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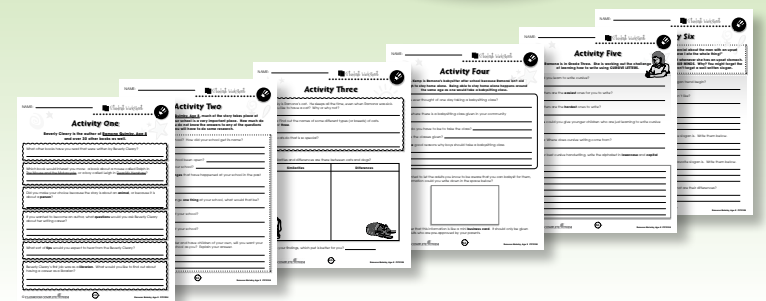
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Beverly Cleary

Beverly Cleary is an author you are likely to hear and read a lot about. She was born on April 12, 1916 in the small town of McMinnville, located in Yamhill County, Oregon. She lived with her family on a farm. The town was so small that it didn't even have a library.

When she was old enough to go to school, her family moved to Portland, Oregon. At school, she had a hard time learning to read, yet she loved books anyway.

Beverly soon realized that she wanted to write books when she grew up. There were lots of stories she wanted to read. She looked for books about the people she knew, the place she lived, and the funny things that happened there. But she could not find any stories like this. She decided she would have to write them herself some day!

She finished high school and decided to learn how to become a librarian. She went to school for a few more years, first to college and then university. Finally, all of her hard work paid off, and she became a librarian in Yakima, Washington. She worked with many different children as a librarian. They gave her great inspiration, and in 1950, her first book, *Henry Huggins* was published.

Beverly is married to Clarence Cleary. They have two twins – a girl named Marrienne



Elizabeth and a boy named Malcolm James. The twins were born in 1955. By the time Beverly wrote the story, *Ramona Quimby, Age 8*, her twins were twenty-six years old.

If you enjoy reading *Ramona Quimby, Age 8*, other stories about Ramona such as *Beezus and Ramona*, *Ramona and Her Father*, *Ramona and Her Mother* and *Ramona the Pest* will surely entertain and delight you too.

Did You Know?

- Beverly Cleary has won more than 35 awards voted by young readers.
- Beverly Cleary has also written books for adult readers.



Chapter Four

Answer the questions in complete sentences.

1. If you were Ramona, how would you have explained the egg on your head to your mother?

2. In your opinion, who is to blame in the unfortunate incident: Ramona, her mother, or the other children? What could be done to prevent this from happening again?

Vocabulary

Complete each sentence with a word from the list.

rueful dagger defiant plight scowled seized

1. The _____ of deciding where to go was a difficult one.
2. Ramona _____ her cutlery and angrily cut her meat.
3. By refusing to go to sleep, the baby showed that he was _____.
4. Ramona _____ her disappointment to Yard Ape.
5. In his apology letter, Peter said that he felt very _____.
6. The hunter took out his _____ just in case.



Chapter Four

Part A

1. Answer each question with a character from the list.

Mrs. Kemp Mrs. Whaley Mr. Wittman Mrs. Larson Mrs. Hanna

- a) Who is the secretary? _____
- b) Who is the grade three teacher? _____
- c) Who is the bus driver? _____
- d) Who is the principal? _____
- e) Who is the babysitter? _____

2. Circle **T** if the statement is **TRUE** or **F** if it is **FALSE**.

- T F a) Ramona's mother took the wrong egg by mistake.
T F b) Beezus had come home from a sleepover terribly sick.
T F c) Daddy and Ramona spent some time trying to draw their toes.
T F d) Ramona liked her meat with a lot of gravy and fat.
T F e) The pot roast they were eating was in fact tongue.
T F f) Because of their big argument, the girls have to make breakfast.



Chapter Four

Part A

Answer the questions in complete sentences.

1. How do you handle being upset with one of your parents?

2. Do you think it was good for the sisters to argue as they did?

3. If you were Ramona, would you have handled the situation in the same way? Explain.

4. Do you believe the consequences are fair or not? Explain your answer.

5. If you were the parents, what would you have done?

Journal Activity

The pot roast that the Quimby family was eating was really tongue. Have you ever had a meal where your parents (or another family member) told you the meal was one thing but it really turned out to be something else? How did you react? Was the meal good? If you have never had an experience like this, how do you think you would react if someone tried it on you?



Chapter 1

Do you know these three **acronyms** about quiet reading time?

SSR – Sustained Silent Reading
USSR – Uninterrupted Sustained Silent Reading
DEAR – Drop Everything And Read

Write acronyms for the different activities in your weekly schedule.

Then, rewrite them on a weekly schedule grid.

Examples: BAD – Bath A Day
 SALEN – Study A Little Every Night FYH – Feed Your Hamster



Chapter 3

In Chapter Three, Mrs. Whaley filled up small jars with blue oatmeal and larvae. She wanted her students to study fruit flies. Write about your favorite science experiment and share it with a friend. Record the stages of the experiment in the following steps:

- Pre-experiment:** What question did you investigate? What materials did you use?
- During the experiment:** What steps did you take? What things did you see?
- Post-experiment:** Based on your observations, what was the answer to your question? Did the experiment work?



Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

dodged	dawdle	dismal	wound
horrid	fad	heaved	throb
overwhelmed	eight	complimented	sop
admire	commotion	nutritious	spearhead
cross	wobble	seized	thaw
Ramona	calamity	astonishment	dread
scowled	ferocious	glimpse	absorb

u	r	z	a	n	n	o	i	t	c	r	h	g	i	e	e		
s	d	o	o	v	e	r	w	h	e	l	m	e	d	h	j	q	n
x	c	v	d	e	r	d	g	n	e	d	n	e	r	t	s	j	v
n	u	t	r	i	t	i	o	u	s	c	a	a	s	a	c	h	i
h	w	e	r	t	y	s	i	o	p	b	d	n	u	o	w	r	
t	o	a	c	o	m	m	o	t	j	o	n	r	n	j	w	j	o
s	f	r	h	j	k	a	d	e	s	e	r	e	f	k	l	d	n
f	c	v	r	o	v	l	m	e	n	t	d	a	f	i	e	g	m
s	a	d	m	i	r	e	h	k	l	n	d	s	o	d	f	e	
f	l	s	a	f	d	t	f	u	a	u	g	h	v	l	o	a	n
r	a	m	o	n	a	u	f	t	s	p	e	a	r	e	d	d	t
d	m	a	s	c	y	r	l	a	t	i	t	u	d	e	e	d	a
q	i	v	a	b	s	o	r	b	o	e	h	e	a	v	e	d	s
j	t	g	v	s	d	s	u	b	n	a	d	d	a	t	t	g	e
d	y	t	k	h	j	m	l	o	i	h	g	t	n	i	a	h	i
n	f	e	o	c	i	o	u	s	d	f	l	g	n	s	e	z	
a	i	d	e	a	s	g	t	m	h	b	g	e	i	c	t	w	e
d	e	t	n	e	m	i	l	p	m	o	c	n	a	m	o	i	d
s	a	f	h	f	y	u	o	i	e	a	s	i	g	b	p	e	n
t	m	w	p	r	o	d	s	c	n	s	i	s	b	e	g	s	a
a	h	u	d	g	o	e	o	u	t	h	g	l	o	d	o	l	e
r	u	a	a	l	t	b	p	i	n	g	e	o	o	r	p	i	d
g	e	o	w	r	e	p	h	e	r	d	r	d	d	f	c	w	d



Comprehension Quiz

Answer the questions in complete sentences.

- How did Ramona feel about going to a new school? Did she feel the same about where she was going after school? Why?

- How did Ramona get away from playing with Willa Jean? What did Beezus do at the Kemp's house?

- What was the latest fad at Ramona's school? How did Ramona participate in this fad?

- Where did Mrs. Larson forget Ramona? What did Ramona overhear Mrs. Whaley say when Ramona was behind the door?

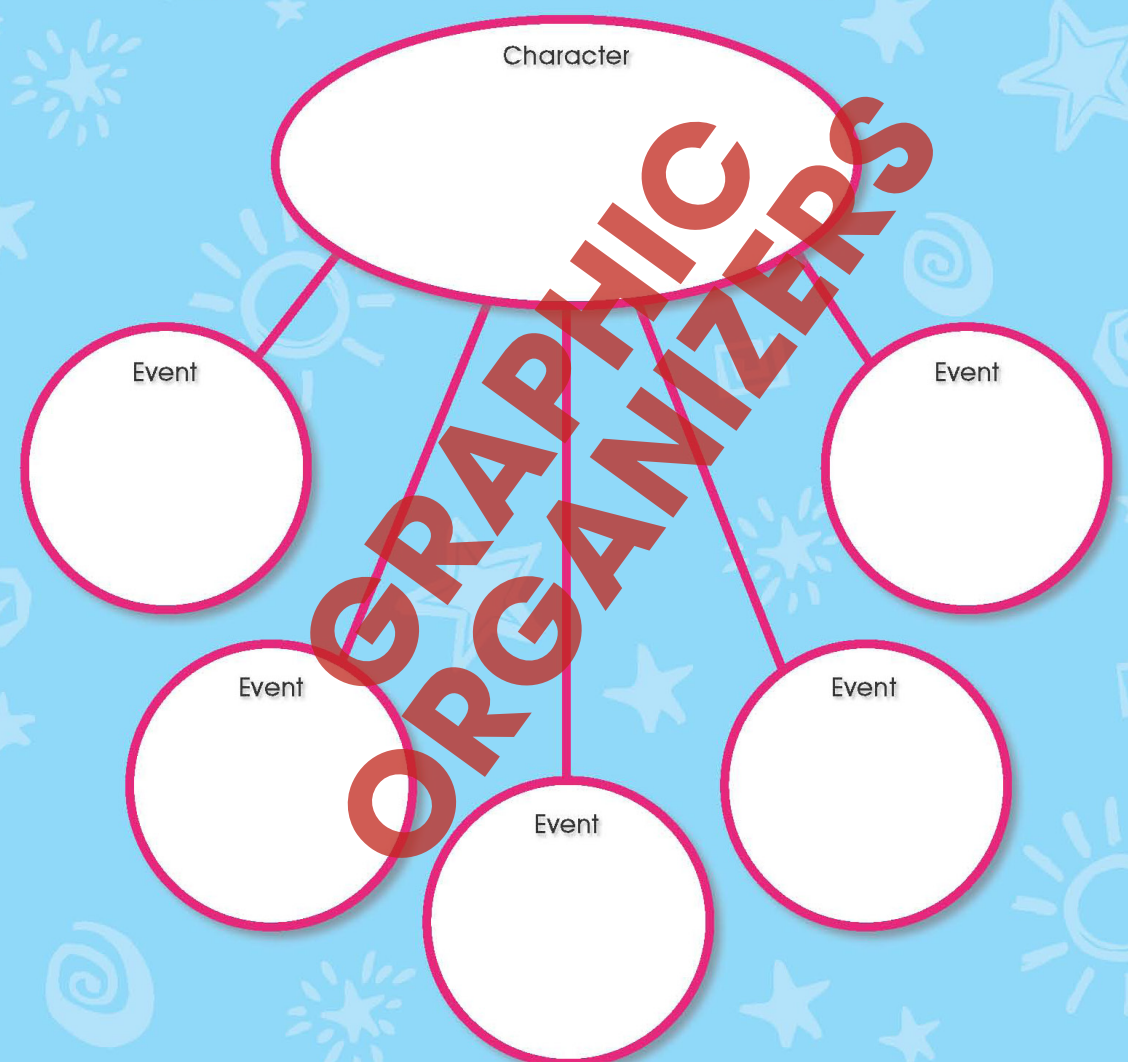
- What special moment did Ramona and her father share? Why did he have to do this?

- What happened at the Quimby household? How did the parents solve it?

SUBTOTAL: /12

Character Web

Choose a character from the novel.
 Write down FIVE different events that he or she experienced.
 Tell how you came to know the character better through these events.



NAME: _____

After You Read 



Chapter Three

Part B

Answer the questions in complete sentences.

1. What is your opinion of Ramona whacking an egg on her head?

2. What might have happened to Ramona if the egg had been hard-boiled instead of raw?

3. What other ways could they learn more about larvae and fruit-flies?

4. Describe the relationship between Danny and Ramona.

5. List two different feelings that Ramona felt that day. When have you felt like this?

Journal Activity

The new fad at Ramona's school is to whack a hard-boiled on their heads to help break the shell. What fad is there at your school right now? What mishaps can happen that would ruin this fad? Do we really need to participate in fads like this? Write about your position on fads at school. Do you follow them? Why or why not?

1.

Answers will vary

2.

Less of a mess

3.

Answers will vary

4.

Ramona and Danny (Yard Ape) have a good relationship.

5.

Possible answers: Happy, excited, eager, disgusted, proud, embarrassed, ashamed, angry, grateful, sad, stunned, shocked, upset, decisive, dumb

1.

- a) S
- b) A
- c) S
- d) S
- e) A
- f) S
- g) S
- h) A
- i) S
- j) S

Vocabulary

- b) the Quimby family's
- c) daughters'
- d) Ramona's
- e) house
- f) children
- g) Beatrice's

1.

Answers will vary

2.

Answers will vary

Vocabulary

- 1. plight
- 2. seized
- 3. defiant
- 4. scowled
- 5. rueful
- 6. dagger

1.

- a) Mrs. Larson
- b) Mrs. Whaley
- c) Mrs. Hanna
- d) Mr. Whitman
- e) Mrs. Kemp

2.

- a) T
- b) F
- c) F
- d) F
- e) T
- f) F

EASY MARKING ANSWER KEY

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.