



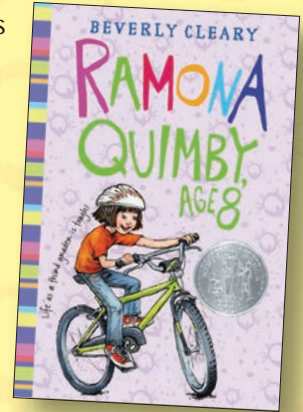
D.E.A.R.

A HAPPY QUIMBY FAMILY

THE ACTIVITY:

More than anything, Ramona wants her family to be happy. But sometimes she focuses on problems and doesn't see the love and joy her family shares. Ask students to identify and list pieces of evidence from the Ramona books to show that the Quimbys are a happy family. For example, in *Ramona Quimby, Age 8* (Ch. 9), Ramona refers to her family as a "nice sticking-together family."

After discussing students' findings, ask them to write about what makes a happy family. They should provide examples to support their opinions either from their own experiences or from their reading. Then ask students to read their pieces aloud in a small group and ask the others to voice their opinions on whether they agree or disagree and why.



THE EVIDENCE:

1. _____
2. _____
3. _____
4. _____
5. _____



CCSM — W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Activities prepared by Susan Geye, Coordinator of Library Services, Everman, Texas.

www.beverlycleary.com • www.dropeverythingandread.com • www.facebook.com/beverlyclearybooks

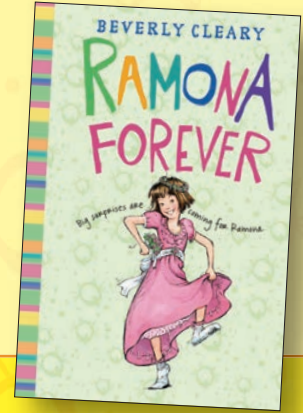
HARPER
An Imprint of HarperCollinsPublishers



D.E.A.R. GROWING UP . . . RAMONA-STYLE

When Ramona looks at her new baby sister, Roberta, she realizes how much she has grown up and learned in the nine years since she was a baby. In Ch. 9 of *Ramona Forever*, Ramona thinks about some of the experiences she has had over the years.

As a class, ask students to brainstorm a list of Ramona’s growing-up experiences and the lessons she has learned from them. Afterward, have students assume the voice of Ramona and provide “big sister advice” to Roberta in a written piece. Compile students’ writing and create a mini-book on growing up.

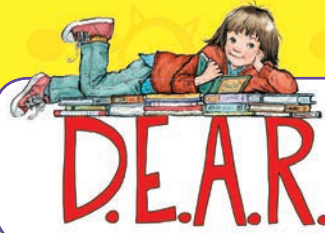


RAMONA'S EXPERIENCES	LESSONS LEARNED

CCSS – W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Activities prepared by Susan Geye, Coordinator of Library Services, Everman, Texas.

www.beverlycleary.com • www.dropeverythingandread.com • www.facebook.com/beverlyclearybooks

HARPER
An Imprint of HarperCollinsPublishers

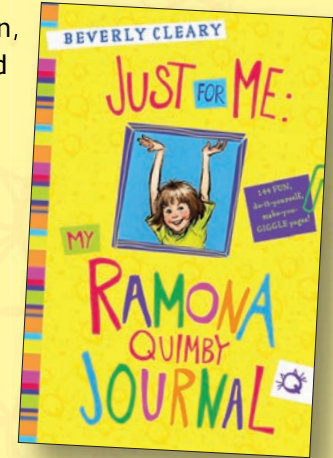


D.E.A.R.

KEEPING A JOURNAL

Keeping a journal can be both entertaining and rewarding for students; in addition, journal writing can increase students' writing fluency and enhance vocabulary and grammar skills. Here are some helpful tips to get started:

1. Let your students select the type of journal they want to use: spiral or composition notebook, leather-bound journal, or blank journal that can be decorated.
2. Provide journal prompts to make it easier for students to find something to write about. Create a journal "idea jar" to help students select a topic. Write different prompts on separate pieces of bright-colored paper, then fold and place them in a large jar. Students can reach into the jar and select one to begin their writing. See prompts/ideas below.



WRITING PROMPTS:

- | | | |
|-----------------|-----------|-------------------|
| FRIENDS | SCHOOL | FEARS |
| FAMILY | ENEMIES | DREAMS |
| FAVORITE THINGS | VACATIONS | WORRIES |
| PETS | TOYS | NICKNAMES |
| GOALS | HOLIDAYS | PRESENTS GIVEN |
| MEMORIES | HOBBIES | PRESENTS RECEIVED |
| INJURIES | TEACHERS | SUCCESSES |

3. Teach students how to use images and descriptions in their writing so that they paint a picture using words in each entry.
4. Find ways to value students' writing. Give them opportunities to share their journal entries with a partner, small group, or the class; receive written feedback from the teacher; and select and revise a favorite journal entry.

CCSS — W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 Activities prepared by Susan Geye, Coordinator of Library Services, Everman, Texas.

www.beverlycleary.com • www.dropeverythingandread.com • www.facebook.com/beverlyclearybooks



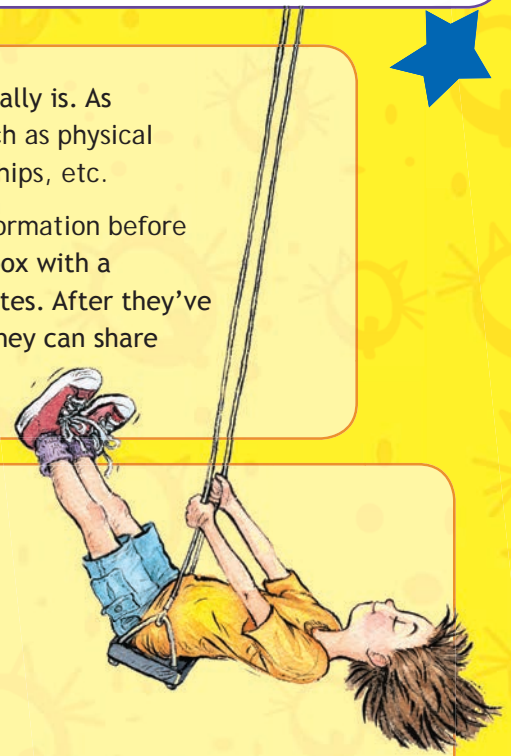
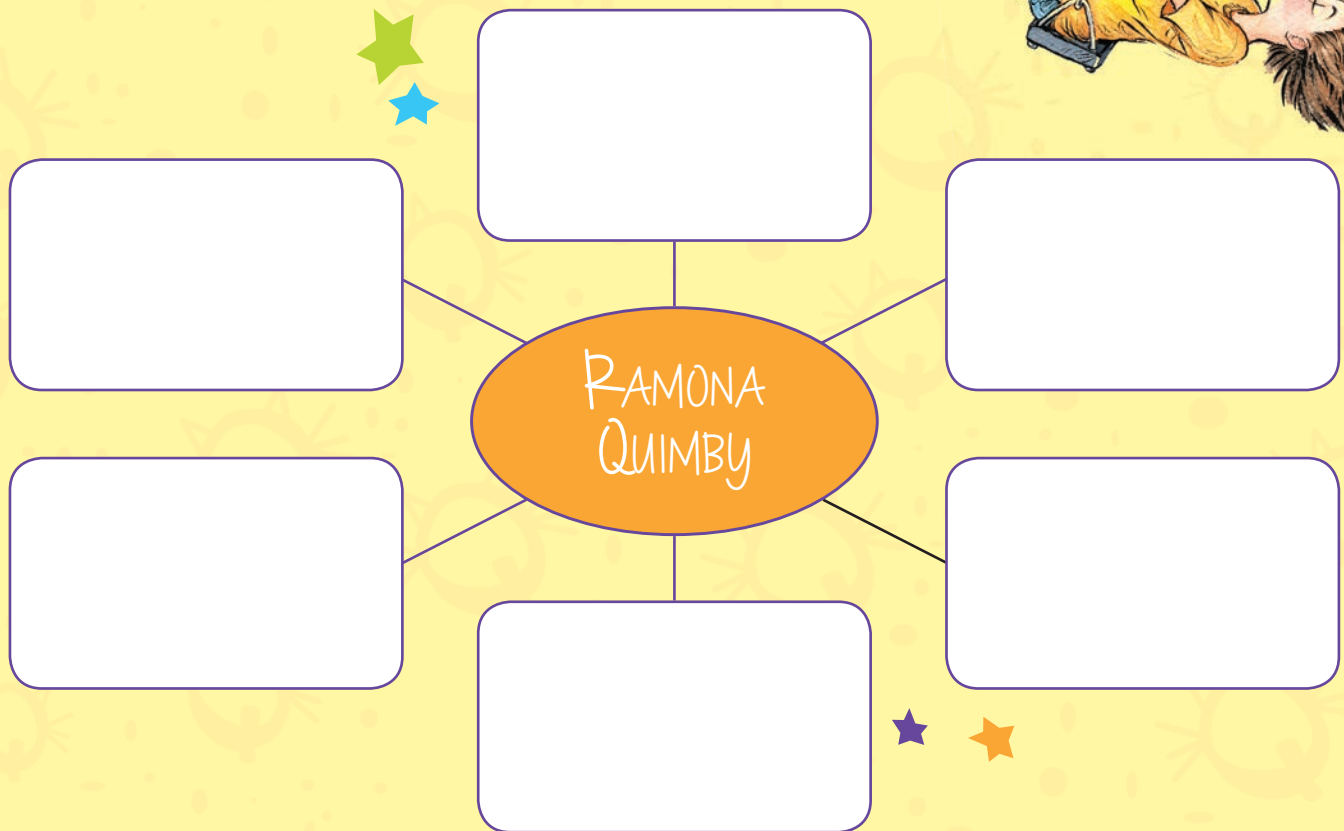
D.E.A.R.

WHO IS RAMONA QUIMBY?

Ask students to write a character analysis on Ramona to find out who she really is. As students are reading, they should keep a list of things that describe her, such as physical characteristics, personality traits, motivations, thoughts/feelings, relationships, etc.

Introduce students to the cluster chart below as a way to organize their information before writing a first draft of their character analysis. Students should label each box with a separate category and then fill in the appropriate information from their notes. After they've written their first draft with specific examples pulled from each category, they can share their work with a peer for feedback and make revisions for a final draft.

CLUSTER CHART



CCSS — RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

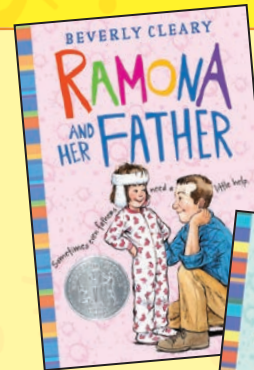
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Activities prepared by Susan Geyer, Coordinator of Library Services, Everman, Texas.



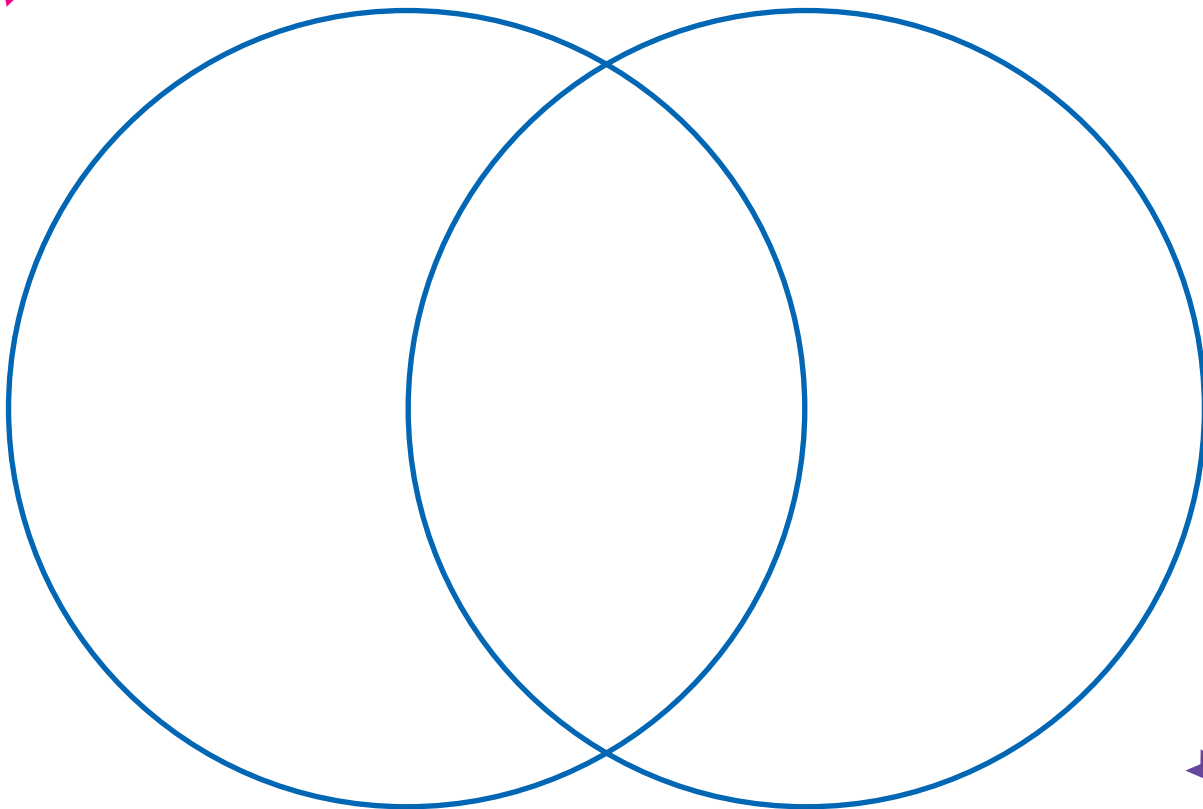
D.E.A.R.

READING FOR COMPARISON

Ask students to pair up and select two books to read from the Ramona series. As they're reading, they should write down their thoughts about topics such as the theme, setting, plot, characters, etc., explored in both books. Have students select one of those topics and complete the Venn diagram below to compare and contrast the two books they've read. Once they're finished, they should write an essay explaining the similarities and differences by using detailed examples from the books. Then, ask students to share their findings with the entire class.



VENN DIAGRAM



CCSS — RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Activities prepared by Susan Geye, Coordinator of Library Services, Everman, Texas.

www.beverlycleary.com • www.dropeverythingandread.com • www.facebook.com/beverlyclearybooks

HARPER
An Imprint of HarperCollinsPublishers



D.E.A.R.

RETELL A STORY

Ask students to choose one of the following books to read from the Ramona series: *Beezus and Ramona*, *Ramona the Pest*, or *Ramona the Brave*. As they read, students should look for a scene that they can relate to their own personal experience. Using that scene/personal experience, have students create a 12-page picture book story. Students should be sure to include in their story the most important moments from their own experience, and should incorporate illustrations to accompany the text—they may take notes or map out their story in the space below. Once students are finished, make arrangements for them to read their picture books to younger students in school.



NOTES

CCSS — W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Activities prepared by Susan Geye, Coordinator of Library Services, Everman, Texas.

www.beverlycleary.com • www.dropeverythingandread.com • www.facebook.com/beverlyclearybooks

HARPER
An Imprint of HarperCollinsPublishers