



Ramona Quimby, Age 8

By Beverly Cleary

1982 Newbery Honor Book

Sample Pages

A Novel Teaching Pack

by Margaret Whisnant

She's
in third grade,
aware of her responsibilities as the youngest Quimby,
an expert at being nice to four-year-old Willa Jean,
unsure about her new teacher, Mrs. Whaley,
Superfoot to her classmate, Yard Ape.

She's happy.
She's a bit of a show-off.
She's the best book report giver ever!

She's
Ramona Quimby, Age 8.



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by Beverly Cleary
A Novel Teaching Pack
by Margaret Whisnant

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Goals

To . . .

- Offer a teaching guide with a full spectrum of learning experiences that flow from **basic knowledge** to **higher-level thinking skills**.
- Provide **classroom-ready** materials that **motivate** and **instruct**.
- Create **novel-specific activities** that require careful reading, help develop comprehension skills, and challenge the thinking process.
- Accommodate a wide variety of student **abilities** and **interests**.
- **Support teachers** by providing a practical teaching resource that saves preparation time.
- Include **cross-curricular activities** as an integral part of the novel study.
- Correlate to various state **education standards and requirements** for language arts.

The Seven Components. . .

1. Summaries

Written in present tense, the chapter-by-chapter summaries are more detailed than those found in most teachers' guides or other sources. Important points of the plot, character motivation and development, and story clues are all included. For quick reference, the summaries are presented in bulleted format. These synopses are a valuable resource for

*quickly becoming familiar with a title when time is limited,
managing a reading program that involves multiple titles/reading groups,
facilitating independent study,
and refreshing memory when using a novel from year to year.*

2. Before You Read

In this component, the focus is on sparking student interest. Each teaching pack includes both an **independent activity** and a series of **whole-group/small-group discussion** or **research topics**, written as open-ended questions.

At least one **bulletin board idea** is included. In some cases, activities in the **Think, Write, Create** component also involve the creation of a bulletin board or classroom display.

3. Vocabulary

One of the many advantages of literature-based reading instruction is the opportunity to observe vocabulary in action! It is this circumstance that drives the vocabulary portion of the novel teaching packs.

Word Choices. . .

The words lifted from the novel for focused study are chosen based on one or more of the following criteria:

<i>their level of difficulty</i>	<i>their frequency of use in children's literature</i>
<i>their importance in comprehending the story</i>	<i>their value as useful composition vocabulary</i>
<i>the probability that they will be encountered across the curriculum</i>	<i>unique meanings, spellings, pronunciation, etc.</i>

Word Lists and Definitions. . .

For teacher convenience and reference, word lists with definitions are included. The selected words are arranged in story order, complete with page numbers so they can be spotted easily and studied in their "natural habitats." For clarity, the definitions are paraphrased to match the word's tense, number, part of speech, etc. rather than cross referenced as in a standard dictionary. The major resource of this information is www.dictionary.com.

Dictionary Activities. . .

Long word lists are divided into chapter sets of workable numbers and presented as **Dictionary Digs**—sometimes given a slightly different name to correspond with the theme of the novel. In this introductory stage, students use a dictionary to answer a series of multiple choice questions about word meanings, usage, unique characteristics, etc.

Using the Words. . .

Other activities, which pull terms from the lists in random order, lead students through a variety of word studies which include

<i>sentence usage</i>	<i>word types (acronyms, onomatopoeia, etc.)</i>
<i>word forms</i>	<i>scrambled sentences</i>
<i>synonyms and antonyms</i>	<i>analogies</i>
<i>anagrams</i>	<i>whole-class/group games</i>
<i>categories</i>	<i>etymologies</i>
<i>word-groups/connections</i>	

Note: Some of these varieties, but not all, are found in each Teaching Pack.

4. Assessment

The two sections in this portion of the teaching pack offer a wealth of materials designed to build a strong **foundation** for student progression to higher level thinking skills. The operative phrase is **basic comprehension**.

Short Answer Questions

Short answer questions for each chapter (or groups of chapters) are the first available assessment tools. The items encourage (and check) careful reading. Some require the reader to recognize a major event or idea while others involve finding a minor detail. The questions are in *sequence* with the pages they cover, but they are **not** designed to call attention to plot construction or other story elements.

The short answer questions can be used as

<i>student reading guides</i>	<i>discussion group guides</i>
<i>pop quizzes</i>	<i>conferencing with individual students</i>

Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve **comprehension skills** by providing practice in understanding plot structure and recognizing important story elements.*

Rationale:

Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequential questions, none of which requires **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. That comes later.

In addition to their testing function, teachers may use the pages to strengthen their students’ ability to

Summarize: With only the questions as a guide, have students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven or fewer. When they work with twenty or more questions, allow no more than twelve sentences.

Report the News: Ask your students to write a newspaper article based on the events identified in a set of questions and the *who, what, when, where, why* elements. Some information needed to complete this assignment may be located in previous chapters.

Twist the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, etc.—to demonstrate how changing a single (or several) events would (or would not) change the story. This process can be used to help students become proficient in distinguishing major plot movers from minor story details.

The Characters. . .

Too often, when they are asked to describe a story character’s personality, the only answer many students can muster is “nice.” This portion of the Novel Teaching Pack, coupled with related activities from **Think, Write, Create**, is a well of opportunities for those teachers who wish to eradicate “nice” from their students’ vocabularies!

Questions that identify a character’s personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying ***implied meaning***. ***Story clues*** that tantalize the reader with hints of future events also appear as questions. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness** of the **facts** is the target.

Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of state competency requirements. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.

5. Think, Write, Create

In this section, students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers. There is a high probability that young scholars, even reluctant ones, will label some of the selections as **fun**.

Rationale:

Guidelines. . .

Most of the items in this section are based on the skills presented in the ***Taxonomy of Educational Objectives (Bloom’s Taxonomy)***. There are two reasons for this choice. First, it mirrors the Novel Teaching Pack’s primary purpose of building a variety of sophisticated thinking skills on a foundation of basic knowledge. Second, in following the taxonomy guidelines, activities that correlate with many state educational standards emerge automatically.

Organization. . .

Chapter-specific activities are grouped and presented according to their corresponding sets of **Short Answer Questions** and **Objective Test** page(s). Having led students through the basics for each chapter (or selected section), teachers may shop in this section for in-depth activities to optimize student understanding and interest. Armed with a firm grasp of each successive chapter, students are more likely to anticipate, embrace, and enjoy the next section. By repeating the process, students are also mastering concepts and intricacies connected to the **whole** novel

The **Whole Book Activities**, as their name indicates, require a grasp of the theme(s), characters, implications, etc. as they apply to the full novel. These pages are a teacher’s smorgasbord of culminating possibilities. In some cases, the choices are outgrowths of concepts that students have dealt with in a previous activity. In others, students are encouraged to look at the novel from a new angle.

Levels of Difficulty. . .

A broad spectrum of **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of **Think, Write, Create**. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

Activities. . .

Every novel teaching pack includes activities that require students to choose and use precise, appropriate, and meaningful **vocabulary**. These exercises involve choosing a group of words to describe a character’s personality or behavior. The following example is from ***Charlotte’s Web***.

Eight-year-old Fern cried and begged her father not to destroy the runt pig. She sealed the little animal’s fate by asking her father if he would have killed her if she had been born very small.

- Which **two** of the following words do you think **best** describe the way Fern’s father behaved during this episode? Explain your choice. Include the definitions of the words you selected in your answer.

practical *sensitive* *loving* *cruel* *considerate*
realistic *flexible* *callous* *compassionate* *logical*

- Choose **two** words from the list below that you believe **best** describe Fern’s behavior. Explain why they are the appropriate words. Use the definitions of your choices as part of your explanation.

impulsive *compassionate* *assertive* *tender-hearted* *hysterical*
undisciplined *naive* *juvenile* *humane* *empathetic*

In each case students work with a given collection of terms, all of which can be correctly applied to the character(s) in question. However, the individual words have strengths of meaning. It is the student's task to analyze both the character's behavior and the words, make choices, and then cite events from the story to support his/her selection.

Teachers may opt to narrow the choices to fewer words, choose words for individual students, divide the class into groups and offer a specific set of words to each group, or use the assignment as it is written. Whatever the technique, it is here that the word **nice** can be knocked off the shelf, shattered on the floor, and swept out the door. No longer necessary. Useless. Gone!

Other items in this section challenge students to . . .
*write for self-expression, for communication, and
for entertainment*
form opinions and theories
*cite "evidence" from the story to support their
explanations and opinions*
connect personal experience to story situations
become familiar with and identify literary elements
analyze story characters and events
make predictions based on given facts

think about social issues
*create drawings, diagrams, photos, maps,
models, recordings, films, etc.*
imagine
categorize
engage in research and data gathering
recognize and perceive story theme(s)
understand point of view

Cross Curricula . . .

Think, Write, Create takes full advantage of opportunities to connect both major themes and the smallest story detail to other realms of the curriculum. In **Charlotte's Web**, for example, students may apply their calculation skills to a page of "Spider Math." In the **Holes** teaching pack is a challenge to create a game that utilizes a "saved" group of Camp Green Lake's holes.

Options, options, and more options. . .

Think, Write, Create is purposely bulging at the seams to give teachers **pick-and-choose options** for
individualizing assignments
group work
whole class activities
capitalizing on student interest
homework
short-term and long-term projects
differentiating assignments

6. Graphic Organizers

Ideas for the graphic organizers are pulled from the chapter or whole book activities and expanded into a writing assignment. Priority is given to those topics that allow a student to relate personal experiences, make choices, empathize with a story character, and/or imagine.

Structure. . .

The organizers do not repeat a set pattern of circles, squares, lines, etc., prescribed for a particular type of writing. Each one is tailored to a **specific idea** pulled from the novel. **Structured directions** for organizing the topic support the student at this stage of the process so that **writing** is the major focus.

Non-writing Organizers. . .

Sometimes, students are enticed to stretch their imaginations by filling out "forms" or writing "diary entries." One graphic organizer from **Hatchet**, for example, allows students to assume the persona of the pilot who rescued Brian by writing three entries into his log—the day before the rescue, the day of the rescue, and the day after the rescue. In the **Holes** Novel Teaching Pack, students become detectives and conduct a "background check" on Mr. Sir, recording their findings on the provided "official form." In these cases, composition skills take a back seat to **imagination, empathy, and pure enjoyment**. Teachers may wish to capitalize on student enthusiasm by asking for a written "report" based on the information entered on the forms.

7. Answer Keys

Keys for **all items that require a specific answer** are included in this section.

A final note from the author. . .

It is my personal wish that when the last page has been read, the last activity completed, and the last idea discussed, at least one of your students will ask, "What are we going to read next?"

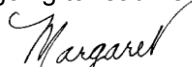

Margaret Whisnant

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Chapter Summaries

1 The First Day of School

- At breakfast, Ramona Quimby is delighted that she gets to ride the bus to school all by herself. Due to summer changes in the Quimby's part of the city, Ramona and her older sister Beezus will no longer attend the same school.
- Beezus is also excited. Today she begins junior high school. She will walk, but Ramona will ride the bus to her new third-grade class.
- The girls are not the only Quimby family members going to school on this day. Mr. Quimby has quit his job at the Shop-Rite Market to attend college and become a teacher. He will work one day a week in the Shop-Rite Market frozen-food warehouse to help the family squeak by.
- Mrs. Quimby works in a doctor's office as a receptionist.
- Ramona laughs when her daddy says he will have to do homework. Mrs. Quimby laughs when Ramona asks if she will sign Mr. Quimby's progress reports.
- Mr. Quimby is taking an art course, because he wants to be an art teacher.
- Ramona wonders why her father will also study how kids grow. All her life she has been told the way to grow is to eat good food and get plenty of sleep.
- Mrs. Quimby deposits the Quimbys' old yellow cat, Picky-picky, on the top of the basement steps and rushes the family to brush their teeth or be late for school.
- Mr. Quimby gives each of his daughters a new pink eraser for luck, not because he expects them to make mistakes. The girls thank their father. Presents have been scarce since the family began saving money for Mr. Quimby's school. Ramona treasures the new eraser.
- Mrs. Quimby hands out lunches to her family and reminds Ramona that she must be nice to Willa Jean, her friend Howie Kemp's four-year-old sister.
- Ramona's parents pay Howie's grandmother to look after her each evening after school until one of them can come for her. Howie and Willa Jean's parents also work, so all three children spend their evenings with Mrs. Kemp.
- Ramona likes Howie, but she is tired of having to play with Willa Jean and getting blamed for what Willa Jean does.
- Ramona's father reminds her that they are counting on her. He sings new words to the song about the little ant with high hopes.
- Ramona likes being big enough to be counted on, but at the Kemps', she sometimes feels that everything depends on her. If Howie's grandmother did not look after her, her mother could not work full time and her father could not go to school. Then he might have to go back to being a tired, cross checker at the grocery store.
- Too many interesting things keep Ramona from worrying about her responsibility as she walks to the school bus stop. She thinks about her father calling himself Santa's Little Helper because he will be driving a fork-lift in the frozen food warehouse where the temperature is below zero, but she puts off thinking about how she will feel when her father is teaching art to other children. She thinks about Beezus going to another school and not being able to rescue her little sister if she gets into trouble.
- One of the best parts of going to a new school is that none of Ramona's teachers will know her as prompt and neat Beatrice's little sister. At their old school, Ramona has often thought her teachers wondered why she isn't more like her big sister.
- Ramona finds Howie and Mrs. Kemp waiting at the bus stop. Willa Jean has come along to wave good-by.
- Howie notices that Ramona's new sandals make her feet look awfully big. Mrs. Kemp scolds Howie, but Ramona is not offended. Her feet have grown since her last pair of sandals.
- Willa Jean, feeling beautiful in her new coveralls, T-shirt, and a pair of her mother's old earrings, boasts that she is going to *kidnergarten*. Ramona, her family depending on her, kindly reminds Willa Jean that she means nursery school, but Willa Jean insists she is going to *kidnergarten* where the kids are.

Vocabulary Lists with Definitions

Arranged in Story Order

Set One

1 The First Day of School—2 At Howie's House

Twenty-Seven Words

- intermediate** Being, situated, or acting between two points, stages, things, persons, etc., such as the grades between primary and high school; middle; central. (p. 12)
- annoyed** Disturbed or bothered; displeased; troubled or slightly irritated; miffed. (p. 12)
- accuracy** The condition or quality of being true, correct, or exact; the state of being free from error or defect. (p. 12)
- moustache** The hair growing above the upper lip; such hair on men allowed to grow without shaving and often trimmed in any of various shapes.(p. 14)
- aide** An assistant or helper. (p. 24)
- reassuring** Encouraging; comforting; restoring the confidence of. (p. 24)
- cafeteria** A restaurant in which patrons wait on themselves, carrying food, usually on trays, to tables from counters where it is displayed and served; a lunchroom, or dining hall, as in a school, factory, or office where food is served from counters or dispensed from vending machines, or where food brought from home may be eaten. (p. 25)
- anxious** Uneasy or worried about an uncertain event or matter; fearful; concerned. (p. 26)
- ferocious** Extremely angry or irritated; savagely fierce, as a wild beast, person, or action; cruel; bloodthirsty; wild.(p. 27)
- encumbered** Slowed down; blocked; burdened or weighed down by, such as a heavy load; impeded; hindered; hampered; (p. 29)
- erupt** To burst forth; to break out of a pent-up state usually in a sudden or violent manner; to eject matter, as lava from a volcano or water from a geyser. (p. 31)
- rivals** People who compete with each other to be equal or to outdo each other; people competing for the same object or goal; competitors; opponents. (p. 31)
- frustrated** Disappointed at not having met one's goals; thwarted; defeated, discouraged; disheartened; hung up on. (p. 32)
- astonishment** Amazement; overpowering wonder or surprise; confusion; shock; wonderment. (p. 34)
- triumphant** Victorious; having achieved victory or success; successful; (p. 34)
- reprimand** An expression of disapproval; a rebuke; a severe reproof, especially one by a person in a position of authority. (p. 35)
- exasperation** Irritation; displeasure; extreme annoyance; the state of being frustrated; (p. 37)
- horrid** Extremely unpleasant or disagreeable; shockingly dreadful; offensive; nasty; horrible. (p. 37)
- longing** A strong desire or craving for, especially for something distant or unattainable; craving; yearning; wishing. (p. 42)
- teetered** Wobbled; seesawed; wobbled back and forth; moved unsteadily; alternated as between opposing opinions or positions. (p. 43)
- wistfully** Sadly; unhappily; sorrowfully; dolefully; in a manner that shows longing or yearning, especially in a sad way. (p. 46)
- pranced** Danced or moved in a lively or spirited manner; cavorted; moved by springing, as of a horse; romped, frolicked. (p. 50)
- collapsed** Fell down or caved in; crumbled suddenly; broke down suddenly in strength or health; gave way; failed. (p. 51)
- overwhelmed** Overcome completely in mind or feeling; overpowered, especially with superior or unstoppable forces; flooded; beaten; vanquished. (p. 53)
- inspiration** Encouragement; motivation; filling, from an outside influence, with the desire or spirit to do something; a filling of the mind with heightened or creative thoughts. (p. 53)
- conspiratorial** Of, related to, or suggestive of an evil, sneaky, unlawful, or treacherous plan formulated in secret by two or more people; shifty; furtive; secretive. (p. 54)
- blissfully** In the manner of extreme joy or happiness; happily; gladly; contentedly. (p. 54)

Dictionary Digs

Part One—Chapter 1—Chapter 2

Grab your favorite dictionary and use it to find correct answers to the following questions about some important words from the first two chapters of Ramona's adventures. Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Which of the following is the object *most likely* to have **collapsed** at a rowdy children's birthday party? (A) a folding chair, (B) an ornamental fish pond, (C) a gallon of chocolate ice cream.
- _____ 2. A **cafeteria** is different from a traditional restaurant in that (A) restaurant food is a lot more expensive than cafeteria food, (B) a cafeteria always has a larger dining area, (C) diners in a cafeteria wait on themselves by choosing food from a display or serving counter and carry it to their tables
- _____ 3. The correct spelling for the person who is an assistant or a helper, such as to a teacher, is (A) **aid**, (B) **ade**, (C) **aide**.
- _____ 4. Where are the **intermediate** grades in a school system? (A) between primary and high school, (B) before both primary and elementary, (C) in a separate group of classes that work independent of the regular school system.
- _____ 5. A *synonym* for **conspiratorial** is (A) truthful, (B) lawful, (C) secretive.
- _____ 6. Which of the following drawings *best* illustrates the meaning of **encumbered**?

(A)



(B)



(C)



- _____ 7. An **anxious** person is (A) worried, (B) delighted, (C) unconcerned.
- _____ 8. Which situation is the *best* example of groups that are **rivals**? (A) two classes entering the school cafeteria at the same time, (B) two football teams who are about to meet on the playing field, (C) four children from two different families singing together.
- _____ 9. An *antonym* of **wistfully** is (A) sadly, (B) cheerfully, (C) immediately.
- _____ 10. Which of the following is *least* likely to be **ferocious**? (A) a chipmunk, (B) a wolverine, (C) a badger.
- _____ 11. To *receive a reprimand* means to be (A) recognized for an achievement, (C) surprised by an unexpected gift or visit, (C) criticized or corrected by a person in a position of authority, such as a parent or teacher.
- _____ 12. Another correct spelling of **moustache** is (A) mustache, (B) moustach, (C) mustaeche.
- _____ 13. Which of the following equations is **not** a example of **accuracy**? (A) $180+23=203$, (B) $225\div 5=40$, (C) $100-16=84$

Short Answer Questions

1 The First Day of School (Part 1: Pages 11-25)

1. Why was Ramona excited about riding the bus to school for her first day in third grade?
2. What was the reason Mr. Quimby had quit his job at the Shop-Rite Market the day before?
3. Where did Ramona's mother work?
4. What back-to-school present did Mr. Quimby give to each of his daughters?
5. Who was Willa Jean and why did Ramona have to be nice to her?
6. Why did Ramona's father call himself Santa's Little Helper?
7. What did Ramona think would be one of the best parts of her new school?
8. When they met at the bus stop, what comment did Howie make about Ramona's new sandals?
9. Why was Willa Jean at the bus stop with Howie and Mrs. Kemp and where did the little girl insist she was going?
10. Describe the boy who sat behind Ramona and kicked the back of her seat.

1 The First Day of School (Part 2: Pages 26-36)

1. Who made Danny stop kicking the back of Ramona's bus seat?
2. How did Danny come into possession of the new pink eraser that Ramona's father had given to her?
3. Why was Ramona not able to retrieve her eraser when Danny and another boy played catch with it in the school yard?
4. What type of boys did Ramona call "yard apes"?
5. How did Ramona's teacher, Mrs. Whaley, make the whole class laugh when she introduced herself?
6. What was Ramona doing when she discovered that her new shoes squeaked?
7. After Ramona demanded that Danny give back her eraser and called him "yard ape," what did Danny call Ramona?
8. Explain how Ramona got her eraser back.
9. What comment did Mrs. Whaley make when Ramona took the long way back to her seat and made her shoes squeak as loud as possible?
10. Give three reasons why Ramona was happy with her first day in third grade.

1: *The First Day of School*
Part 1—Pages 11-25

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Ramona was excited about the first day of school because she (A) was going to a larger school, (B) had new clothes, (C) got to ride the bus all by herself.
- _____ 2. For Beezus, the beginning of school was her first day in (A) high school, (B) junior high school, (C) intermediate school.
- _____ 3. Ramona was starting (A) second grade, (B) third grade, (C) fourth grade.



- _____ 4. Ramona's father planned to return to college and study to become a (A) school teacher, (B) doctor, (C) banker.
- _____ 5. Ramona's mother worked as a receptionist in (A) a school, (B) a large bank, (C) a doctor's office.
- _____ 6. Mr. Quimby had been working (A) at a cash register in a grocery store, (B) as a part time teacher, (C) in a toy and hobby store.
- _____ 7. Which of the following was **not** something Mr. Quimby would be studying in college? (A) art, (B) child development, (C) photography.
- _____ 8. Picky-picky was the Quimbys' (A) cat, (B) dog, (C) parakeet.
- _____ 9. Mr. Quimby gave each of his daughters a (A) quarter, (B) new pink eraser, (C) speech about safety and getting along with others.
- _____ 10. Like her father, Ramona loved to (A) draw, (B) write, (C) read.
- _____ 11. It was hard for Ramona to (A) stay after school with Howie's grandmother, Mrs. Kemp, (B) leave her parents in the morning, (C) be nice to Howie's four-year-old sister, Willa Jean.

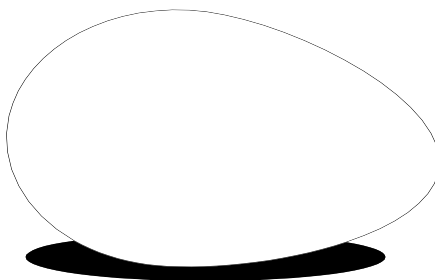
1: *The First Day of School*
Part 2: Pages 26-36

Write either **True** or **False** in the blank before each statement.

- _____ 1. Ramona ignored the boy who sat behind her and kicked her seat.
- _____ 2. Ramona knew the name of the boy sitting behind her because he tapped her on the shoulder and introduced himself.
- _____ 3. The bus aide forced Danny to stop kicking the back of Ramona's seat.
- _____ 4. Ramona was certain Danny had stolen her new pink eraser from her book bag.
- _____ 5. Ramona was so angry over the loss of her eraser she turned around and called Danny a purple cootie.
- _____ 6. At Cedarhurst, the third-graders, except for the teachers, were the biggest people there.



- _____ 7. Once they were off the bus, Danny and another boy passed Ramona's eraser back and forth to each.
- _____ 8. Encumbered by her lunchbox, Ramona could not snatch her eraser from Danny before the bell rang.
- _____ 9. "Yard Apes" was Ramona's name for the sort of boys who always got the best balls, were first on the playground, and ran through other people's hopscotch games.
- _____ 10. By the time she reached her classroom, Ramona had forgotten about her eraser.
- _____ 11. Danny was in Ramona's classroom, but Howie was not.
- _____ 12. Mrs. Whaley, Ramona's new teacher, laughed and so did the class when she introduced herself as a whale with a y for a tail.
- _____ 13. Ramona discovered that her new sandals squeaked when she passed out name tags for Mrs. Whaley.
- _____ 14. When Danny called her Bigfoot, Ramona started to cry.
- _____ 15. Danny returned Ramona's eraser with a grin on his face.



*3: Hard-boiled Egg Fad
Pages 55-73*

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Was it Ramona who began the fad of bringing a hard-boiled egg for lunch?
- _____ 2. Did Ramona like hard-boiled eggs?
- _____ 3. Did the jars of blue oatmeal that Mrs. Whaley gave to the children contain fruit-fly larvae?
- _____ 4. Was Mrs. Whaley upset with the label Ramona put on her jar of blue oatmeal?
- _____ 5. At lunchtime, was the hard-boiled egg the first thing Ramona ate?
- _____ 6. Was the most popular way of cracking the hard-boiled eggs to knock it against one's head?



- _____ 7. Did Ramona crack her egg by dropping it on the floor?
- _____ 8. Had Ramona's mother boiled the egg Ramona brought for lunch?
- _____ 9. Was Ramona grateful when Marsha offered to help her wash off the egg?

4: *The Quimbys' Quarrel*
Pages 74-90

Mrs. Quimby
fat
tongue
the frozen-food warehouse
in the refrigerator

Beezus
a foot
Ramona
read

Mr. Quimby
pot roast
gravy
cook dinner
nice daughters

being extra good
corn bread
being punished
Jello and French toast

From the list above, choose the name, word, or phrase that fits the definition and write it in the blank.
All the answers will be used at least once. Some of the answers will be used more than once.

- _____ 1. Ramona first thought this was the meat the family was having for dinner
- _____ 2. Ramona and her father both did a drawing of this.



- _____ 3. She accidentally put a raw egg in Ramona's lunch box.
- _____ 4. At first, Beezus and Ramona did not recognize the true identity of the meat on their plates because it was covered with this.
- _____ 5. She spent the night at Mary Jane's house, watched a horror movie, and then stayed awake the rest of the night.
- _____ 6. She was the first to notice that the dinner meat had a rough surface.
- _____ 7. Mr. Quimby said Ramona and Beezus had to do this the next day.
- _____ 8. Ramona didn't like to find any of this on her food.
- _____ 9. Ramona noticed that his foot was bony and had hairy toes.
- _____ 10. Ramona and Beezus discovered that this was actually the meat they had been served for dinner.

Think, Write, Create

Chapter Activities

1 The First Day of School (Pages 11-25)

When her story begins, Ramona is quivery with excitement about riding the bus to school all by herself for the first time and about attending her brand new school. You, like Ramona, have welcomed many *firsts* into your life—your first day of school, your first bicycle, the first game you played as a member of a team, to name a few possibilities.

Even more exciting are the new experiences that sit waiting in your future. Things like your first day in high school, your first driver's license, your first job, for instance. The list is enormous!

Collect your ideas about this topic. Begin by naming your favorite first event from the past and explain why it is special. Then, narrow your list of anticipated future events to the **two** that you are most anxious to greet. Give reasons for your choices. Use your notes to write about your **Past and Future Firsts**. (See **Graphic Organizer #1**)

What evidence can you find in this section to prove that Mr. Quimby had a good sense of humor? Do you think the same is true for Mrs. Quimby? Why or why not?

Mr. Quimby gave each of his daughters a new pink eraser as a going-back-to-school good luck present.

- How do you know that Ramona liked the present her father gave to her? What would you think if you received the same back-to-school gift?
- In addition to the eraser, what else do you suppose Ramona's parents had bought in preparation for her return to school? (Don't forget her new sandals.)
- Write a narrative about how you prepare for the beginning of a new school year.

Cite facts from this chapter to prove that Ramona is an *unselfish* young girl.

Ramona's mother cautioned her to be nice to Howie Kemp's four-year-old sister, Willa Jean.

- Why was it sometimes difficult for Ramona to deal with Willa Jean? Do you think her mother's request was fair? Explain your thinking.
- Using her behavior at the bus stop as your only factual reference, which three of the following words do you think *best* describe Willa Jean? Cite events from the story and the words' meanings to support each of your choices.

endearing

adorable

imaginative

intelligent

irritating

exasperating

creative

spoiled

entertaining

silly

friendly

innocent

- When Mrs. Kemp and Willa Jean waved and called "By-bye" to Ramona and Howie, *Howie pretended not to know them*. Why do you suppose Howie tried to ignore his grandmother and little sister? What was he thinking?

Think, Write, Create

Whole Book Activities

On the exciting day that Ramona would ride to school by herself for the first time, Mr. Quimby sang his own made-up lyrics to “*High Hopes*,” a hit song recorded in 1959 by Frank Sinatra. It resurfaced in 1998 in the movie *Antz*.

- Go to Youtube and listen to the song.
- What do you think “high hopes” are?
- Here are the lyrics to the first part of the song:

Next time you're found	But He's got high hopes.
With your chin on the ground	He's got high hopes.
There's a lot to be learned	He's got high apple pie
So look around.	In the sky hopes.

Just what makes that little old ant	So any time you're feelin' low, stead of lettin' go
Think he'll move that rubber tree plant	Just remember that ant.
Anyone knows an ant, can't	Oops, there goes another rubber tree plant.
Move a rubber tree plant	Oops, there goes another rubber tree plant.
- Give an example from the story when Ramona was upset, feeling bad, and had her “chin on the ground.” Explain how, like the little ant, Ramona’s “high hopes” helped solve her problems.
- Here are more lyrics to the song:

When troubles call	'Cause he had high hopes.
And your back's to the wall	He had high hopes.
There's a lot to be learned	He had high apple pie
That wall could fall.	In the sky hopes.

Once there was a silly old ram	So any time you're feelin' bad, stead of feelin' sad
Thought he'd punch a hole in a dam	Just remember that ram.
No one could make that ram scam	Oops, there goes a billion kilowatt dam.
He kept buttin' that dam.	Oops , there goes a billion kilowatt dam.
- Identify a time in the story when Ramona had her “back to the wall,” forced to do things she didn’t like, or worried about circumstances beyond her control. How did her “high hopes” help pull her through?
- Here are the final verses of the song:

So keep those high hopes.	All problems just a toy balloon.
Keep those high hopes	They'll be bursting soon.
Keep those high apple pie	They're just bound to go pop!
In the sky hopes.	Oops, there goes another problem, kerplop!
	Oops, there goes another problem, kerplop!
- How did the whole Quimby family—Mr. Quimby, Mrs. Quimby, Beezus, and Ramona—have “high hopes”? Give specific examples from the story for each person. How did they make their problems go *kerplop!*?

The Quimbys were not rich, but neither did they live in poverty.

- Cite evidence from the story to prove that the Quimbys live on a strict budget.
- Do you think Ramona and Beezus are being hurt by their family’s financial situation? Why or why not?
- It is November when the story ends. Suggest an affordable menu for their family Thanksgiving feast.
- What Christmas gifts can the Quimbys give each other *without spending any money*?

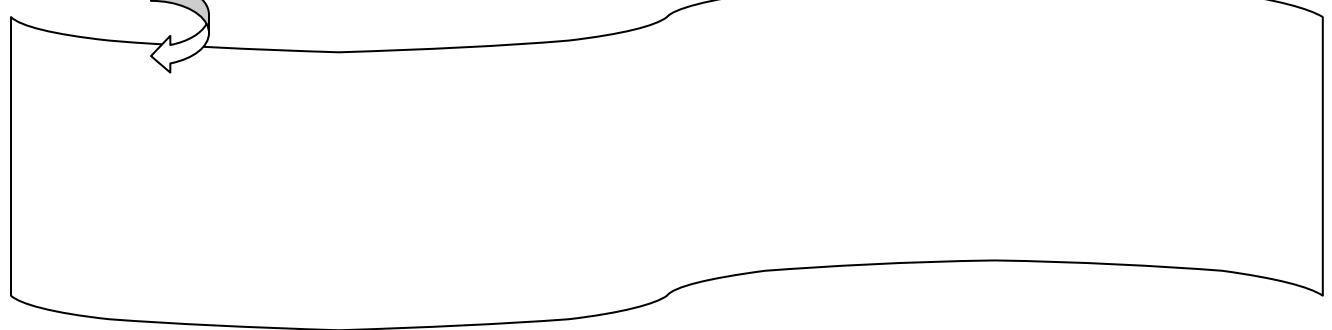
Past and Future Firsts

When her story begins, Ramona is quivery with excitement about riding the bus to school all by herself for the first time and about attending her brand new school. You, like Ramona, have welcomed many *firsts*—your first day of school, your first bicycle, the first game you played as a member of a team, to name a few possibilities.

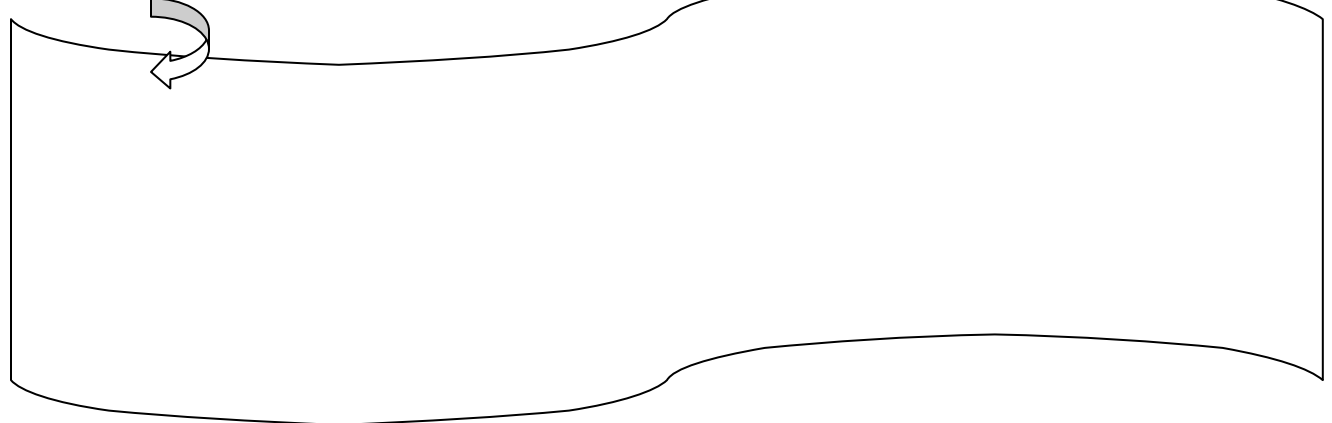
Even more exciting are the new experiences that sit waiting in your future. Things like your first day in high school, your first driver's license, your first job, for instance. The list is enormous!

Use the form below to collect your ideas about this topic. Begin by naming your favorite first event from the past. Then, narrow your list of anticipated future events to the two that you are most anxious to greet. Use the notes to write about your **Past and Future Firsts**.

My favorite first from the **past** is _____
because . . .



My **second most-anticipated** first of the **future** is _____
because . . .



The **number one** event that I am looking forward to is _____
because . . .

