

Ramona Quimby, Age 8

by Beverly Cleary

Classroom Favorites



Teacher's Guide by Kathleen M. Kozar

A Perma-Bound Production

Note to the Teacher: This guide is not to be followed exactly. Feel free to pick and choose among suggested discussion questions and activities based on the needs and interests of your particular group. You are encouraged to make adaptations, or to supplement the guide with activities of your own creation or those of your students.

Students may be encouraged to keep a journal as they read this book. The journal is a way to assist children in remembering events or significant details. Children should also keep a list of "new" words they have encountered. Next to each "new" vocabulary word children are then asked to make an educated guess about the word's meaning by seeing it in context.

An introductory list of suggested discussion questions is included to be used prior to reading the book. At the start of the book, and each chapter therein, students should be encouraged to predict what will happen in the book and the following chapters based on title clues, experience, etc. Depending on the particular group of students and your instruction you may choose to introduce vocabulary words listed under Word Study prior to or preceding the reading of the chapter. A list of vocabulary activities that you may provide students with is included. Discussion Questions and Student Activities for each chapter are included. CAUTION: Children should select only activities they are interested in. Teachers may negotiate, however children are encouraged to select their own involvement. Group involvement is encouraged.

Ramona Quimby, Age 8 may be read in small groups, individually, or as a read-aloud book.

Objectives

1. Students will have opportunities to recall details, make interpretations, read critically, and respond creatively to the novel.
2. Students will expand their vocabulary through the use of context clues, class discussion, and activities.
3. Students will have opportunities for a variety of writing experiences.
4. Students will explain the importance of responsibility and patience.
5. Students will describe the way in which families depend upon one another.

Introductory Synopsis

Being eight years old and in the third grade is both demanding and exciting for Ramona Quimby. She is experiencing new things, accepting new responsibilities and meeting new people. Ramona's family is evolving and is beginning to depend on her a great deal more. Life for Ramona Quimby is anything but dull. This book covers a wide scope of issues which affect an eight year old in today's world.

Introductory Discussion Questions

Select 2-3 questions from the list below prior to reading the book to discuss with the children. Teachers may want to assign one per group and then have children share their results.

1. Discuss the role that responsibility plays in the lives of children. Make a list of all the responsibilities children may have. Have children choose favorites.
2. Ramona's father in the story returns to school to assist him in a career change. Discuss parent career changes. Make a list of all the changes that a career change may cause in the lives of a family. How do changes in a family affect other members?
3. Attending a new school with a new teacher for the very first time can be both exciting and scary. Have children predict what Ramona may encounter in this new adventure.
4. Since both of Ramona's parents are working, she must go to a babysitter after school who also babysits younger children. Have the children predict what Ramona may encounter at these babysitting sessions with younger children.
5. What do third graders enjoy doing? What is important to them? Make a list of their favorite TV shows, books, food, fads, colors, ideas, stories, etc. Interviews may need to occur for this activity.

Chapter 1 - The First Day of School

Reading Passage 1 - Pages 11-36

Synopsis: Ramona is both excited and timid about her first day of school in third grade. She is thrilled to ride the school bus to the new school she will attend on this, the first day of school. Ramona is not the only one in her family who is experiencing a fresh start. Her older sister Beatrice (Beezus is her nickname) will begin junior high school and her father is returning to college to become a teacher. Although Ramona's mother is employed full-time at a doctor's office, the family

must sacrifice to enable her Dad to return to school. So when Ramona and Beezus both receive new good luck pink erasers from their Dad, it is appreciated, because presents of any kind had been scarce while the family tried to save money.

Since both of Ramona's parents work, Ramona and Beezus go to a babysitter after school everyday. Mrs. Kemp, Howie's grandmother is their babysitter. After a short lecture from her parents which dealt with being patient with Willa Jean, another child she joins at the babysitter after school, Ramona is off to school. Her parents took the approach that they are depending on her to treat Willa Jean nicely and Ramona accepts that and will try. Ramona is pleased that they trust her enough to depend upon her.

On the way to school Ramona is challenged by a boy named Danny who is kicking her and ends up taking her treasured new pink eraser. Ramona tries unsuccessfully to retrieve her new eraser. Danny, who is now nicknamed Yard Ape by Ramona, continues to tease Ramona by tossing it to friends and tempting Ramona.

After Mrs. Whaley, Ramona's new teacher, introduces herself to the class, she asks Ramona to assist her in passing out nametags. Ramona considers liking her now a bit. As Ramona distributes the tags she discovers that Danny, Yard Ape, is in her class and he continues to torment her with her eraser. After a brief confrontation where Ramona asserts herself, she successfully recovers the eraser. Ramona is triumphant.

Discussion Questions:

1. LITERAL/INTERPRETIVE: How does Ramona feel about starting a new grade at a new school? How did she feel after her very first day? Did anything exciting occur?
2. INTERPRETIVE: Ramona's dad is beginning a new job, how does Ramona view this situation? What limitations and demands will this situation bring?
3. CRITICAL: How would you feel if someone had taken something of yours, as Danny (Yard Ape), had done to Ramona? Would you attempt to retrieve it? How?
4. CRITICAL: Have your parents depended on you as Ramona's depended on her? Describe the situation. How did your parents convey this to you?

Student Activities:

1. Ramona is keeping a diary, although it is a secret. Please write an entry that Ramona may write after her first day of school in grade three. If you wish, you may want to continue this diary throughout the book.
2. Design a personalized tee-shirt for each character introduced in this chapter.
3. Ramona is your pen pal. Design a letter that she wrote to you. Then write a response.

Chapter 2 - At Howie's House

Reading Passage 2 - Pages 37-54

Synopsis: Being a member of the Quimby family in the third grade was harder than she expected. Her dad was always tired or studying, her mom constantly reminded her of her treatment of Willa Jean, and Beezus, if she was home, was always doing homework. At school, Ramona didn't know how she felt about her teacher, Mrs. Whaley.

Worst yet, Ramona still dreaded the part of the day spent at Howie's house with Mrs. Kemp, the babysitter, and Willa Jean. Those were the bad things about third grade.

The good things about third grade were riding the bus to school, interacting with Yard Ape and Sustained Silent Reading. Sustained Silent Reading (S.S.R.) took place every day after lunch and called for the children to read silently to themselves any book they choose--no book reports expected. Mrs. Whaley cleverly renamed Sustained Silent Reading--D.E.A.R. which stands for Drop Everything And Read.

At Howie's house, where the babysitter Mrs. Kemp cares for Ramona, Willa Jean, Howie, Beezus and other children, Ramona begins to use Sustained Silent Reading as a way to detour Willa Jean. Willa Jean wanted Ramona to play dress-up but understood when Ramona blissfully read herself off into the land of princesses, kings and clever sons. Ramona was proud that she was doing her part. Her family could depend upon her!

Discussion Questions:

1. INTERPRETIVE: How does Ramona seem to feel about Willa Jean?
2. LITERAL/INTERPRETIVE: Ramona feels there are good and bad parts of third grade. Please describe each.
3. CRITICAL/CREATIVE: Would you have renamed S.S.R.? If so, what would you name it? Do you have S.S.R. at school? How do you feel about this time of day?
4. CRITICAL: Why do you think Ramona took time to play with Willa Jean and Beezus would not? Is it fair? How did Ramona feel about it?
5. LITERAL: Describe the game Ramona played with Bruce and Willa Jean.

Student Activities:

1. Make a list of some of the books you think Ramona would enjoy reading during D.E.A.R. List only books that you think Ramona would enjoy.
2. Make an acrostic using Willa Jean's name. (Teacher note: you may need to explain acrostics.)
3. Ramona may welcome a list of activities that she could entertain Willa Jean with. List some activities for Ramona. You may need to do some research for this. Art books, babysitter guides, craft books may all be resources you may want to explore.

Chapter 3 - The Hard-boiled Egg Fad

Reading Passage 3 - Pages 55-73

Synopsis: Lunches are important to third graders. Ramona is no different and she always checked with her mother to be sure she packed the right things. The new fad at Ramona's school was to pack a hard-boiled egg, a fad started by Yard Ape. While Ramona anxiously awaited lunch period, school turned out to be unusually interesting.

In science they were going to study fruit flies. Mrs. Whaley gave each student jars filled with blue oatmeal containing fruit fly larvae. Blue oatmeal was used to enable them to see the larvae. Ramona labeled her jar which she called her jar of pets, in her traditional manner--Ramona Quimby, Age 8. After a positive comment about the jar from Mrs. Whaley, she decided she finally likes Mrs. Whaley.

Finally, lunch arrived and everyone went off to the cafeteria where, after waiting in line for her milk, Ramona sat at a table with the other third-grade girls. Saving the best for last Ramona was prepared to eat her hard-boiled egg. After checking to be sure everyone was looking Ramona prepared to whack her firmly held egg, against her head. As she did she found herself with a handful of crumbled shell and something cool and slimy running down her face. Humiliated that the egg was raw, she tried to brush the yellow yolk and slithery white out of her hair and away from her face. She was so angry she was able to ignore the giggles and the few sympathetic looks of other children. Ramona was so mad at herself for following a fad. Fortunately she went to the principal's office and received some kind help from Mrs. Larson, the school secretary. While she sat in the office gaining her composure and drying off she could overhear teachers talking about their classes. Ramona found all this conversation most interesting. Ramona even heard Mrs. Whaley making a comment about her. Mrs. Whaley said, "I hear my little show-off came in with egg in her hair." She laughed and added, "What a nuisance." Ramona was so stunned and hurt, and surprised! She could never, never face Mrs. Whaley again. When Ramona returned to class she received sympathy from Yard Ape. Upon returning to the class she found they were practicing writing cursive capital letters. She liked her work and it soothed her shattered feelings until she came to the letter Q. Ramona decided, despite Mrs. Whaley's instruction, she would never write a cursive Q. She would write the rest of her name in cursive, but she would always, no matter what Mrs. Whaley said, print her capital Q's. Feeling as if she had repaid Mrs. Whaley, she felt like a real person again.

Discussion Questions:

1. INTERPRETIVE: Use information from the book to predict whether Ramona will ever participate in a fad again. Be ready to defend your prediction.
2. INTERPRETIVE: How are Yard Ape and Ramona alike? How are they different?
3. CRITICAL/INTERPRETIVE: Why do you think Mrs. Whaley made that statement about Ramona being a show off and nuisance? How do you think you would have felt? What would you have said to Ramona had she stated that Mrs. Whaley didn't like her?
4. CRITICAL: Why did Ramona decide to print Q and never use the proper cursive Q? Do you think this decision will be effective?

Student Activities:

1. Ramona's class is studying fruitflies. Have children research fruitflies. Prepare observation jars with fruitfly larvae. This activity may be extended into science.
2. Create a three-dimensional mural with the theme around the egg cracking incident.

Chapter 4 - The Quimby's Quarrel

Reading Passage 4 - Pages 74-90

Synopsis: Ramona has a difficult time forgiving her mother for not packing a hard boiled egg. Hearing Mrs. Whaley call her a show-off and a nuisance hurt so much she could not stop being angry at almost everyone. Her dad helped her forget that she was cross and she even enjoyed herself with him. Mr. Quimby had to draw a picture of his foot for his class. Ramona thought that was great and joined right in.

By dinnertime Ramona had still not been able to forgive her mother. At dinner both Beezus and Ramona examined, even sniffed their food to see if it was satisfactory before eating it. After a few delicious bites Beezus came to a horrible conclusion. The meat that they were eating was tongue. With that the Quimby's household then erupted into a full scale disagreement about whether or not the girls would finish their meal. Both girls refused and became quite sulky. The parents decided to assign the girls meal duty the next night. Perhaps they would see how hard preparing a meal can be. Both girls agreed that they like to cook; they did not like to be punished. Both girls dreaded dinner the next evening and both thought their parents were being mean and unreasonable to place this type of responsibility on them. Yet they thought perhaps if they were good, they may be able to escape this punishment. So that's what they set out to do. Both would be extra nice and wish nice things for their parents. Ramona even forgave her mother for packing the wrong egg.

Discussion Questions:

1. INTERPRETIVE/LITERAL: How did Ramona's mother mix up the eggs? Did Ramona accept that excuse? Could she forgive her mother?
2. INTERPRETIVE: How did the family quarrel at dinner erupt? What lead to this explosion? How did it end?
3. CRITICAL: If you were Ramona, would you forgive your mother for the egg incident? Can you think of anything similar that has happened in your life? Did her mother deserve this treatment?
4. CRITICAL/INTERPRETIVE: Why do the girls decide to be good the next day? Will it work? Have you ever experienced a similar situation?
5. CREATIVE: How do you think Beezus and Ramona will work together to prepare the meal for their parents? What will they make? Predict.

Student Activities:

1. Design a menu that Beezus and Ramona may use for dinner. Look up recipes in cookbooks. Make a shopping list. Try to prepare the dinner if you are allowed to.
2. Can you draw your foot? Try to draw your foot like Ramona and her father.
3. Draw a cartoon of the dinner scene. Be sure to add captions.

Chapter 5 - The Extra-good Sunday

Reading Passage 5 - Pages 91-108

Synopsis: Sunday morning Ramona and Beezus were still resolved to be perfect until dinner time. They complimented their parents, cleaned their rooms, and ate without complaint the sandwiches they knew were made of ground-up tongue at lunch. Unfortunately all their efforts failed and they were asked by their parents to prepare dinner.

For dinner, after a lot of searching and creativity they prepared chicken thighs with chili powder, yogurt and peas, carrot sticks, rice, and corn bread. For dessert, they prepared pears and apricot jam. No complaints were registered at dinner. Everyone seemed to enjoy the meal. Mr. and Mrs. Quimby even cleaned up the kitchen which was a disaster. Conversation was more comfortable than the previous evening and everyone was cheery. Ramona even secretly forgave her

mother for the egg incident!

Discussion Questions:

1. **INTERPRETIVE:** Do you think everyone enjoyed the dinner? Would you have eaten it?
2. **LITERAL:** How did Ramona and Beezus try to get out of making dinner? Who reminded them about it?
3. **CRITICAL:** If you were Ramona, how would you have felt after dinner? Would you have been proud of yourself?

Student Activities:

1. Prepare a menu of the actual meal which Beezus and Ramona prepared. How would you change it?
2. In many newspapers a food critic will critique meals at various restaurants. See if you can find one. Can you critique the meal Beezus and Ramona prepared? Write one and share it with a small group.
3. Act out a scene from this chapter.

Chapter 6 - Supernuisance

Reading Passage 6 - Pages 109-126

Synopsis: Ramona had an unfortunate thing happen to her after a day which started out with her dad frustrated with a car that would not stop. Ramona threw up in the classroom in front of everyone. Ramona had never felt worse in her whole life and began to cry with embarrassment. Until now, she thought Mrs. Whaley had been unfair when she called her a nuisance, but now it was confirmed according to Ramona. Since the car was broken, her mother came to pick her up in a taxi. Ramona was certain she was a supernuisance after this episode.

Discussion Questions:

1. **INTERPRETIVE/LITERAL:** Describe what happened during this chapter.
2. **CRITICAL/INTERPRETIVE:** How did Ramona feel after the school episode? Has anything like this ever happened to you?

Student Activities:

1. Write Ramona a get well card. Write her a letter which convinces her to come back to school. Ramona had been so embarrassed about getting sick.
2. What would a diary entry written by Ramona say? Write one.

Chapter 7 - The Patient

Reading Passage 7 - Pages 127-144

Synopsis: Ramona was still not feeling a hundred percent the morning after becoming ill at school. Mrs. Quimby stayed home from work to take care of her. In some ways she was better, but she also felt sweaty, weak, and worried. Worried about her mom losing her job to care for her and her dad would have to quit school to find employment and also worried about school. During a discussion with her mom she discussed her concerns about school. Ramona told her mom she thought that Mrs. Whaley didn't like her. Since she didn't like her, she wasn't doing her job and should be fired. Her mother was not supportive and said, "If you're this grouchy at school, liking you could be hard work."

As Ramona was being entertained by T.V. commercials about cats she dosed off for awhile; a retreat from her anger. Late that afternoon

Ramona was aroused by Sara, a friend from school. Sara delivered get well wishes and a book report assignment from school. The book report was to be in the form of a sales pitch. Ramona enjoyed the mail from school and was excited to show it off.

Bad news came when her father arrived home. The car needed a new transmission, which meant Dad would have to work longer hours at a part-time job to pay for the car's repair. Ramona was sad about that. Yet, she had found some comfort today; her mom didn't think she was a nuisance. She had cared for her all day.

Discussion Questions:

1. **LITERAL/INTERPRETIVE:** Describe how Ramona felt the next day, after she became ill at school. Find passages in the chapter which support your statement.
2. **LITERAL/CRITICAL:** What words did Ramona's mother use to describe her daughter when she sensed she was feeling better? (Wounded tiger) Why? How do you think this made Ramona feel?
3. **INTERPRETIVE:** How did Ramona feel when her dad brought up the bad news about the car? How did she react?
4. **INTERPRETIVE:** Ramona's mom felt that perhaps Ramona was being grouchy at school. Do you agree with her? Support your answer with facts from the story.
5. **CRITICAL:** Do you think Ramona enjoyed her mail from school? What do you think she liked best? Will this change her mind about school? About Mrs. Whaley?

Student Activities:

1. Make a list of your favorite T.V. commercials. Take a poll of your class. Graph the results. Which current T.V. commercial is well liked by your peers? Interview some adults to see what their favorites are. Graph those results. Compare the results. What did you find out?
2. Make a chart of what makes a commercial successful. Research and interviews are essential. You may want to contact an advertising firm.
3. Write a short letter that you feel Ramona might have written to Mrs. Whaley at this point in the book. Write another letter that Mrs. Whaley might have written to Ramona.

Chapter 8 - Ramona's Book Report

Reading Passage 8 - Pages 145-161

Synopsis: The Quimby family had a lot of worries. The parents were worried about managing without a car while the transmission was installed, Beezus about a party, Ramona about her book report and her dad about his thinning hair.

Ramona worked diligently on her book report which she turned into a T.V. commercial. Ramona was extremely concerned how Mrs. Whaley would react to her project since she still felt like such a nuisance in Mrs. Whaley's eyes. Well she decided not to worry and she used her energy to create a great commercial. She carefully made cat masks and memorized her part for the T.V. commercial book report the next day.

At school no one even mentioned Ramona's throwing up. With a little help from her friends, the book report presentation was a success. The presentation modeled a cat commercial from T.V. After the

presentation, Mrs. Whaley and Ramona had an interesting discussion. To Ramona's surprise, she found out that she had misunderstood Mrs. Whaley the day of the egg incident. Ramona was thrilled to hear Mrs. Whaley's explanation.

Discussion Questions:

1. INTERPRETIVE/CRITICAL: How did Ramona feel about the book she was assigned for the book report? Did the book sound exciting to you?
2. CRITICAL/INTERPRETIVE: What did you think about Ramona's book report presentation? Do you think her class enjoyed it? What was Ramona's reaction?
3. CRITICAL/INTERPRETIVE: Why do you think Ramona decided to speak to Mrs. Whaley? How do you think the discussion made Ramona feel? How about Mrs. Whaley?

Student Activities:

1. Demonstrate Ramona's book report presentation. Perform this act for others.
2. Design the cat masks and costumes for Ramona's project or design masks and costumes that correlate to other books you've read.
3. Mr. Quimby's hair is thinning, Mrs. Quimby's hair is graying, Beezus is worried about the party. Please write solutions to these problems. Be as creative as you can.
4. Choose a book to promote as a T.V. commercial. Share your commercials with others.

*Numbers 2 & 4 may be combined.

Chapter 9 - Rainy Sunday

Reading Passage 9 - Pages 162-190

Synopsis: After a rainy day spent being bored, cleaning her room, sticking up for Beezus, etc., Ramona had a disagreement with her mom. The argument centered around Ramona not playing nicely with Willa Jean according to Mrs. Kemp. Mrs. Quimby reminded Ramona that it was her job to get along at the Kemps'. Ramona attempted to defend herself, but no one understood or appreciated how hard it was to go to the Kemps' house after school. No one seemed to care that she was trying. Ramona was having a bad day.

To everyone's surprise, Mr. Quimby decided to treat the family to dinner, despite low household funds. He wanted to cheer everyone up. The dinner was a nice treat for everyone. A kind man, a man that spoke to Ramona on the way into the restaurant, bought the Quimbys' dinner. The Quimbys were astonished, shocked, and surprised. A day that was dark and dreary took on a new appearance. A man who felt that they were a "nice family" and bought them dinner really cheered them up. The Quimbys then discussed how special their family really was despite the problems they were encountering. Ramona was pleased, she was a member of a nice sticking-together family, and she was old enough to be depended upon, so she could really try to ignore a lot of the difficult things in life. Ramona was pleased that this day had a happy ending.

Discussion Questions:

1. LITERAL/INTERPRETIVE: Describe this particular Sunday in the Quimby home. Please discuss each character and the frame of mind they were in.

2. INTERPRETIVE/LITERAL: Why did Ramona's mom lecture her again on being depended upon? How did Ramona react? Does she feel she is dependable?
3. INTERPRETIVE: Why did the Quimbys decide to go out to eat? Describe how Ramona felt about going. Support your answers with statements from the book.
4. LITERAL/CRITICAL: Describe what happened at the restaurant. What does the family learn about "family" from this experience?
5. CRITICAL: Do you like the ending to this story? What did you learn from reading this story?

Culminating Activities

1. Compose a short thank you note from Ramona to the gentleman who treated them to dinner. Name specific reasons why this was a special treat for the Quimbys.
2. Develop a character sketch for each character. More specifically, illustrate each character, then list phrases or adjectives that would describe each character. This activity may be done as a mural, an art gallery with a list below describing each character, or an individual sheet of paper made into a photograph album.
3. Write a new chapter addition to this book. Share with others.
4. Using the names mentioned in the book, use cinquains or other poem styles to illustrate each character.
5. Interview a salesman. Develop a list of questions which would generate ideas on how to sell something to someone. Would an interview such as this assist Ramona in selling her book in the book report project?
6. Play a charades game about the characters in the story. You may work in pairs or groups.
7. Write a persuasive paragraph explaining how responsibility and dependability reflects maturity in your own life. Give examples that prove you can be depended upon.
8. If possible, guest speakers on the making of commercials, advertising, public relations, etc., would be a dynamic experience for students. Commercials could be made afterwards by students about student-made objects, projects, etc.
9. List new fads that you have encountered recently. Fads can be traced throughout the years. Interview individuals who were young during the 1940's, 1950's, 1960's, and 1970's. Develop a timeline which illustrates these fads. (A 3-dimensional timeline is really exciting. For example, some items that may be included could be tie-dyed articles, Mickey Mouse ears, lovebeads, peace signs, records, etc.) You will need to interview many people. It would be a good idea to keep detailed notes.
10. What type of an author is Beverly Cleary? What experiences do you think Beverly Cleary has had that helped her to write this book? What other books has she written? Compare *Ramona Quimby, Age 8* with other books by Beverly Cleary.
11. Research the life of Beverly Cleary. Write a report about her. You may need to write her a letter to receive precise information.

Word Study Activities

Select from the following list, activities which encourage children to study new words. Remember words must always be presented in context.

1. Have children share educated guesses about words logged in journals. Have them look the words up to check their hypothesis. Have them discuss how they came to their guess.
2. Have children make a word search using new words from the chapters. Have them exchange the puzzles. Children should discuss new words.
3. After discussing their meanings, play charades using new words from the chapters.
4. Use graph paper to create your own crossword puzzle using new words from the chapters.

Word Study

Below is a list of words which may surface as "new" words for the students when they are reading the book. Children should *not* be required to study all the words listed below.

CHAPTER 1

1. anything to *spoil* this exciting day - pg. 11
2. *quivery* with excitement - pg. 11
3. *intermediate* school - pg. 12
4. demanding *accuracy* - pg. 12
5. frozen-food *warehouse* - pg. 13
6. spatter the white *uniform* - pg. 13
7. her milk *moustache* - pg. 14
8. ringing up *groceries* - pg. 15
9. present was *appreciated* - pg. 16
10. *treasured* eraser - pg. 17
11. *temperature* of the *warehouse* - pg. 20
12. *convinced* she was *beautiful* - pg. 23
13. *reassuring* new smell - pg. 24
14. lunch in the *cafeteria* - pg. 25
15. *assigned* classroom - pg. 31
16. *discovered* - pg. 31
17. *scallops* and *curliques* - pg. 36

CHAPTER 2

1. *horrid* to Willa Jean - pg. 37
2. *suspicious* member of the class - pg. 39
3. write *summaries* - pg. 41
4. *seized* his bicycle - pg. 43
5. *resisting* Willa Jean's orders - pg. 45
6. need *apologize* for her - pg. 47
7. *prompt* answer - pg. 48
8. *collapsed* in a heap - pg. 51

CHAPTER 3

1. *individual* bags - pg. 56
2. *nutritious* hard boiled egg - pg. 56
3. *succeeded* in making her hands egg - pg. 61
4. caught a *glimpse* of Yard Ape - pg. 61
5. *sympathetic* looks - pg. 62
6. *adjoined* the office - pg. 65
7. *postpone* that time - pg. 66
8. *nuisance* - pg. 68, 69, 75, 114, 117, 125, 151
9. *blissfully* - pg. 54

CHAPTER 4

1. *apologize* for drawing a better foot than - pg. 78
2. *crumpled* his drawing - pg. 79
3. *particularly* liked - pg. 79
4. ate in contented *silence* - pg. 80
5. *tongue* - pg. 81
6. *punishment* - pg. 89

CHAPTER 5

1. *complimented* their mother - pg. 91
2. unnaturally *pleasant* - pg. 92
3. sound of their parents' *conversation* - pg. 99
4. *measured* flour - pg. 100
5. *comfortable* at school - pg. 110
6. *suppressed* smiles - pg. 105
7. too *miserable* even to raise her hand - pg. 114
8. *amazing* pg. 104
9. *seizing* a Kleenex - pg. 118
10. *doubtful* about something - pg. 121
11. waited *anxiously* - 124

CHAPTER 6

1. serious *discussion* - pg. 109
2. *comfortable* at school - pg. 110
3. car stopped *growling* - pg. 111
4. more *concerned* with the car - pg. 113
5. too *miserable* even to - pg. 114

CHAPTER 7

1. pleased by this *consideration* - pg. 128
2. *indignant* - pg. 133
3. *avoided* her - pg. 134
4. *aroused* once more by the doorbell - pg. 136
5. *sheaf* of letters - pg. 140
6. pay off in *installments* - pg. 142
7. *genuinely* weak - pg. 144
8. *exhausted* by T.V. - pg. 144

CHAPTER 8

1. *examined* the top of her husband's head - pg. 146
2. needing *assurance* - pg. 150
3. filled with *inspiration* she went to work - pg. 152
4. *embarrassed* way - pg. 155
5. *memorizing* what she was going to say - pg. 153
6. *commercials* - pg. 155

CHAPTER 9

1. rain *pelting* down - pg. 162
2. *indignant* at the wet world - pg. 164
3. *gymnastic competition* - pg. 165
4. *hesitated*, *vexed* by the cold wind - pg. 167
5. *responsibility* - pg. 168
6. *gnawing* his pencil - pg. 172
7. *emerged* from her room - pg. 173
8. *crease* in his trousers - pg. 177
9. *scowled* at the man - pg. 178
10. *eavesdropping* - pg. 183
11. *stunned* into silence - pg. 187

RAMONA QUIMBY, AGE 8 TEST

Vocabulary (2 points each)

Find the correct word from the list below to complete the following sentences. Place the letter of your response in the blank provided at the left.

- _____ 1. She did not want anything to _____ this exciting day.
- _____ 2. Her stomach felt _____ with excitement at the day ahead, a day that would begin with a bus ride just the right length to make her feel a long way from home but not long enough to make her feel carsick.
- _____ 3. Ramona had reached the age of demanding _____ from everyone, even herself.
- _____ 4. Ramona did not see why Mrs. Whaley could think she was a _____ when Mrs. Whaley was not the one to get her hand all eggy.
- _____ 5. Ramona found all this _____ most interesting.
- _____ 6. Ramona _____ read herself off into the land of princesses, kings, and clever young sons, satisfied that the Quimbys had a clever young daughter who was doing her part.
- _____ 7. Mrs. Quimby sat down and then got up again as Picky-picky, _____ at the wet world outdoors, yowled to come in.
- _____ 8. Sulkiy Ramona took her hurt feelings off to her room, where she pulled a week's _____ of dirty socks from under her bed.
- _____ 9. Ramona was less _____ at school.
- _____ 10. Still _____ into silence, the family struggled into their wraps and splashed across the parking lot.
- _____ 11. She knew she should tell her teacher, but by now Ramona was too _____ even to raise her hand.
- _____ 12. It was _____ how a tiny bit of spilled Cream of Wheat could make the entire kitchen floor gritty.
- _____ 13. The girls exchanged _____ smiles.
- _____ 14. The only way to escape _____ was to try being extra good.
- _____ 15. Ramona spent the rest of the evening _____ what she was going to say.

- | | | |
|-----------------|---------------|---------------|
| a. accuracy | f. amazing | k. memorizing |
| b. blissfully | g. spoil | l. punishment |
| c. collection | h. quivery | m. miserable |
| d. conversation | i. indignant | n. nuisance |
| e. comfortable | j. suppressed | o. stunned |

TEST A

Part I - True/False (2 points each)

In the space provided, write T if the statement is completely true or F if any part of the statement is false.

- ___ 1. Mr. Quimby returns to college to become a teacher.
- ___ 2. Beezus is Ramona's younger sister.
- ___ 3. Yard Ape is a nickname for Howie.
- ___ 4. Ramona cracked what she thought was a hard-boiled egg on her head--it was really raw.
- ___ 5. Mrs. Whaley renamed Sustained Silent Reading, D.E.A.R.
- ___ 6. D.E.A.R. stands for Drop Everything And Run.
- ___ 7. Mr. Quimby had a part-time job in a freezer at a frozen-food warehouse.
- ___ 8. Ramona's family went out to eat at the end of the story at Whopperburger.
- ___ 9. Ramona's book report was about whales.
- ___ 10. Ramona received a pink eraser from her father.

Part II - Matching (2 points each)

Read each description in Column I. Find the item which matches the description in Column II. Write the letter of the item in front of the correct description.

COLUMN I

- ___ 1. the person who babysits for Ramona
- ___ 2. "Yard Ape"
- ___ 3. Ramona's sister
- ___ 4. Mrs. Quimby works at
- ___ 5. third grade fad
- ___ 6. Ramona's new school
- ___ 7. Ramona's new teacher
- ___ 8. topic of Ramona's book report
- ___ 9. Picky-picky
- ___ 10. Ramona's grade at school

COLUMN II

- a. Danny
- b. Cedarhurst
- c. Beezus
- d. Mrs. Whaley
- e. Mrs. Kemp
- f. a doctor's office
- g. the Quimby's pet cat
- h. cats
- i. third
- j. cracking eggs

Part III - Short Answer (5 points each)

- _____ 1. What did the Quimbys have for dinner that caused the quarrel?
- _____ 2. Who is the little girl who is with Ramona at Howie Kemp's house?
- _____ 3. What science project did Ramona label and call her pets?
- _____ 4. Mr. Quimby was trying to draw what, when Ramona joined him?
- _____ 5. Danny is nicknamed Yard Ape by who?
- _____ 6. Mr. Quimby called himself what, because of the below zero warehouse he worked in?
- _____ 7. Beezus was in the _____ grade at school.
- _____ 8. Who bought the Quimby's dinner at Whopperburger?
- _____ 9. Mrs. Quimby didn't like what kind of food?
- _____ 10. Name some of the food Beezus and Ramona prepared for their parents.

Part IV - Essay Questions (10 points each)

1. Explain how Ramona felt about joining Willa Jean at Mrs. Kemp's, the babysitter. Why was her family depending on her?
2. Describe Ramona's book report presentation.
3. Ramona was quite unhappy at school at the beginning of the book. By the end of the story she feels more satisfied. How did this change come about?
4. Ramona, at the end of the book felt that, "she was a member of a nice sticking-together family, and she was old enough to be depended upon." Explain her position. How did this realization occur to Ramona?

TEST B

Part I - Multiple Choice (2 points each)

Choose an answer to complete each of the following statements. Place the letter of your response in the blank provided at the left.

- ___ 1. Ramona and Beezus prepared dinner for their parents. What did they prepare?
- hamburgers and french fries
 - tongue and mashed potatoes
 - pot roast, potatoes and gravy
 - chicken thighs, peas, and rice
- ___ 2. Two of Ramona's favorite things at school were
- Sustained Silent Reading and the bus ride
 - math and science
 - social studies and health
 - physical education and english.
- ___ 3. The school secretary's name was
- Mrs. Kemp
 - Mrs. Quimby
 - Mrs. Whaley
 - Mrs. Larson.
- ___ 4. Mrs. Whaley explained her name in a special way to the class. Mrs. Whaley said,
- "I am a whale of a deal."
 - "I am a killer whale."
 - "I am a whale with a y for a tail."
- ___ 5. Ramona wore new _____ to school.
- tennis shoes
 - socks
 - sandals
 - skates
- ___ 6. Danny called Ramona _____ on the first day of school.
- Mona
 - Bigfoot
 - Shorty
 - Toe
- ___ 7. Ramona's sister Beezus was always doing
- the dishes
 - the housework
 - homework.
- ___ 8. The Quimby car needed a new
- tire
 - transmission
 - brake system
 - steering wheel.
- ___ 9. According to the Quimby family, Ramona was depended upon to
- make dinners daily
 - be nice to Willa Jean at the babysitter's
 - mow the lawn
 - do her homework.
- ___10. The kind man at the restaurant bought the Quimbys' dinners because
- Ramona was cute
 - He owed them a favor
 - He said they are a nice family, and because he misses his children and grandchildren
 - They asked him to.

Part II - Fill-in (2 points each)

- _____ 1. All she could remember was the man on T.V. who ate the pizza and so she blurted out the only sentence she could think of, "I can't believe I read the _____ thing!"
- _____ 2. Mrs. Quimby hung up the dishcloth, scooped up Picky-picky, the Quimby's old yellow _____, and dropped him at the top of the basement steps.
- _____ 3. Mr. Quimby talked about his work as Santa's Little Helper in the _____ warehouse.
- _____ 4. The only way to escape punishment was to try being extra _____.
- _____ 5. "Dear heart", said her mother, "don't cry. You just have a touch of _____. You'll feel better in a day or so."
- _____ 6. Ramona was going to ride the _____, because changes had been made in the schools in the Quimbys' part of the city during the summer.
- _____ 7. Ramona's egg was _____.
- _____ 8. Ramona soon found that drawing a _____ was more difficult than she expected.
- _____ 9. "This meat is _____." Beezus pushed her serving aside with her fork. "I don't like _____."
- _____ 10. Ramona felt brave behind her _____ mask.

Part III - Essay Questions (5 points each)

1. Describe Ramona's attitude about being dependable and trustworthy. How did Ramona feel about herself?
2. Describe Ramona's family. How did they treat one another? Would you want to be a member of this family? Explain your position.

Extra Credit (50 points)

Make a timeline of the events that occurred in this book.

RAMONA QUIMBY, AGE 8 ANSWER KEY

Vocabulary

- | | |
|------|-------|
| 1. g | 9. e |
| 2. h | 10. o |
| 3. a | 11. m |
| 4. n | 12. f |
| 5. d | 13. j |
| 6. b | 14. l |
| 7. i | 15. k |
| 8. c | |

TEST A

Part I

- | | |
|------|-------|
| 1. T | 6. F |
| 2. F | 7. T |
| 3. F | 8. T |
| 4. T | 9. F |
| 5. T | 10. T |

Part II

- | | |
|------|-------|
| 1. e | 6. b |
| 2. a | 7. d |
| 3. c | 8. h |
| 4. f | 9. g |
| 5. j | 10. i |

Part III

- tongue
- Willa Jean
- Fruit flies
- foot
- Ramona
- Santa's Helper
- third
- a kind gentleman
- junk food
- chicken, corn bread,
rice, peas, pears

Part IV

* See synopsis for general responses.
Should be scored according to the teacher's judgment.

TEST B

Part I

- | | |
|------|-------|
| 1. d | 6. b |
| 2. a | 7. c |
| 3. d | 8. b |
| 4. c | 9. b |
| 5. c | 10. c |

Part II

- whole
- cat
- frozen food
- good
- stomach flu
- bus
- raw
- foot
- tongue
- cat

Part III

* See synopsis for general responses.
Should be scored according to the teacher's judgment.

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