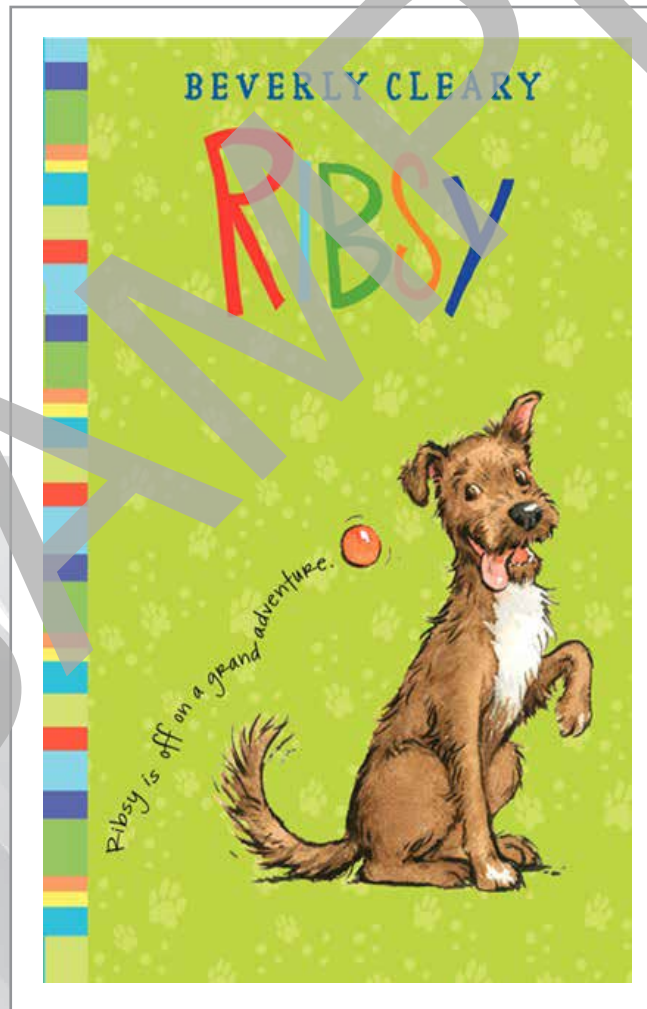
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Ribsy

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Ri b s y

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!

ISBN 978-1-50204-119-7

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

novelunits.com

Table of Contents

Summary	3
About the Author	3
Introductory Activities and Information	4
Seven Chapters	10
Chapters contain: Vocabulary Words and Activities, Discussion Questions and Activities, Post-reading Activities, Predictions	
Supplementary Activities	22
Teacher Information	28
Bibliographies and Resource Information	32

Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details

Writing

Narrative, lists, play scene

Vocabulary

Antonyms/synonyms,
analogies

Comprehension

Predicting, sequencing,
comparison/contrast,
cause/effect,

Listening/Speaking

Participation in discussion,
report, drama

Literary Elements

Character, setting, plot

Summary

Ribsy accidentally opens the automatic window of the new family car, and leaps out into the mall parking lot and a month of tireless searching for his boy, Henry Huggins. The searching leads Ribsy to, among other things, a bubble bath, a second grade classroom, and eventually to the fire escape of an apartment building. How Ribsy goes from one situation to the next in the search for Henry makes for interesting, fun reading.

About the Author

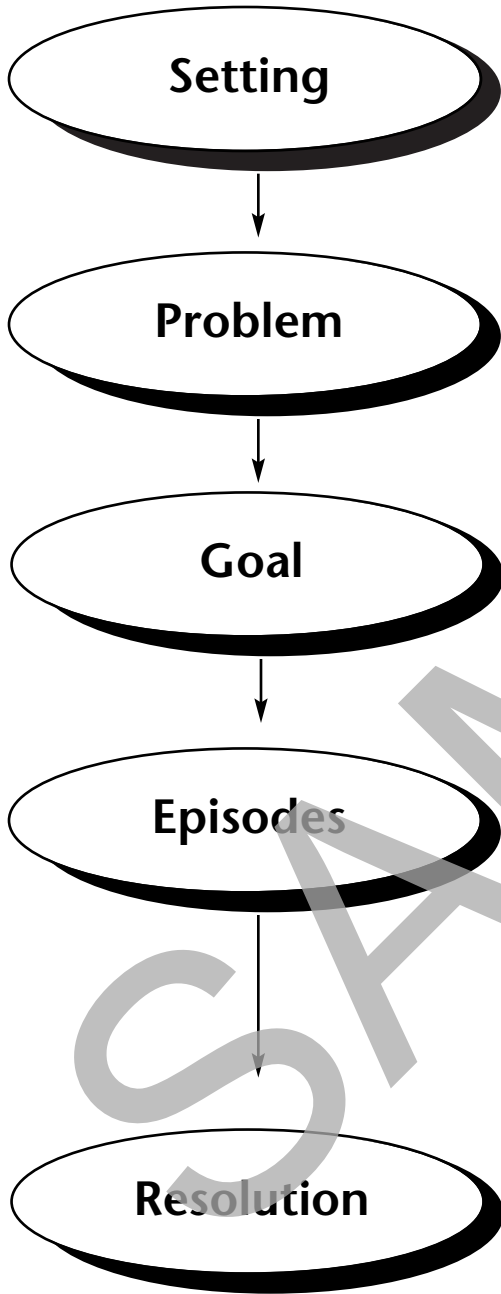
Beverly (Bunn) Cleary was born in 1916 in McMinnville, Oregon. She married Clarence T. Cleary, an accountant, in October of 1940. Their children are Marianne, Malcolm and James. She attended Chaffee Junior College in Ontario, California, A.A. 1936; University of California, Berkeley, B.A. 1938; and University of Washington, Seattle, B.A. in Librarianship, 1939. She became a librarian after graduation, and made that her career until 1950, when she decided to devote all of her time to writing for young people.

“Writing for young readers was my childhood ambition. I wanted to read funny stories about the sort of children I knew, and I decided that someday when I grew up I would write them. And so, with some hardship to my parents, I was sent off to college to become independent. I became a children’s librarian. During that time I met a variety of children. Two groups stand out in my memory. One was a band of unenthusiastic readers. They wanted funny stories about the sort of children that they knew. I sympathized, because that’s what I wanted at their age, too. The second group was a loyal story-hour audience to which I told folk and fairy tales. When I began to write *Henry Huggins* I mentally told the stories to that remembered audience.”

“As I write, I have a collaborator, the child within myself—a rather odd, serious little girl, prone to colds, who sits in a child’s rocking chair with her feet over the hot air outlet of the furnace, reading for hours, seeking laughter in the pages of books while her mother warns her that she will ruin her eyes. That little girl prevents me from writing down to children, from poking fun at my characters, and from writing adult reminiscences about childhood instead of a book to be enjoyed by children. And yet I do not solely write for that child; I am also writing for my adult self. We are collaborators who must agree. The feeling of being two ages at one time is delightful.”

“A writer must enjoy what is being written. If I find that I’m not having fun with what I’m writing, I stop. Life is humorous, sorrowful, and filled with problems with no solutions. My intent is to write about feelings, and to avoid the genre of the problem child.”

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Chapter 1: “Ribsby and the Hungry Flea”—Pages 7-31

Vocabulary

well-adjusted 7	persistently 8	lingered 9	thoroughly 13
lubricating 16	gratitude 17	affectionately 17	sociable 19
imprisonment 19	infuriated 20	dialogue 23	uneasiness 23
menacingly 24	investigated 26		

Vocabulary Activity

Match up a vocabulary word with its definition.

Definition	Vocabulary Word
thankfulness	_____ (<i>gratitude</i>)
lovingly	_____ (<i>affectionately</i>)
to make slippery	_____ (<i>lubricating</i>)
continuously	_____ (<i>persistently</i>)
examined	_____ (<i>investigated</i>)
enraged	_____ (<i>infuriated</i>)

Discussion Questions and Activities

1. Ribsby is in the Huggins’ new station wagon, thinking of the smells that he does and does not like. What are some of them? (*Page 16, Ribsby does not like the new-car smells of rubber, plastic, and lubricating oil. He does like the odors of wet earth, fallen leaves, cats, food cooking, and boys, particularly his own boy, Henry Huggins.*) What is an odor that you like? Why? Make a list, and put into categories while doing so. Is there one category that has more preferences than any other, such as food? Discuss.
2. As the chapter ends, page 31, Ribsby has important worries. What are they? (*He is in the wrong car, with the wrong family, and the car is going in the wrong direction on a road leading away from the city and Klickitat Street.*) Do you agree or disagree with the decision by the family to take Ribsby to their home? Why? What is an alternative suggestion that you would make to the family?

Post-reading Activities

1. The family members, having found Ribsby in the car, join together in song as they go home. (*page 30*) What songs about dogs and/or animals were popular up to and including the year 1964, the copyright date of this book? Do some research. Choose a song to teach to the group. (You may join two or three others and do this as a small group presentation if you wish. See Bibliography, Songs.) For example:

“Grizzly Bear”
“Go Tell Aunt Rhody”
“The Animal Fair”
“Bill Grogan’s Goat”
“Little White Duck”
“Bingo”
“Turkey In The Straw”

“Froggie Went Courting”
“The Gray Goose”
“The Barnyard Song”
“I Know An Old Lady”
“Bear Climbed Over The Mountain”
“Five Little Monkeys”
“The Horse Went Around”

2. On page 8, the author writes, “If it had not been for that flea, things might have been different for Ribsy.” Think about that remark, and write a different version of this chapter, discounting the presence of the flea.
3. Make a prediction. What do you think will happen next?

Chapter 2: “The Cleanest Dog in the U.S.A.”—Pages 32-56

Prereading Activity

Prepare a large story map form, and be ready to fill it in for this chapter. Before reading, discuss the story map, its purpose, and what the students will be noting as the chapter is read. (See page 8 of this guide.)

Vocabulary

questioningly 38
appetite 45
persuaded 49

eventually 39
triumphant 46
inspiration 50

tremendous 42
sympathetic 47
conceded 51

provoked 44
wistfully 49

Vocabulary Activity

Complete each of the following comparisons by using a vocabulary word. (Sample: GOOD is to BAD as HOT is to COLD.)

1. MORE is to LESS as _____ is to DISHEARTENED. (*INSPIRATION*)
2. GLAD is to HAPPY as _____ is to ULTIMATELY. (*EVENTUALLY*)
3. BETTER is to WORSE as _____ is to DENIED. (*CONCEDED*)
4. HERE is to THERE as _____ is to TINY. (*TREMENDOUS*)
5. GOOD is to KIND as _____ is to IRRITATED. (*PROVOKED*)
6. UNHAPPY is to SAD as _____ is to WISHFULLY. (*WISTFULLY*)
7. UP is to DOWN as _____ is to HUMBLED. (*TRIUMPHANT*)
8. BLACK is to WHITE as _____ is to DETERRED. (*PERSUADED*)