

Chapter 2: AT HOWIE'S HOUSE

❖ **Quickwrite:** Write about a time that you had to do something that you did not want to do. What was it? How did you feel about doing it?

❖ **Vocabulary:** Fill in the blanks.

1. I rode _____ around the neighborhood on my shiny, brand new bike.
2. With great _____, I tried to explain the math problem to my little brother for the twentieth time.
3. The little baby was _____ up at his smiling mama.
4. I looked _____ at all of the candy in the display window of the sweets shop.

exasperation
wistfully
beaming
blissfully

❖ **True or False:** Mark T for True and F for False.

1. Willa Jean demands that Ramona play with her.
2. Ramona enjoys Sustained Silent Reading.
3. Howie lets Ramona try riding his bike.
4. Bruce is Howie's best friend.
5. Ramona is not sure yet how she feels about Mrs. Whaley. _____

❖ **Inferencing:** On the lines below, write one or more quotes from the text that support(s) the following statement.

Sometimes, Ramona dislikes being the youngest in the family.

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. Why does Ramona dislike Willa Jean so much? Why does she play with her anyway? Use textual evidence to support your answer.

2. In this chapter, the author _____ about Ramona having a deep down inside place, where she hides her darkest secrets. Do you think everyone has this? Do you? Explain.

3. Why does Ramona feel overwhelmed at unfairness in this chapter? Have you ever felt this way? Write about your experience with it.

❖ **Beyond:** In this chapter, Ramona can't put her fairy tales book down. Write about a book that you have really enjoyed in the past. Draw a picture that represents the book.



Features student work for every chapter:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 4 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Three Short Answer Questions.
- Beyond-Creative activities.

Name _____

Learning Log for Chapter _____

◆ **Main Idea** Give this chapter a new name.

◆ **Details** Write two details from the chapter you just read.

1. _____

2. _____

◆ **Character Analysis** Choose a character. Write about one thing they said or did in the chapter you just read that you agreed or disagreed with. Justify your answer.

◆ **Figurative Language** Write one example of figurative language that you found in this chapter. Tell the type it is.

◆ **Illustration** In the box, draw your favorite scene from this chapter.

Name _____

Ramona Quimby, Age 8: Themes

Underneath the three story themes below, you will find a list of related questions. Choose and circle one question in each category to answer. Be sure to thoroughly explain your answer. In the very bottom boxes, illustrate your answers in creative ways.

THEME 1: Family	THEME 2: Identity	THEME 3: School
<ol style="list-style-type: none"> 1. What do you think makes a "good" family? Explain. 2. Compare and contrast your family with Ramona's family. 3. Do you think that everyone plays a different role within their family? How so? What role do you play within your family? 4. What is your family like? How has your family been affected your life? 	<ol style="list-style-type: none"> 1. Explain why Ramona struggles with her identity in the story. Can you relate? How so? 2. Do you think that it matters what other people think of you? Why or why not? 3. Who are you, and how do you know who you really are? Explain. 4. Is identity something you're born with, or is it something you grow into? Explain. 	<ol style="list-style-type: none"> 1. Compare and contrast Ramona's experience at school with your own experience at school, or why not? 2. Do you enjoy school? Why or why not? 3. How do Ramona's relationships affect her school experience? 4. Which is more important: fitting in with the other kids at school, or being your own individual? Explain.
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

Name _____

Figurative LANGUAGE

Below, read each of the book excerpts that contain figurative language. Then, write the type of figurative language used and explain why you think so.

Quotation	Explain this because...
1. "By the time she reached the office, Ramona's face felt as stiff as a board." (page 54)	
2. "She ate sticky-picky, she likes her dinner, walking around the dining room and rubbing her stomach and the family that he was." (page 74)	
3. "She ran nose against the living-room window, watching the ceaseless rain pelting down as bare black branches clawed at the electric wires in front of the house." (page 150)	
4. "The television set sat blank and mute, and in the fireplace a log sullenly refused to burn." (page 152)	
5. "Sure," said Mr. Quimby, who appeared cheerful for the first time that day. "Why not? The sky's the limit!" (page 164)	

Choose one of the figurative language quotes to illustrate here:

Name _____

TWO Points of View

Read the following events from the story, in each of the boxes below. Write about the events from the two different characters' points of view. Write about the events in the first person, from each of the characters' points of view. Illustrate the events in the spaces provided.

Event	Ramona and Bezas' point of view:	Ramona and Bezas' point of view:
1. Mr. and Mrs. Quimby require Ramona and Bezas to cook dinner. (Chapters 4-5)		
Mr. and Mrs. Quimby's point of view:		
Illustration:		
2. Ramona and Bezas go to the Kemp's house after school each day. (Chapter 2)		
Ramona's point of view:		
Illustration:		

Solve the RIDDLE

Read the questions about the story below. Write the answer in the proper boxes below. (Write the answer for #1 in the first box, #2 in the second box, and so on.) When you're finished, write the letters in the circled boxes. When you put those letters together, you will find the answer to the riddle at the bottom of this page!

1. Who destroys the Quimbys' pink eraser?
2. What restaurant does Ramona go to for lunch?
3. What does Mrs. Whaley call her classmate?
4. What nickname does Ramona give to Bezas, the fellow boy in her class?
5. What is Ramona's teacher's last name?
6. What food does Bezas and Ramona refuse to eat?
7. Who must Ramona play with after school at the Kemp's house?

Riddle: What goes up but never goes down?

Answer: _____

Name _____

CAUSE and EFFECT

Match the story events with their effects by writing the correct letters of the events on the story event lines.

Causes	Effects
1. Darny takes Ramona's pink eraser ____	A. Ramona is terribly embarrassed and must go to the office to get cleaned up.
2. Ramona squeaks her shoes as she hands out slips of paper to her classmates ____	B. Ramona wishes that her parents would say exactly as they are forever.
3. Wilda Jean demands that Ramona play with her after school ____	C. Ramona feels overwhelmed and unfair her life can be.
4. Ramona cracks an egg against her forehead, not realizing it is raw ____	D. Mrs. Whaley says that she doesn't understand what she's been trying to say. Ramona feels ____
5. Ramona overhears Mrs. Whaley calling her a show-off and a nuisance ____	E. Mr. and Mrs. Quimby are frustrated with their daughter's cooking ____
6. Ramona and Bezas complain about eating tongue for dinner ____	F. Ramona gets really mad and calls him and Bezas' yard again ____
7. Ramona throws up in the middle of the day ____	G. Mr. Quimby decides they will go out for dinner in order to cheer up ____
8. Bezas notices that Mr. Quimby's hair is thinning a little bit on top ____	H. Ramona and Bezas are astonished and thankful, and reflect on how they really are a family ____
9. Ramona confronts Mrs. Whaley about calling her a nuisance ____	I. Ramona quietly rebels by printing a G rather than writing a cursive G ____
10. The whole family is very glum on a rainy Sunday ____	J. Ramona is sent home to heal from the stomach flu ____
11. A nice man kindly pays for the Quimbys' meal at the restaurant ____	K. The class giggles, and Mrs. Whaley comments on Ramona's musical shoes ____

Name _____

CHARACTER ANALYSIS

Write down the actions, important quotes, traits, and relationships with others for the characters below.

RAMONA

ACTIONS: _____

IMPORTANT QUOTES: _____

TRAITS: _____

RELATIONSHIPS WITH OTHERS: _____

YOUR OPINION OF HIM/HER: _____

BEZUS

ACTIONS: _____

IMPORTANT QUOTES: _____

TRAITS: _____

RELATIONSHIPS WITH OTHERS: _____

YOUR OPINION OF HIM/HER: _____

Name _____

RAMONA'S PROBLEMS

Ramona encounters many problems, or obstacles, in the story. In the first three rows below, write about her problems. Then, write about how her problems got resolved. If a problem doesn't get resolved, explain why. In the last row, write about one of your own problems that you have recently dealt with. Write about how your problem got resolved. If it didn't get resolved, explain why.





PROBLEMS	RESOLUTIONS
What are the problems?	How does the problem get resolved? If it doesn't get resolved, why not?
_____	_____
_____	_____
_____	_____
_____	_____

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

16 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.

Word	Definition
ferocious	fierce
Word	Definition
triumph	

ferocious (adjective) fierce 	triumph (noun) victory; accomplishment 
encumbered (verb) restrained; slowed down 	astonishment (noun) surprise 





Word	Definition
astonishment	
Word	Definition
exasperated	
Word	Definition
beaming	

Vocabulary Words and Definitions: RAMONA QUIMBY, AGE 8

CHAPTERS	PAGE #	WORD	DEFINITION
Chapter 1: The First Day of School	18	ferocious	fierce
	19	triumph	victory; accomplishment
	19	encumbered	restrained; slowed down
	24	astonishment	surprise
Chapter 2: At Howie's House	28	exasperation	frustration; annoyance
	37	wistfully	longingly
	41	beaming	smiling happily
	51	exasperated	frustrated; annoyed
Chapter 3: The "Boleib" Fad	56	boiling	boiling in anger
	60	reluctantly	hesitantly and unwillingly
	61	rueful	shamefaced; regretful
	73	unrelenting	unyielding; not giving in
Chapter 4: The Quimby Barrel	74	suppressed	restrained and stifled
	75	plight	problem; dilemma
	81	resolved	determined
Chapter 5: The Extra-good Sunday	82	weary	tired
	91	calamity	disaster
	94	pronounced	stated clearly
Chapter 6: Supernuisance	99	dawdle	to waste time
	100	scant	small amount
	109	feeble	weak
	114	reassure	to give confidence
Chapter 7: The Patient	121	brooded	thought about
	122	indignant	angry
	124	belittle	to make someone seem less important
	131	pitiful	worthy of pity

For each of the words below, circle the picture that best illustrates the word. On the line under the pictures, justify why you chose your answer.

11 seething

a		b	
c		d	

I chose this answer because _____

12 relieved

4. Choose the best synonym for the word below.

a. irregular
b. fierce
c. calm
d. dainty

5. Choose the best antonym for the word below.


a. intimidating
b. clear
c. approachable
d. hefty

6. Choose the word that best completes the following sentence.

I pumped my fist in _____ at the winning goal.

a. commotion
b. plight
c. exasperation
d. triumph

Name _____

 **Ramona Quimby, Age 8**
 VOCABULARY REVIEW #1: CHAPTERS 1-4

ferocious triumph encumbered astonishment exasperation wistfully beaming
 blissfully commotion aloof seething reluctantly rueful unrelenting
 suppressed plight

1. Using a dictionary, or your notes, complete the table below.

Word	Definition	Illustration
encumbered		
exasperation		
wistfully		
unrelenting		

2. Complete the graphic organizer below for the word in the middle.

Synonyms		Antonyms

Vocabulary Focus:

- Four challenge words chosen per chapter
- Complete Vocabulary List comes with and without definitions
- Two Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

ASSESSMENT PACKET

RAMONA QIMBY, AGE 8

By Beverly Cleary



Name _____

STUDENT CHAPTER PACKET

RAMONA QIMBY, AGE 8

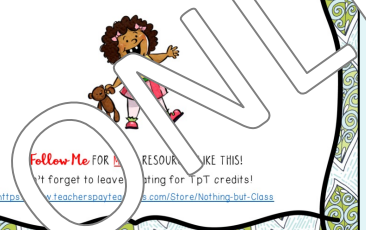
By Beverly Cleary



Name _____

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ACTIVITY PACKET

RAMONA QIMBY, AGE 8

By Beverly Cleary



Name _____

VOCABULARY PACKET

RAMONA QIMBY, AGE 8

By Beverly Cleary



STUDENT CHAPTER PACKET ANSWER KEY

THE FIRST DAY OF SCHOOL

(page 17)
Quickwrite: Answers will vary.

Vocabulary:

- ferocious
- encumbered
- triumph
- determination

True or False:

- T
- T
- F
- T
- F

Character Analysis: I am female, and so is Ramona. I am older than Ramona. Ramona and I both like school. (Answers will vary.)

(page 27)
Comprehension and Analysis:

- Mr. Quimby works in a warehouse and is studying to be a teacher. Mrs. Quimby works at a doctor's office. Beaus is Ramona's older sister and is in eighth grade. Ramona is eight years old and is in third grade. Picky-picky is the Quimby's old yellow cat.
- Ramona's family is important to her. I know this is true because she tries very hard to please her family and be someone they can rely on. Also, school is important to Ramona. I know this because she is so excited to go to school and ride the bus. Yes, my family and school are also important to me.
- Ramona is happy at the end of the chapter because her family had been happy that morning, and because she feels grown up and mature. On page 27, the text reads, "She was happy...because her family had been happy that morning and because she was big enough for her family to depend on."

Beyond:
Answers will vary.

ABOUT THE STUDENT CHAPTER PACKET

The student work for every chapter of reading contains both comprehension and vocabulary. Each part includes the following sections:

- Quickwrite:** A great idea is to have the students free-write here **BEFORE** reading the chapter. This gets their minds warmed up and thinking in the direction that the chapter will take them. This also helps them to connect the concepts in the story to themselves.
- Vocabulary:** The students practice with four new words that are chosen for you from every section. Synonyms, antonyms, and context clues are among the skills included.
- True/False, Multiple Choice, or Sequencing:** One set of these types of questions are included for each section.
- Standards Focus:** One question or activity is included. These focus on Reading Literature standards like main idea, character analysis, and figurative language.
- Comprehension and Analysis:** Three short answer questions are provided per section. You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just some for your students to complete.
- Beyond:** The Beyond activities are a mix of fun activities, including art, graphic organizers, and text-to-self connections. They require the students to use their imaginations, and some upper-level thinking. You might even choose to use these as an option for early finishers.



Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Student reference bookmarks
- All answer keys

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		73	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	74-75	Questions and Answers (Writing Sheet + Gluing Sheet)	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	76	Ramona Quimby, Age 8: Themes	Use after finishing the novel.
		77-78	Lessons Learned	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	79	Main Events	any
		80-81	Cause and Effect	Use after finishing the novel.
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	82-85	Character Cards	Use throughout the novel.
		86-87	Ramona's Problems	Use throughout the novel.
		88	You vs. Character	any
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	89-90	Figurative Language	3-9
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	91-94	Two Points of View	any
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	95	My Book Cover	Use after finishing the novel.
Reading Comprehension	RL 3.10/ RL 4.10/RL 5.10/RL 6.10	96	Reading Strategy: Prediction	any
		97-98	Solve the Riddle	Use after finishing the novel.
		99-101	Learning Goals Versus 1, 2, 3, 4	any
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	102-103	So Quimby! Personal Free Writing	any
		104	Would You Rather...	any
		105-106	Comparing Project Choices with Grading Sheet	Use after finishing the novel.

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Vocabulary List with definitions (+ page numbers) <small>*This version is provided for you in case you have a different edition than the one used to write this novel study.</small>	8-9
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A Closer Look:

- Detailed Table of Contents
- Standards and focus standards listed for all activities

RAMONA QUIMBY, AGE 8: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:







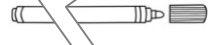
- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (To be used with specific chapters)	Other Reading Response Activities
Chapter 1: The First Day of School	<ul style="list-style-type: none"> • ferocious • triumph • encumbered • astonishment 	Vocabulary Review #1: Chapters 1-4	Assessment #1: Chapters 1-4	<p>ONLY</p>	<p>ONLY</p>
Chapter 2: At Howie's House	<ul style="list-style-type: none"> • exasperation • wistfully • beaming • blissfully 				
Chapter 3: The Hard-boiled Egg Fad	<ul style="list-style-type: none"> • commotion • aloof • seething • reluctantly 				
Chapter 4: The Gumbys' Quarrel	<ul style="list-style-type: none"> • rueful • unreeling • compressed • pitiful 				
Chapter 5: The Extra-good Sunday	<ul style="list-style-type: none"> • relieved • wearily • caldly • pronounced 	Vocabulary Review #2: Chapters 5-9	Assessment #2: Chapters 5-9	<p>ONLY</p>	<p>ONLY</p>
Chapter 6: Sun-squisano	<ul style="list-style-type: none"> • abashed • scorn • feeble • reassuring 				
Chapter 7: Patience	<ul style="list-style-type: none"> • brooded • indignant • belittled • pitiful 				
Chapter 8: Ramona's Book Report	<ul style="list-style-type: none"> • moped • inspiration • beckoned • mischievous 				
Chapter 9: Rainy Sunday	<ul style="list-style-type: none"> • dismal • ceaseless • sullenly • vexed 	<p>NOTHING BUT CLASS</p>			<p>ONLY</p>

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.

<p>Author Research ☆</p> <p>Use the Internet to do research about the author, Beverly Cleary. Write a biography about her. Be sure to include a Works Cited page.</p> 	<p>Playwright ☆☆</p> <p>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.</p>	<p>The Ramona Series ☆☆☆</p> <p>Choose another book from the Ramona Series. Read it. Write a summary for it, and draw an illustration of it. Present your summary and picture to the class.</p> 
<p>Game On ☆☆☆</p> <p>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.</p> 	<p>Alternate Ending ☆</p> <p>Do you wish <u>Ramona Quimby, Age 8</u> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p> 	<p>Book Commercial ☆☆☆</p> <p>Just as Ramona did in the story, create a commercial advertising <u>Ramona Quimby, Age 8</u>. Be sure to write a script, create costumes if needed, include props, and perform in front of the class.</p> 
<p>3D Characters ☆☆</p> <p>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.</p> 	<p>Paper Bag Book ☆☆</p> <p>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, including the book's title, author, and a picture.</p> 	<p>Puppet Show ☆</p> <p>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 out of any material you choose. Be sure to turn in a written manuscript of your play.</p>

Culminating Project Choices: Grading Sheet

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

Engaging Projects:

- Culminating Project Options for students to complete after the novel

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

- Which of the following does not occur in these chapters?
 - Howie and Ramona decide that Sustained Silent Reading is the best part of the school day.
 - Danny takes Ramona's eraser, but then gives it back to her.
 - Ramona looks forward to playing with Willa Jean.
 - Beezus and Ramona complain about eating tongue at dinner.
- Choose the best word to describe Mrs. W.
 - Laid-back
 - Strict
 - Intimidating
 - Meek
- Choose the best words to describe Danny.
 - Mischievous and playful
 - Dainty and meek
 - Harsh and unkind
 - Stiff and unsure
- Circle the things below that are most important to apply.
 - Her family
 - School
 - Other people's approval
 - Softball
- Why does Ramona have to go to the office?
 - She gets in trouble by Mrs. Whaley.
 - She cracks a raw egg on her head.
 - She gets really sick.
 - Her parents take her out of school.
- Why is Ramona so angry in Chapter 9?
 - She hears her teacher will be a nun.
 - Beezus is being really mean to her.
 - She is upset with her dad for working.
 - There are girls at school that are d



Name _____ Date _____
RAMONA QUIMBY, AGE 8
 Assessment #1: Chapters 1-4

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letter on the lines.

- | | |
|-----------------------|----------------------------|
| 1. suppressed _____ | A. problem; dilemma |
| 2. rueful _____ | B. shamefaced; regretful |
| 3. plight _____ | C. surprise |
| 4. astonishment _____ | D. regained and stifled |
| 5. encumbered _____ | E. fierce |
| 6. ferocious _____ | F. restrained; slowed down |

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

- The audience cheered in _____ as the home team scored the winning point.
 - exasperation
 - triumph
 - commotion
 - unrelenting
- I dragged my feet and _____ went upstairs, after my mom told me three times to go to bed.
- wistfully
 - blissfully
 - reluctantly
 - ferocious

❖ **Part 3: Vocabulary S**

Write two sentences below, e

wistfully beaming

- _____
- _____

❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

- Compare and contrast yourself with one of the characters from the story. Name and explain at least two similarities and two differences.

_____ from the story. Write about at least two _____ house after school. _____ her head. _____ her calling her a nuisance.



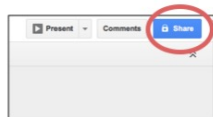
_____ Ramona feels in these chapters. In detail,

_____ less that you believe Ramona has. Explain your

ASSESSMENTS included:

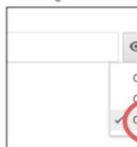
- 2 Comprehension and Vocabulary Tests
 - Test #1: Chapters 1-4
 - Test #2: Chapters 5-9
- Mix of question types

- 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."

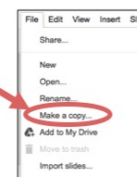


Note: Sharing with students could also be done through Google™ Classroom.

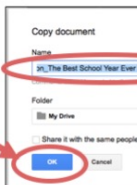
- Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of the screen. When you type the e-mail addresses, "Can Edit" will likely be the default selection, so you will need to change it.



- Students will need to make their own copies since they can't edit into their own Google™ Drives. In order to make their own copies, click on the blue button that says "Make a copy," which will open whatever document you shared with them in a new window. The button is in the upper left corner.



A box will pop up like the one below. Students can change the name of the copy, so that it is not confusing when they share their documents. The name will be saved into their own Google™ Drives.



- Students will be able to access the content, type in text boxes, and students make to their files will be automatically saved.
- Students may share their works in progress, completed assignments, or final products.
- Don't forget that you do have the option to print whatever you want. This is definitely most handy if they are printed. However, for the digital version (in this PDF).

12. Other Notes and Suggestions:

- The following resources are MOST handy when printed out. As mentioned previously, you have the option to print from Google Drive in full color, or from this PDF in mostly b/w.
 - ✓ Student Bookmarks (pages 4-5)
 - ✓ Vocabulary Word Wall Cards (pages 58-62)
 - ✓ Vocabulary Flash Cards (pages 63-71)
 - ✓ Questions and Answers: Writing Sheet and Gluing Sheet (pages 74-75)
- Try having the students complete the writing portion of the Character Cards (pages 82-85) on Google Drive. Then, you can print the cards when all of the writing is complete.

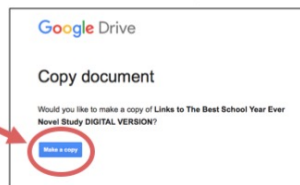
Instructions

for Digital Version/Google™ Drive File

- You will need Internet access and a Google™ account (which is free).
- Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Ramona Quimby, Age 8." 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!

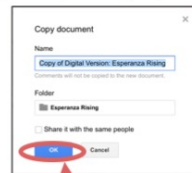
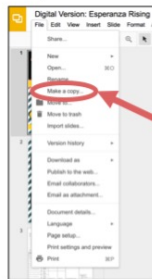


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

- If you completed Step 2 correctly, the document called "Digital Version: Ramona Quimby, Age 8," just transferred to your Google account. It will contain the novel study in its entirety. This includes the unit map, tables of contents, student pages, answer keys, and everything else. You will notice that the novel study has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document "Digital Version: Ramona Quimby, Age 8," 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.



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

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Upon purchasing, you will receive instructions for how to get started right away!

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y want to...
assign or...
nts to have acc...
separate all...
ay. Or, perhaps you want...
Make as many...
ing to what they are, s... if

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PREVIEW ONLY

Digital Version: Ramona Quimby, Age 8

Figurative LANGUAGE

Quote	Type	I know this because...
1. "The time she read of Ramona's face felt as stiff as a board." (page 54)	Add your text here	Add your text here
2. "Picky-picky, purring like a rusty motor, walked into the dining room and rubbed against legs to remind the family that he should eat too!" (page 74)	Add your text here	Add your text here
3. "She pressed her nose against the living-room window, watching the ceaseless rain pelt down as bare black branches clawed at the electric wires in front of the house." (page 150)	Add your text here	Add your text here
4. "The television set sat blank and mute, and in the fireplace a log sulkily refused to burn." (page 152)	Add your text here	Add your text here
5. "Sure," said Mr. Quimby, who appeared cheerful for the first time that day. "Why not? The sky's the limit!" (page 184)	Add your text here	Add your text here

Choose one of the figurative language quotes to illustrate here:

Digital Version: Ramona Quimby, Age 8

Chapter 2: AT HOWIE'S HOUSE

❖ **Quickwrite:** Write about a time that you had to do something that you did not want to do. What was it? How did you feel about doing it?
Add your text here

❖ **Vocabulary:** Fill in the blanks.

- I rode text here around the neighborhood on my shiny, brand new bike.
- With great text here, I tried to explain the math problem to my little brother for the twentieth time.
- The little baby was text here up at his smiling mama.
- I looked text here at all of the candy in the display window of the sweets shop.

❖ **True or False:** Mark T for True and F for False

- Willie Jean demands that Ramona play with her. T/F
- Ramona enjoys Sustained Silent Reading. T/F
- Howie lets Ramona fry riding his bike. T/F
- Bruce is Howie's best friend. T/F
- Ramona is not sure yet how she feels about Mrs. Whaley. T/F

❖ **Inferencing:** On the lines below, write one or more quotes from the text that support(s) the following statement.
Sometimes, Ramona dislikes being the youngest in the family.
Add your text here

exasperation
wistfully
beaming
blissfully

NOTHING BUT CLASS

MORE about the GOOGLE™ version...

- Novel study pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive™, so they may type and draw directly onto 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.

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<https://www.teacherspayteachers.com/Store/Nothing-but-Class>

Chapter 3: THE HARD-BOILED EGG FAD

❖ **Quickwrite:** Write about your most embarrassing moment. When did it happen, and what happened?

NOTHING
but
CLASS



❖ **Vocabulary:** Fill in the blanks.

1. When I saw the bigger kids picking on the smaller kids, I found myself _____ with anger.
2. When the lights suddenly turned off in our classroom, there was _____, confusion, and shouting.
3. I _____ began my homework, even though I would have much rather played outside.
4. The new girl was _____ at first, but she quickly warmed up to us.

commotion
aloof
seething
reluctantly

❖ **True or False:** Mark T for True and F for False.

1. Ramona is deeply hurt by Mrs. Whaley. _____
2. Ramona laughs at herself when she cracks a raw egg on her head. _____
3. Mr. Lowe shows kindness to Ramona. _____
4. Ramona spends most of lunch sitting in the principal's office. _____
5. Ramona thinks that cursive Qs are beautiful. _____

❖ **Character Analysis:** Write about two *minor* characters that you have met in the story so far. Explain why you like or dislike each of them.

ferocious

(adjective)
fierce



triumph

(noun)
victory;
accomplishment



encumbered

(verb)
restrained;
slowed down



astonishment

(noun)
surprise



exasperation

(noun)
irritation;
frustration



wistfully

(adverb)
longingly



beaming

(verb)
smiling happily



blissfully

(adverb)
joyfully



Name _____

CHARACTER CARDS: *Instructions*

Complete the character cards below and on the following pages. Color the illustrations. When you're finished, cut along the horizontal dotted lines, and fold along the vertical dotted lines. Glue the fronts to the backs to create your own deck of character cards.

PREVIEW ONLY



DANNY (YARD APE)

DESCRIPTION: _____

ACTIONS: _____

IMPORTANT QUOTES: _____

TRAITS: _____

RELATIONSHIPS WITH OTHERS: _____

YOUR OPINION OF HIM/HER: _____

