

Name _____




My Book Review

Would you recommend this book? Write about the book and explain why you like or dislike it. Include a title, picture, and text.



Name _____

Character Traits

Name	Trait(s)	Textual Evidence
Ramona 		
Beezus 		
Picky-picky 		

Name _____

Point of View

Chapter 7: Ramona and the Three Wise Persons

Point of view—the perspective from which a story is told.
First person—when a character narrates a story using the words I, me, my, and mine.

Imagine that you are experiencing the events of Chapter 7 as Ramona, Beezus, Mr. Quimby, or Mrs. Quimby (you choose). Write about the events in this chapter from your perspective as that character. Remember to express your character's thoughts and emotions.

Name _____

Solve the Riddle

Answer the questions about the story to solve the riddle.

- Who destroys the Quimbys' pumpkin?

- What day is Mr. Quimby's payday, at his old job?

- What treat do Ramona and Beezus get in Chapter 1?

- What is Ramona's teacher's name?

- To what does Ramona compare her teacher's partyhose?

Name _____

Obstacles

Think about the characters in the story that are listed below. First, write what their goals or wishes are. Then, write what obstacles get in the way of their goals or wishes. Finally, write about whether or not they reached their goals or wishes, and explain how. Remember that some characters may have multiple goals, and that their goals may change throughout the story.

Character	Goals or Wishes	Obstacles	Did they reach their goals? Explain.
Ramona			
Beezus			

Name _____

Ramona and her Father: Character


Use this page to take notes about the major characters in the story.

Character	Character
Ramona	Beezus
Mr. Quimby	Mrs. Quimby

Name _____

Ramona and her FATHER

In this activity, you will explore several situations that arise in which Ramona and her father have different points of view. First, write about the situation from Ramona's perspective. Then, write about it from Mr. Quimby's perspective. Remember to write about the situation in the first person, and to include each character's thoughts and emotions.



RAMONA:



MR. QUIMBY:

Name _____

CAUSE AND EFFECT

Cut out each box below. On another piece of paper, glue each event or cause next to its matching effect.

CAUSES	EFFECTS
Cause: Ramona learns that her father has lost his job.	Effect: Ramona dreams of being in commercials and begins to practice her acting and singing skills for them.
Cause: AS Ramona and Beezus eat gummy bears, the house grows silent.	Effect: House tells Ramona that she wasn't very polite to their teacher.
Cause: Mrs. Quimby gets a new, full-time job.	Effect: Mr. Quimby goes to investigate the kitchen.

Name _____

LESSONS LEARNED

Identify different characters and different lessons throughout the story. Ask about each character listed below. Write what you think they may be learning throughout the story.

Character	Lesson(s) Learned
Ramona	
Beezus	
Mr. Quimby	

Name _____

Questions and Answers Writing Sheet

Write Who, What, Where, When, Why, and How questions about the story below. Then, cut out each of the boxes, mix them up, and give them to your partner! Your partner will try to match the questions and answers correctly.

ASK	ANSWER
_____	_____
_____	_____
_____	_____
_____	_____

Name _____

Figurative Language

Below, read the quotes from the book which contain figurative language. In the first column, underline the part of the sentence that contains figurative language. In the second column, identify the type of figurative language, and explain how you know. You will find examples of similes, idioms, and personification. In the third column, illustrate the quote.

Quote	Figurative Language	Illustration
1. "She snugged on the basement light, hurried down the stairs, and there in the shadow of the furnace pipes, which reached out like ghostly arms, was a big round pumpkin."	This is an example of _____ I know this because _____	
2. "Young lady, you are getting altogether too big for your britches lately. Just be careful how you talk around this house."	This is an example of _____ I know this because _____	
3. "She even enjoyed a good fight now and then to clear the air, but she could not bear it when anyone else in the family quarreled."	This is an example of _____ I know this because _____	
4. "Just play it by ear. Something will come to you."	This is an example of _____ I know this because _____	
5. "The sight of light shining through the stained-glass window of the big stone church diverted Ramona for a moment. The window looked beautiful, as if it were made of jewels."	This is an example of _____ I know this because _____	

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

- ### 14 Reading Response Activities:
- Focuses include point of view, character analysis, plot, writing, and more!
 - Open-ended questions and graphic organizers perfect for differentiation.
 - Aligned with Common Core.
 - Answer keys included.

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	4-5	Questions and Answers (Writing Sheet & Gluing Sheet)	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	6-7	Lessons Learned	Use throughout the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	8	Main Events	any
		9-11	Cause and Effect	1-3
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	12-13	Obstacles	Use throughout the novel.
		14	Ramona and her Father: Character Notes	Use throughout the novel.
		15	Who's Your Favorite?	any
		16-17	Character Traits	Use throughout the novel.
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	18-21	Figurative Language	Use after finishing novel.
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	22	Ramona and her Father	any
		23	Point of View	7
Reading Comprehension	RL 3.10/RL 4.10/RL 5.10/RL 6.10	24-27	Solve the Riddle	Use after finishing the novel.
Word Predictions	L 3.4/L 4.4/L 5.4/L 6.4	28	Word Predictions	Use throughout the novel.
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	29	My Book Review	Use after finishing the novel.
		30-31	Curriculum Project Option	Use after finishing the novel.

ACTIVITY PACKET

Ramona and her Father

BY BEVERLY CLEARY



Name _____

LOW PREP and EASY ORGANIZATION:

- Student cover to make packets
- Detailed Tables of Contents names focus standards and tells you when to use what

Name _____

Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

Ramona the Actress ☆

Imagine that you are Ramona and you are applying for a job as an actress. Research about what a resume should look like. Write a resume for Ramona.



Playwright ☆☆

Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors. Be sure to turn in a written manuscript of your play.

Sequel ☆☆

What do you think happens to Ramona and her family after the book ends? Write a sequel to the story. Include at least one illustration.



Game On ☆☆☆

Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.



Compare & Contrast ☆

Think about your own dad (or another parental figure) in your life. Write about some ways that he/she is like and unlike Mr. Quimby.



Newspaper ☆☆☆

Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, a photo, an obituary, and any other newspaper parts you can think of!

3D Characters ☆☆

Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.



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. Draw on the outside of the bag to include the title, author, and picture.



Puppet Show ☆☆☆

Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made from any material you choose. Be sure to turn in a written manuscript of your play.

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Name _____

Culminating Project Choices: Grading Sheet

Project Choice #1 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #2 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #3 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____
Project Choice #4 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #5 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #6 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____
Project Choice #7 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #8 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____	Project Choice #9 Project Name: _____ Grade: _____ Comments: _____ _____ _____ _____

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Additional Resource:

- Culminating Project Choices for the end of the book
- Comes with easy grading sheet

Instructions

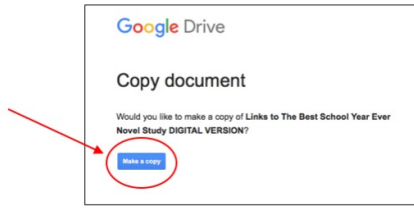
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains 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.

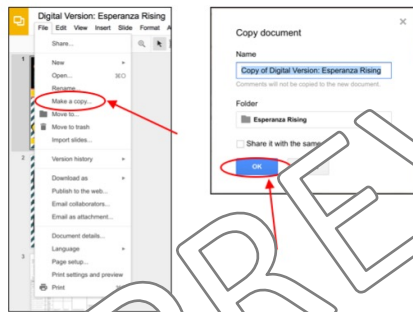
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

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

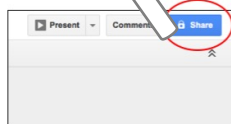


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. 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.

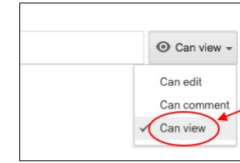


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

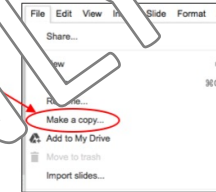


Note: Sharing with students can also be done through Google™ Classroom.

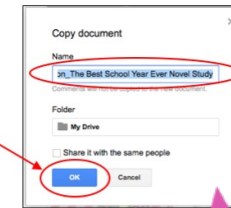
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress.

10. Don't forget that you do have the option to print the documents in black and white and printer-friendly, while the Google™ Drive version will be in color. Both versions are most handy if they are printed. Many teachers like to have both versions so they can end up using both versions.

11. There are places where students are using iPads or tablets, this is easy to do. However, if you are using a computer, you can also use the "Insert" dropdown menu in Google™ Drive.

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

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

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

PREVIEW

MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

Background... Layout Theme Transition...

Name [Text here](#)

HARRY'S CONFLICTS

Harry encounters many _____s or problems, in these chapters. In the space below, write about Harry's conflicts. When, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	Text here _____ _____ _____	Text here _____ _____ _____
2	Text here _____ _____ _____	Text here _____ _____ _____
3	Text here _____ _____ _____	Text here _____ _____ _____
4	Text here _____ _____ _____	Text here _____ _____ _____

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