

Novel·Ties

Ramona Forever

Beverly Cleary



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Ramona Forever*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|----------------|--|
| 1. scowl | a. made to feel ashamed |
| 2. astounded | b. moved downward suddenly |
| 3. embraced | c. large, luxurious car, usually driven by a chauffeur |
| 4. embarrassed | d. be in a state of extreme anger |
| 5. limousine | e. hugged |
| 6. harassed | f. surprised; shocked |
| 7. plunged | g. facial expression of anger |
| 8. seethe | h. bothered or annoyed repeatedly |

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1. The actor was _____ when he forgot his lines in the play.
2. When another child grabbed her toy, we saw my sister _____ and then start to cry.
3. I began to _____ when three people cut in front of me on line.
4. Unable to drive at night, I hired a(n) _____ to take me to the party.
5. If you are _____ by older students on the playground, you should report it to your teacher.
6. I was _____ when my number won the lottery.
7. Everyone was splashed when the dolphins _____ into the water.
8. I _____ my family when they met me as I got off the plane.

Chapter 1

Questions for Discussion:

1. Why do you think Uncle Hobart brings unusual presents and teases Ramona?
2. Do you think that Howie's grandmother dislikes Ramona?
3. In your opinion, should Ramona's parents send her back to Howie's house after school?
4. To what extent should children be expected to cooperate with their parents' work schedules?

Social Studies Connection:

Find Saudi Arabia on a globe or map of the world. Do some research to learn about this country that is known for its rich supply of oil.

Writing Activity:

Have you ever been sent somewhere you did not want to go even though you knew that it was necessary? Write about a time when you had to go somewhere against your will. Describe the situation and tell what happened.