

Includes 16 creative ACTIVITIES & PROJECTS!

- Focuses include: **plot, character analysis, figurative language, theme, & more**
- **Deepen and extend** student understanding

Character Cube

Name _____

Complete the activities below by following the arrows! Roll your character cube before completing each box below. Write the character's name in the spaces provided in each box, every time you roll it. Complete the activity in the box about the character that you roll (You will roll your cube five times total, once for each box).

Roll #1-Character:

BEGIN HERE: Write one memorable quote said by the character. Then, explain how it relates to your own life.

Roll #2-Character:

Think about a memorable scene from the story that involves the character. Draw a detail of that scene below.

Roll #3-Character:

Choose a nickname for your character. Explain why you chose it.

Roll #4-Character:

Write about at least TWO similarities and TWO differences between you and the character.

Similarities:

Differences:

Roll #5-Character:

Choose 3 adjectives to describe your character. List them below, and explain each one.

- ---
- ---
- ---


Obstacles

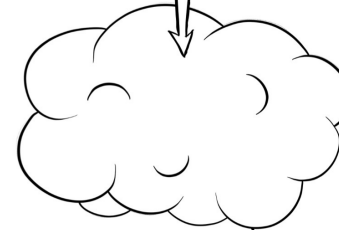
Name _____

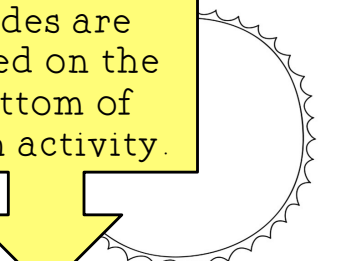
Think about the below characters from the story, and think about the goals that they had. Then, think about obstacles that got in the way of their goals. Write their obstacles in the clouds, and their goals in the suns. Remember that their goals may have changed throughout the story.

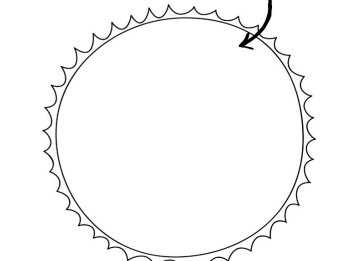
RALPH

RYAN









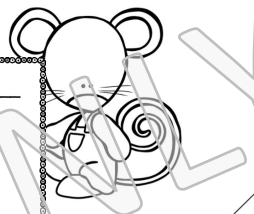
Common Core codes are listed on the bottom of each activity.

One Event: THREE POINTS OF VIEW

Name _____

Think about a story event. Then think about three different characters' points of view regarding that event. Write their points of view and textual evidence to support your answers. Finally, in the cloud below, write about who you can relate to the most, and explain why.

Story Event



Characters' Points of View

Character's Name:	
Point of View	Textual Evidence

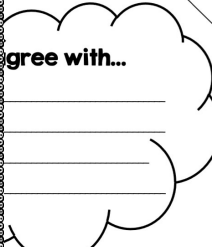
Character's Name:

Point of View	Textual Evidence

Character's Name:

Point of View	Textual Evidence

agree with...



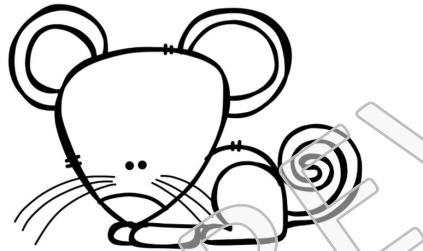
Additional Resources included:

- **Culminating Project Choices** to wrap up the book
- **Student Cover Page** for easy organization

ACTIVITY PACKET:

RALPH S. MOUSE

by Beverly Cleary



Name _____

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Name _____

CULMINATING Project CHOICES

Now that you have completed the book, choose one or more of the final projects to do below!

1. **PAPER BAG BOOK:** Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.
2. **TIMELINE:** Create a colorful, illustrated timeline showing all the events of the books in chronological order.
3. **DIORAMA:** Make a shoebox diorama showing your favorite scene from the book. On the outside of the shoebox, glue a paragraph summarizing what is happening in your favorite scene.
4. **POETRY BOOK:** Write at least five poems about anything having to do with the story. For example, you can write poems about characters, mice, schools, or anything else that is related! Try to include a variety of poem types, such as haikus, acrostic poems, or rhyming poems. Illustrate each of your poems and put them together into a book.
5. **COLLAGE ART:** Create a large collage that represents the overall mood and plot of the story. Be ready to present your collage to the class and explain why you chose some of the elements in your collage.
6. **QUIZ:** Write a test about the book, along with an accompanying answer key. Be sure to include a variety of question types, such as True/False questions, Fill-in-the-blank questions, and written response questions. Have a friend take the test, and grade it for them.
7. **BROCHURE:** Write an informational tri-fold brochure about any topic related to the story. Some ideas for topics include mice, toothpaste, hotels, motorcycles, and schools.
8. **COMPOSE A SONG:** Compose a song or rap about the story. Be ready to turn in a copy of the lyrics and to also perform it in front of your class.
9. **ADVICE COLUMN:** Pretend you are an expert who writes advice to people. Write several letters from the characters in the book describing their problems and asking for advice. Then, write letters responding to them with advice.
10. **REENACTMENT MOVIE:** Team up with some other classmates. Choose a scene from the book and write a script for it. Film your reenactment and show it to the class.

My Choice: _____ My Grade: _____

Comments: _____

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SO EASY to prep and use!

- Answer keys
- Focus standards listed for each activity



Mystery Words

Name _____

Use words or phrases around an unknown word as clues to figure out its meaning!

Instructions: Use your context clue skills to figure out the underlined words in the following quotes from the story. Write the meanings of the mystery words on the lines below. Use a dictionary if you need to!

1. "Ralph's keen ears heard the scratch of a pen and the rattle of a key." (pg. 17)

keen= sensitive

2. "As Ralph had grown more sophisticated from listening to children, he came to understand that children moved. School stood still." (pg. 40)

sophisticated= advanced

3. "He found himself foaming and frothing at the mouth as he skittered around frantically trying to find water while one of the maids ran down the hall shrieking, "Mad mouse! Mad mouse!" (pg. 41)

frantically= wildly

4. "Ralph wondered how he could endure a whole day of waiting for night to come so he could race down that long hall." (pg. 48)

endure= go through

5. "We'll see about that, thought Ralph, determined not to let the lub-dub of Ryan's heart lull him to sleep again until he figured out how to get that motorcycle back." (pg. 70)

lull= soothe

Table of Contents: READING RESPONSE ACTIVITIES

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4	Questions and Answers • Answer key on pg. 24	Use after finishing the novel.
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	5	Theme Thoughts • Answer key on pg. 25	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	6	Obstacles • Answer key on pg. 26	Use after finishing the novel.
		7	Comic Strip	any
		8	Main Events	any
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	9	Cause and Effect	any
		10	Character Traits	any
		11-12	Character Cube	Use after finishing the novel.
Setting	RL 3.3/RL 4.3/RL 5.3/RL 6.3	13	Setting: The Five Senses • Answer key on pg. 27	3-5
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	14-15	Figurative Language • Answer key on pg. 28-29	Use after finishing the novel.
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	16	One Event: Three Points of View • Answer key on pg. 30	any
		17	Dear Diary...	any
Connecting Text with Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	18	Book Blurb	Use after finishing the novel.
Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	19	Learning Log	any
Short Research Projects	W 3.7/W 4.7/W 5.7/W 6.7	20	All About Mice	any
Unknown Words	L 3.4/L 4.4/L 5.4/L 6.4	21-22	Mystery Words • Answer key on pg. 31-32	Use after finishing Chapter 6.
		23	Culminating Project Choices	Use after finishing the novel.
		24-32	Answer Keys provided for: • Questions and Answers • Theme Thoughts • Obstacles • Setting: The Five Senses • Figurative Language • One Event: Three Points of View • Mystery Words	
		33-34	Terms of Use and Artist Credit	

Digital version of the unit included, through Google Drive:

Name Text here

QUESTIONS and ANSWERS

Read each of the answers below. Think of two sensible questions for each answer. Write the questions on the lines above the answer.

1. Text here

2. Text here

ANSWER:
Ralph

1. Text here

2. Text here

ANSWER:
Brad

1. Text here

2. Text here

ANSWER:
Irwin J. Sneed Ele school

1. Text here

2. Text here

ANSWER:

Your purchase includes both the PRINTABLE and the GOOGLE versions of this resource.

RL 3.1/RL 4.1/RL 5.1/RL 6.1

ing but Class

- Eye-catching digital version contains **full-color, interactive adaptations** of all resources.
- **Text boxes** are already placed everywhere students must type.
- Works for **distance learning**. Students can access the digital version from home OR school.
- Teachers and students can easily send this back and forth using **Google Drive or Google Classroom!**
- Easy **instructions** included!

** IMPORTANT NOTE **

The digital Google Drive version contains mostly the same content as the printable version. However, some assignments have been altered to be more **digitally friendly**, so may include such features as **movable or drag-and-drop pieces**.

New to digital learning? Don't worry. Easy instructions are included. If you have more questions, feel free to reach out!

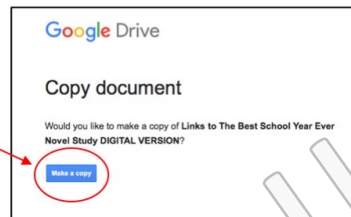
Instructions

for Digital Version/Google™ Drive Document

1. You will need Internet access and a Google™ account (which is free).
2. Click on the blue link below. You will be prompted to make a copy of the Google™ document. Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Digital Version: Ramona Quimby, Age 8](#)

Click here first!

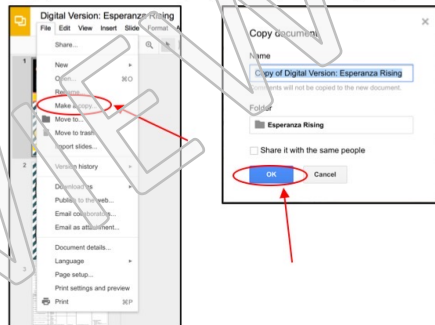


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

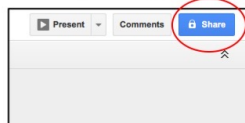
3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.



4. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, delete everything you don't want your students to have access to, and reorganize the remaining pages however you wish.
5. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.
6. Once you're ready, share the documents with your students. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



Note: Sharing with students can also be done through Google™ Classroom.

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

Your purchase includes both the PRINTABLE and the GOOGLE version of this resource.