



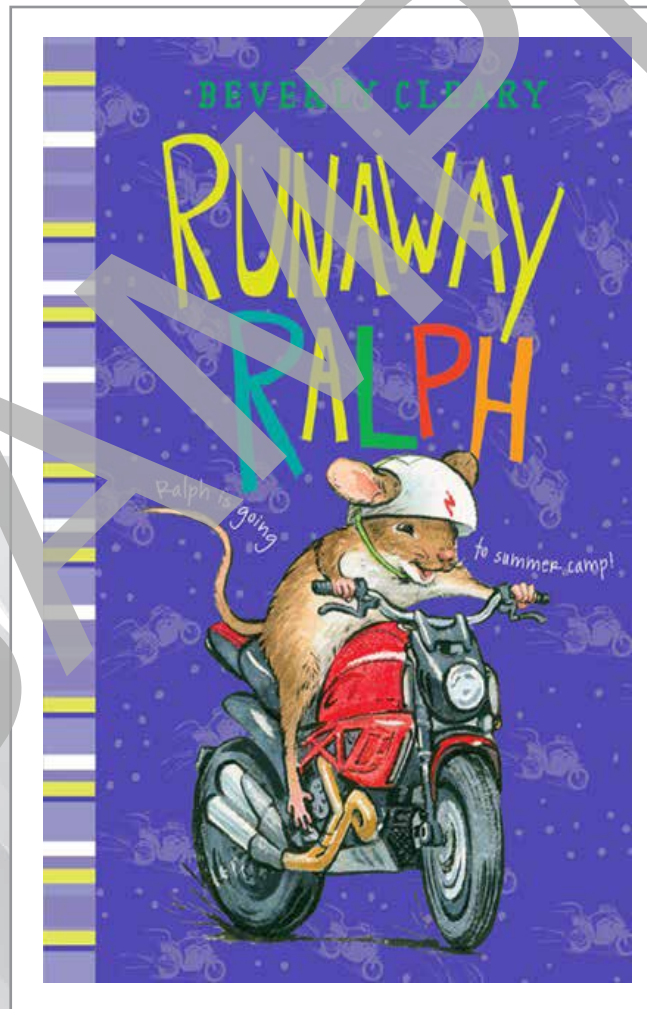
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Runaway Ralph

Beverly Cleary



READ, WRITE, THINK, DISCUSS AND CONNECT

Runaway Ralph

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

Brainstorming, research,
visualization

Comprehension

Predicting, inference

Writing

Persuasive, descriptive,
narrative, creative, informa-
tional

Vocabulary

Antonyms/synonyms, word
mapping, analogies,
semantic feature analysis

Listening/Speaking

Drama, Readers' Theatre

Literary Elements

Characterization, plot,
setting, simile

Chapter 1
pp.13-30

Vocabulary:	rumpled - p. 14	stenciled - p. 14	grating - p. 14
	taps - p. 15	attitude - p. 15	handyman - p. 16
	retired - p. 17	perilously - p. 19	exhilarated - p. 19
	sullenly - p. 21	draperies - p. 22	chromium - p. 23
	awed - p. 25	shortly - p. 25	distaste - p. 25
	linoleum - p. 26	plodded - p. 26	rebellious - p. 26
	scuttled - p. 28	summons - p. 29	

Vocabulary Activity:

The “cars” in the “word train” which follows describe ways you might move. Each of the cars describes a movement that is faster than the one before. Fill in the empty cars.

plod – – – – scuttle – –

Complete the synonym train below:

exhilarated – elated – excited – – –

Questions and Activities:

1. Where did Ralph’s motorcycle come from? *It was a present from a boy named Keith who had spent the Fourth of July weekend at the inn.*
2. What does Ralph find puzzling about Garf? *Unlike other young campers Ralph has met, Garf does not seem to think that camp will be fun.*
3. Why is the stuffy room Ralph’s favorite? Why doesn’t Uncle Lester approve of Ralph’s spending time there? *Ralph can always find something to eat there. Uncle Lester doesn’t approve of young Ralph spending time in a bar.*
4. What is Ralph’s mother like? *She worries about his getting hurt, wants him to learn to share, and seems quite meek—letting Uncle Lester take charge.* How is she like yours? How is she different? Complete the T-chart on the next page.

	Ralph's mother	My mother
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.		

- Why does Uncle Lester want Ralph to move back upstairs? How does Ralph feel about that? Uncle Lester wants Ralph to move upstairs where the mouse nest is, and help lay in supplies. *Ralph doesn't want to have to worry about safety and storing food; he would rather stay downstairs where he can ride his motorcycle on the smooth floor of the lobby.*
- Why do Ralph's little relatives call him "selfish"? Do you think he is? *They want Ralph to let them ride his motorcycle.*
- How is Ralph "caught between two generations of mice"? *Because most of his own generation were poisoned, Ralph is left with older relatives who worry about survival and younger ones who act silly and eat all the food; Ralph feels that there is no one who understands his love of adventure.*
- Where is the distant bugle coming from? How does it make Ralph feel? *Ralph hears taps being played at the camp; he feels that it is a summons to a more exciting life.*

Writing Activity: Uncle Lester mentions that the inn doesn't get many guests between summer and the ski season. Suppose Uncle Lester wanted to drum up some business so that he and his family wouldn't go hungry during these months. Write the ad for the inn that Uncle Lester puts in the local newspaper.

Art Activity: Design a Happy Acres T-Shirt for Garf. You might want to try actually stenciling and/or tie-dying a shirt.

Music: Have someone who plays the bugle demonstrate what the "taps" Ralph hears sounds like.

Chapter 9
pp.157-175

Vocabulary:

expectantly - p. 159	gritty - p. 159	fraction - p. 159
detour - p. 159	prolong - p. 160	waggled - p. 160
purposefully - p. 161	exterminate - p. 161	delicately - p. 163
protruded - p. 164	exposed - p. 166	darted - p. 167
dome - p. 168	knothole - p. 168	briskly - p. 171
bunk - p. 174		

Vocabulary Activity:

Complete the following chart by providing the appropriate antonym (word that means the opposite) from the word box.

Word	Antonym
covered	_____ <i>exposed</i>
carelessly	_____ <i>delicately</i>
smooth	_____ <i>gritty</i>
shorten	_____ <i>prolong</i>
crept	_____ <i>darted</i>

WORD BOX

exposed	delicately
prolong	darted
gritty	

Questions and Activities:

1. Why does Ralph call himself a “failure” the next morning? Why is he going to hide from Garf? *Ralph hasn’t found a way to return the watch because the buildings are all “mouseproof” and he doesn’t want to face Garf with the news of his failure.*
2. How does Ralph clear Garf’s name? *He crawls into Karen’s sleeping bag when she leaves it outside to air out and drags the watch inside.*
3. Why doesn’t Catso eat Ralph? *Sam defends Ralph.*
4. What reason does Catso give Sam for going after Ralph? Do you think he is being honest? Why or why not? *Catso says that it is his job to keep the camp mouse-free and that he has been unjustly accused of eating Ralph, but he probably does want to eat Ralph.*