

Ramona the Pest

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 supplement the guide with activities of your own creation to 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 instructions, you may choose to introduce vocabulary words listed under *Word Study* prior to 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 the Pest may be read in small groups, individually, or as a read-aloud book.

Goals

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 use of correct clues, class discussions, word games and activities.
3. Students will have opportunities for a variety of writing experiences.
4. Students will be able to discuss the importance of being patient in their growth.
5. Students will be able to spotlight examples of kindness and its importance.

Preliminary Discussion Questions

1. Beginning school is a new experience. Describe some of the changes that could take place.
2. Predict what this book may be about. Scan each chapter.
3. Growing up can be a challenging and anxious time. What do you, as students, experience?
4. Cite some highlights of your kindergarten year.

Chapter 1 - Ramona's Great Day

Synopsis: Ramona Quimby is too excited about her first day of kindergarten. She thinks that she won't be a baby any more now that she's in school. Learning to read and write will allow her to catch up to her sister Beezus and her friends. She walks to school with her mother, the neighbor, Mrs. Kemp, and her son, Howie, who Ramona doesn't really care for and vice-versa.

Once at school, her excitement seems to get the best of her. She tries so hard to please her pretty new teacher, Miss Binney, but manages to do the opposite. By accident, she pulls Susan's pretty curly hair while playing a new game and is asked to go sit by herself while the others play.

When rest time comes, she tries her best to be the quietest, but let's out a little snore that starts the rest of the class with gross intentions. Again, Ramona leaves a less than desirable impression with the new teacher, and Susan is chosen to be the "wake-up fairy" who gets to wake up each child, one at a time, with her magic wand in the order of who rested the best. Ramona is the last one chosen.

Class is over for the day and when her mother asks her how she likes it, she answers, "I didn't like it as much as I thought I would, but maybe it will get better when we have "Show and Tell."

Discussion Questions:

1. INTERPRETIVE/CRITICAL: How did Ramona feel about her first day of kindergarten before she arrived? How did you feel on your first day of school?
2. LITERAL: Why will learning to read enable Ramona to catch up?
3. LITERAL/INTERPRETIVE: Describe Ramona's first day of school.

4. **CRITICAL:** How can Ramona make a better impression on Miss Binney? Describe Miss Binney.
5. **INTERPRETIVE/LITERAL:** After the first day of school, how did Ramona feel? What did she look forward to?

Activities:

1. What type of advice would you offer to a student on their first day of kindergarten?
2. Begin a journal/diary that Ramona would keep.
3. Act out a scene from this chapter.
4. Make a list of your favorite class activities, take a poll, make a chart. What comes out on top? Which is the best liked activity, second, third?

Chapter 2 - Show and Tell

Synopsis: Ramona really is looking forward to Show and Tell. She decides to take her doll, Chevrolet, who's named after her aunt's car. Chevrolet is Ramona's favorite because she can wash her hair. The doll's hair is green because one day Ramona decided to blue it like Howie's grandmother has done at the beauty shop. Since yellow hair with blue makes green, that's what happened to Chevrolet. Mrs. Kemp and Howie stop by on the way to school to get Ramona and her mother. Howie doesn't have a Show and Tell for school, so Mrs. Quimby tells Ramona to get something for him. Instead of arguing, Ramona runs in the house and grabs the first thing she sees. A tattered, stuffed bunny the cat plays with. Not too excited, Howie takes it anyway and hides it in his closet at school.

At Show and Tell time, Ramona proudly displays Chevrolet only for the class to laugh at her name. The teacher agrees with Ramona that Chevrolet *is* a beautiful name. Once Show and Tell is about over, Susan, the curly hair girl, says Howie put his Show and Tell in the closet. Miss Binney persuades him to bring it to the front of the class. Somewhat embarrassed, Howie has nothing to say about this beat up toy, but Miss Binney explains how this bunny is so special because it shows how much it has been loved. She pulls a shiny red ribbon out of her desk and ties it around the bunny's neck. Ramona is so excited she can't wait to have the ribbon.

After school Mrs. Kemp and Mrs. Quimby pick-up Ramona and Howie. Howie gives the bunny back to Ramona, but keeps the shiny ribbon. Ramona and Howie both fight for it. Their mothers decide they should share it and decide to cut it in half after lunch at Ramona's. Neither are too pleased. While waiting for lunch, Howie wants to take a wheel off Ramona's tricycle so she can have a two-wheeler. Ramona agrees only if she can have the *whole* shiny ribbon. "OK", says Howie. Ramona loves her two-wheel tricycle and her mother is very proud with how she rides it.

Discussion:

1. **LITERAL/INTERPRETIVE:** What does Ramona take to school for Show and Tell? Why? Describe the doll.
2. **LITERAL:** Describe Show and Tell at Ramona's school. What happens when Ramona presents Chevrolet? How did the class respond?
3. **CRITICAL:** What would you take for Show and Tell?
4. **INTERPRETIVE:** Describe what happens when Howie presented the bunny.

5. **INTERPRETIVE/CRITICAL:** Describe Susan. Would you enjoy being friends with her?

Activities:

1. Try dying an old doll's yellow hair with blue. What colors mixed made new colors? Make a chart.
2. Make a mural about this chapter.
3. Enter a day in Ramona's journal.

Chapter 3 - Seat Work

Synopsis: There are two kinds of children in kindergarten; those who wait in line and those who run around the playground when Miss Binney isn't around. Ramona likes to run around. Her favorite boy, Davy, was wearing a black cape and said he was Mighty Mouse. Ramona would chase him because she wanted to kiss him. Davy would always out-run her. In class they would have to do seat work. Their first assignment was to draw their house. Ramona drew hers but wanted to make it different and made black squiggles coming out the windows. When all the pictures were put up, the class yelled that Ramona scribbled all over hers. Ramona explained the black squiggles was smoke coming out he windows because Santa was stuck in the chimney. Miss Binney liked that and Ramona was so happy because she really loves Miss Binney and wants to please her.

The hardest seat work came when they had to print their names. Ramona felt it wasn't fair because it would be harder for her because she wasn't an Ann or a Joe. Being very careful, she wrote her name and Miss Binney praised her for her work. But Ramona wanted a letter and a dot after her name like Eric J. and Eric R. Miss Binney instructed her to make her Q like a round balloon with a small cat's tail. Ramona likes the way she describes her letters and drew her "Q" and added ears and whiskers to finish the cat off. Davy was having a hard time with his "D" and Miss Binney explained it should be full like a robin redbreast. When Miss Binney wasn't looking, Ramona went over to Davy and said it doesn't look right without it's feathers. Davy made a "D" with jagged lines like ruffled feathers. Miss Binney told Ramona to go to her seat and told Davy again his "D" was not right. He said Ramona said it should have feathers. Ramona knew Davy would never let her kiss him now because he was angry with her.

Discussion Questions:

1. **INTERPRETIVE/LITERAL:** Who does Ramona enjoy chasing? Why?
2. **INTERPRETIVE/CRITICAL:** Describe Ramona's picture of her house. What were the squiggles out of the windows for?
3. **CRITICAL:** Why does Ramona like Miss Binney? Why does she want Miss Binney to like her?
4. **INTERPRETIVE:** How do you feel about writing class? Describe Ramona's experience. How did she attempt to help Davy?
5. **LITERAL:** Describe how Ramona wrote her name. Describe how you write your name.

Activities:

1. Draw your own house. Be sure to include details.
2. Make a set of alphabet letters which are made into animals to help students write them. For example, the "Q" Ramona made.

3. Make a collage of letters made into the main characters' names or of your classmates. A class mural would be fun!
4. What are some things children bring in for show-and-tell?
5. Play an alphabet game!

Chapter 4 - The Substitute

Synopsis: Howie and Ramona are now allowed to walk to school by themselves. The crossing guard is Henry Huggins. He is in Ramona's sister's class. Ramona crosses the street trying to walk on the heels of Henry's shoes. At school, the class finds out Miss Binney is not at school today and there is a substitute. Ramona panics and hides behind the trash cans on the playground when class starts. During recess she is found by Henry Huggins and her sister, Beezus. The teacher on duty asks Beezus to take Ramona to see the principal, Miss Mullen. Miss Mullen takes Ramona to meet the substitute, Mrs. Wilcox. She sits down to do seat work with the class.

Discussion Questions:

1. INTERPRETIVE: Why are Howie and Ramona now allowed to walk to school by themselves?
2. CRITICAL/CREATIVE: Have you had a substitute teacher? Why is Ramona scared? Why does she panic?
3. LITERAL: How do Beezus and Henry Huggins find Ramona?
4. CRITICAL: Why did Ramona hide?

Chapter 5 - Ramona's Engagement Ring

Synopsis: Ramona had to wear a pair of big, ugly, brown boots to school today because of the rain. She hated them because only the boys wore brown boots. She wanted pretty, red shiny ones. At school she picked up a worm on the playground and put it on her finger and called it an engagement ring, but she couldn't decide who she would marry.

Ramona's mother had to take her for new shoes. At the shoe store, the salesman knew Ramona had her eye on the red boots. When Mrs. Quimby asked Ramona to try to see if her brown boots would fit over her new shoes, the man suggested she try the new red one because the brown ones were too hard to pull on and the teacher would not be able to help everyone. Ramona was elated to get her shiny new boots!

The first day it rained Ramona waited outside early to meet Howie with her new boots on. When they came to the school crossing, Ramona decided to play in the big mud puddle. Henry Huggins warned her not to. Ramona got stuck and Miss Binney came to help but couldn't. She asked Henry to help. Regretfully, Henry pulled out Ramona but her boots stuck. He took Ramona to her class but she screamed for her new boots. Henry went after them and brought them to her. She was so happy she picked up the worm and put on her engagement ring. She yelled after Henry to thank him and told him she decided she was engaged to him and is going to marry him.

Discussion Questions:

1. INTERPRETIVE: Why is this chapter entitled "Ramona's Engagement Ring?"
2. INTERPRETIVE/CRITICAL: Describe Ramona.
3. LITERAL: How did Ramona end up with red shiny boots? What happened to the boots?

4. INTERPRETIVE: How does Ramona feel about Henry?

Activities:

1. Buying red boots was important to Ramona. Why? Make a collage of pictures from magazines and ads which describe clothes that kindergarteners like new.
2. Journal entry.
3. If you were to draw each of the characters, what would they look like? Find pictures which would best fit what each character looks like. Under each picture, add words which would describe each.

Chapter 6 - The "Baddest" Witch in the World

Synopsis: Ramona's third favorite holiday was coming up - Halloween, and she was going to be a witch - the "baddest" witch in the world. Her mother made her a costume and bought her a scary mask. So scary, Ramona hid it at night so she wouldn't be frightened. The day of the Halloween parade, Mrs. Kemp and Howie, dressed as a cat, picked up Mrs. Quimby and Ramona to go to the school playground. At school, all the children were chasing each other in their costumes. Ramona chased Davy and finally caught him and kissed him. He ran away. She also started to pick on Susan and pulled her curly hair and teased her by saying "boing" when letting go. All the children joined in. Susan ran to Miss Binney and complained about the bad witch.

Ramona began to realize no one knew who she was. She started to feel all alone. She ran away by herself and pulled off her mask. Miss Binney called Ramona to get in line for the parade. So Ramona would be recognized, she ran into the school room and wrote her name on a piece of paper. She joined the parade with her sign, Ramona Q. The "Q" was a round balloon with a cat's tail, ears and whiskers.

Discussion Questions:

1. INTERPRETIVE/LITERAL: What did Ramona choose to be for Halloween? Describe her costume. What did she do at night with the costume?
2. LITERAL: Did Ramona catch Davy? Why did she want to catch him? What did he do?
3. INTERPRETIVE/CRITICAL: "Boinging" sounds fun! What is it? Have you ever "boinged" someone? What happened when Ramona "boinged" Susan?
4. LITERAL/INTERPRETIVE: The children didn't recognize who the bad witch was. How did that make Ramona feel? Have you ever felt that way?
5. INTERPRETIVE: Why did Ramona carry a sign in the parade?
6. CRITICAL: Which character in the story do you like the best? Why?

Activities:

1. Plan a Halloween parade. Videotape it. Have a Halloween party afterwards.
2. Make a commercial about this book.
3. Compare this book with other books Beverly Cleary has authored.
4. Study/research the history of Halloween. Share your findings.

Chapter 7 - The Day Things Went Wrong

Synopsis: Ramona was left at home by herself this morning and got to walk to school on her own. She was late for school because her mother told her to leave the house at a quarter past eight and Ramona thought that meant 25 minutes after.

Once at school, Miss Binney was holding up a bag with a “T” on it and asked the class what words began with “T”. Ramona said “tooth” for hers was very loose and then it fell out. She and the class were so excited Miss Binney kept it for her in a safe place so the tooth fairy could come that night.

Later, Ramona started teasing Susan by “boinging” her hair. Susan told Miss Binney who reprimanded Ramona. Susan called Ramona a pest and Ramona started to boing her again but this time Miss Binney was watching. She called Ramona to the front and told her if she could not stop pulling hair, she would have to stay home. But Ramona told Miss Binney she could not stop. So, Miss Binney sent Ramona to sit out on the bench and she was not welcome till she would stop. Ramona was crushed. She felt Miss Binney no longer loved her. When school was over, Miss Binney sent Ramona home and reminded her she was not welcome back until she decided to stop pulling Susan’s hair. Sadly, Ramona walked towards home. Halfway there, she realized her tooth was still in Miss Binney’s desk.

Discussion Questions:

1. INTERPRETIVE/CRITICAL: How did Ramona feel about walking to school on her own? What type of honors have you been given?
2. CRITICAL: What excitement happened on this day of school?
3. INTERPRETIVE: Why did Ramona like to “boing” Susan’s hair?
4. INTERPRETIVE: Why did Ramona feel that Miss Binney didn’t like her anymore? Have you ever felt this way before?
5. LITERAL: Summarize this chapter.
6. CREATIVE: How do you think Ramona can get her tooth back?

Activities:

1. Write a letter to Beverly Cleary. Ask her about items related to the book. For example, how does she create characters?
2. Make a collage of “T” items or a list.
3. Make a game board.
4. Play charades with events or people from the story.

Chapter 8 - Kindergarten Dropout

Synopsis: Ramona comes home from school and her mother senses that something is wrong. She asks Ramona and she tells her Miss Binney does not like her anymore and told her not to come back to school. Wanting to get to the root of the problem, Mrs. Quimby talks with Miss Binney. Mrs. Quimby tells Ramona that Miss Binney will be glad to have her back when Ramona is ready to come back. Ramona insists she is not going back.

Back at home, Mrs. Quimby tells Mr. Quimby of what happened. He asks Ramona about her day and she talks only about her seat work. After dinner, Ramona hears Beezus tell her friend that Ramona’s a kindergarten dropout. Ramona gets angry. She even gets madder

when Beezus points out that the “dawnzer lee light” is the “dawn’s early light” and she laughs hysterically. Ramona goes to her room and throws a tantrum and kicks her walls with her shoes. She finally falls asleep.

The next morning, Mrs. Quimby awakens Ramona and asks what dress she would like to wear. Ramona says she is not going to school. So, Mrs. Quimby gives her play clothes to put on, but she’s not allowed to watch television. That afternoon they go shopping and Ramona is bored. Mrs. Quimby sees a friend who asks Ramona how old she is. Ramona holds up five fingers. When she asks Ramona if “a cat has got her tongue”. Ramona sticks out her tongue at her. Furious, Mrs. Quimby takes Ramona home.

Ramona refused to go to school the next day. As the other children went to school, they would yell out “dropout”. Ramona was really getting bored and really missed school, but she could not go back to school because Miss Binney did not want her. At lunch time, there was a knock at the door. It was Howie and he had a letter for Ramona. It was from Miss Binney. It had her tooth that she had left in Miss Binney’s desk and it asked her when she was coming back. “Tomorrow!”, she exclaimed. Miss Binney wanted her back. But tomorrow would be Saturday and Ramona would just have to wait.

Discussion Questions:

1. INTERPRETIVE/CRITICAL: How does Ramona’s mom sense something is wrong with Ramona when she comes home from school? Does your mom or dad sense when something is troubling you? How do you sense that in this?
2. INTERPRETIVE/CRITICAL: Why does Beezus call Ramona a kindergarten dropout? How would that make you feel?
3. LITERAL: Name something funny that happened in this chapter.
4. INTERPRETIVE/CRITICAL: Often times people have hurt feelings. Discuss some of the times Ramona’s feelings have been hurt and by whom. How could you cheer her up?
5. INTERPRETIVE: How did Ramona end up returning to school? What events lead up to this?
6. CREATIVE: How would you have talked or convinced Ramona to return to school?
7. CREATIVE: Do you like the way this chapter book ended? Would you have changed anything or added anything new?

Culminating Activities

1. 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 or an art gallery with a list below each illustration describing each character, on an individual sheet of paper made into a photo album; each sheet for one character.
2. Write a new chapter addition to this book.
3. Write a book about you and your family.
4. Interview a teacher. Develop a list of questions which would generate ideas about the career of teaching.
5. Play a charades game about the characters in the story. You may work in pairs or groups.

6. Act out various scenes from the book.
7. Research the life of Beverly Cleary. Write a report about her.
8. Write Beverly Cleary a letter. Compare this book with other Cleary books. Which are your favorites?
9. Did you enjoy the illustrations? Could you make a set of new illustrations that would correlate throughout the book?
10. Design a book jacket for this book.
11. Have a Beverly Cleary party. Dress like your favorite characters from her books. Have others guess who you are. Eat food which the characters like. Play games! Have fun!
12. Make a game board which correlates with this book.
13. Making a museum about a book is both exciting and challenging. In a large box (may have two floors) display pictures of the characters, display artifacts, statues are great. Be creative - what else do museums have?
14. Make a time-line of the book.

Word Study Activities

Select from the following list of 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 journal. Have them look the words up to check hypothesis. Have them discuss how they came to their guess.
2. Have children make a word search using new words from the chapter. have them exchange the puzzles. Children should discuss new words.
3. After discussing their meanings, play characters using new words from the chapter.
4. Use graph paper to create your own crossword puzzle using new words from the chapter.

Word Study

Below is a list of words which may surface as "new" words for the students when they are reading the book. CAUTION! Children should not be required to study all the words listed. They are listed to assist you, the teacher.

CHAPTER 1

1. neighborhood - pg. 10
2. kindergarten - pg. 11
3. genuine - pg. 12
4. particular - pg. 15
5. distinctly - pg. 18
6. cloakroom - pg. 20
7. embarrassed - pg. 25
8. admitted - pg. 27
9. squirming - pg. 35

CHAPTER 2

1. beautiful - pg. 43
2. obediently - pg. 48
3. considered - pg. 55
4. guilty - pg. 57
5. balance - pg. 63

CHAPTER 3

1. approaching - pg.
2. indignantly - pg. 68
3. disturbing - pg. 69
4. merely - pg. 71
5. conversation - pg. 77

CHAPTER 4

1. advice - pg. 82
2. intersection - pg. 83
3. soldier - pg. 84
4. military - pg. 87
5. shivering - pg. 93
6. investigate the commotion - pg. 95
7. errand - pg. 96
8. forlorn and tear-stained - pg. 98
9. inspiration - pg. 100

CHAPTER 5

1. sensible - pg. 102
2. glimpsed - pg. 104
3. thrusting her fist - pg. 106
4. joyously - pg. 109
5. surprisingly - pg. 115
6. whistle - pg. 120

CHAPTER 6

1. light shone - pg. 128
2. contradicted - pg. 130
3. cautiously - pg. 131
4. glimpse - pg. 132

5. affectionately - pg. 133
6. fortunately - pg. 134
7. pantelettes - pg. 138
8. muffled - pg. 141
9. absentmindedly - pg. 142
10. frightened - pg. 143
11. supervised - pg. 146

CHAPTER 7

1. promising - pg. 150
2. dental appointment - pg. 151
3. crawled - pg. 153
4. monitor - pg. 155
5. admiration - pg. 159

CHAPTER 8

1. exasperated - pg. 168
2. scuttled - pg. 170
3. persuade - pg. 171
4. dwindled - pg. 173
5. sympathy - pg. 177
6. tattled - pg. 177
7. recovered - pg. 178
8. thoroughly - pg. 182
9. tomorrow - pg. 192

RAMONA THE PEST TEST

Vocabulary (2 points each)

Complete each of the following sentences from the book with a word from the list below. Place the letter of your response in the blank provided at left.

- _____ 1. I think Chevrolet is the most _____ name in the whole world.
- _____ 2. No longer would she have to sit on her tricycle watching Beezus and Henry Huggins and the rest of the boys and girls in the _____ go off to school.
- _____ 3. This _____ was so interesting that Ramona was curious to see Davy's "D" for herself.
- _____ 4. She managed to _____ herself and to ride down the driveway in an uncertain and lopsided fashion.
- _____ 5. Afterward, when Ramona wanted to frighten herself, she would lift the cushion for a quick _____ of her scary mask before she clapped the pillow over it again.
- _____ 6. A babyish nursery-school girl, who was wearing new, red boots, was rocking _____ on the shoe store's rocking horse while her mother paid for the boots.
- _____ 7. The traffic sergeant blew his _____ summoning the traffic boys to return from their posts to school.
- _____ 8. Directly in front of Ramona, Henry executed a sharp about-face like a real _____ .
- _____ 9. The teacher looked _____ , as if she knew she had disappointed her kindergarten.
- _____ 10. When the morning kindergarten cut jack-o-lanterns from orange paper and pasted them on the windows so that the light _____ through the eye and mouth holes, Ramona knew at last Halloween was not far away.

- | | | | | |
|-----------------|--------------|-----------------|-------------|------------|
| a. neighborhood | c. glimpse | e. embarrassed | g. joyously | i. whistle |
| b. balance | d. beautiful | f. conversation | h. soldier | j. shone |

TEST A

Part I - True/False (2 points each)

In the blanks at the left write **T** if the sentence is true or **F** if any part of the sentence is false.

- ___ 1. Ramona is in the sixth grade.
- ___ 2. Ramona's best friend is Susan.
- ___ 3. At Halloween, Ramona dressed as a witch.
- ___ 4. Henry Huggins rescued Ramona's new shiny red boots.
- ___ 5. Chevrolet was Ramona's doll.
- ___ 6. The fact that Ramona was to have a substitute teacher at school was frightening to Ramona.
- ___ 7. Ramona's ring was made of diamonds.
- ___ 8. Writing class was fun for Ramona for she learned to make her "Q".
- ___ 9. Howie is Ramona's best friend.
- ___ 10. The name of Ramona's sister, Beezus, is short for Bertha.

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

COLUMN II

- | | |
|-------------------------------------|-------------------|
| ___ 1. Beatrice | a. Beezus |
| ___ 2. Howie's mother | b. Miss Binney |
| ___ 3. Ramona kissed him | c. Davy |
| ___ 4. Ramona "boinged" her | d. Mrs. Kemp |
| ___ 5. Ramona's teacher | e. witch |
| ___ 6. A ring | f. Howie |
| ___ 7. Walked to school with Ramona | g. Henry Huggins |
| ___ 8. Ramona's Halloween costume | h. Susan |
| ___ 9. Rescued Ramona's boot | i. A worm |
| ___ 10. Author of the book | j. Beverly Cleary |

Part III - Essay Questions (5 points each)

1. Explain what Ramona experienced in kindergarten. Is growing up easy?
2. Was Susan fair to Ramona? Was Ramona fair to Susan? How would you suggest for them to get along?
3. Ramona had some problems in this book. List at least four of her problems. Decide which is the biggest problem and put a star in front of it. Explain why this is the biggest problem.

TEST B

Part I - Multiple Choice (2 points each)

Write the letter of the best answer in the blank at the left.

- ___ 1. _____ is the name of Ramona's doll.
- Cadillac
 - Chevrolet
 - Honda
- ___ 2. Miss Binney's desk had a _____ left in it by Ramona.
- worm
 - tooth
 - bird
- ___ 3. Ramona got mad at Beezus because she made fun of _____ .
- her tricycle
 - her witch's mask
 - dawnzer lee light
- ___ 4. Ramona _____ when Mrs. Wisser asked her, "has the cat got your tongue?"
- gave her a kiss
 - stuck out her tongue
 - just shook her head
- ___ 5. Howie dressed as a _____ for Halloween.
- cat
 - scarecrow
 - Bigbird
- ___ 6. Beezus calls Ramona a _____ when she doesn't go back to school.
- kindergarten dropout
 - nerd
 - baby
- ___ 7. Miss Binney is Ramona's _____ .
- mother
 - father
 - teacher
- ___ 8. When it rains, Ramona likes to make rings out of _____ .
- straw
 - worms
 - mud
- ___ 9. When a substitute teacher takes Miss Binney's place, Ramona _____ .
- hides outside
 - goes home
 - cries
- ___ 10. When writing, Ramona turns the letter "Q" into _____ .
- a cat
 - a bird
 - a dog

Part II - Essay Questions (10 points)

1. Describe Ramona's attitude toward Susan.
2. Ramona, at the end of the book, feels Miss Binney doesn't like her. Describe events leading to it. How did the situation end up?
3. Name four humorous events from the story. Write a paragraph about each.
4. Select the three most important characters in the story. Describe each. Which one is your favorite and why?

RAMONA THE PEST ANSWER KEY

Vocabulary

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

TEST A

Part I

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

Part II

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

TEST B

Part I

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

Part III

Should be scored according to the teacher's judgment.

Part II

Should be scored according to the teacher's judgment.



**PERMA-BOUND
VANDALIA ROAD
JACKSONVILLE, ILLINOIS
62650**

**PHONE
800/637-6581**