

BEEZUS
AND
RAMONA

novel study



Listed below are the responses included in this unit. There are reading responses for every chapter. The reading strategy pages can be used throughout the book.

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Listed below are the responses included in this unit. There are reading responses for every chapter. The reading strategy pages can be used throughout the book.

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BEEZUS AND RAMONA

A Note to the Teacher

Thank you for your purchase of this *Beezus and Ramona* unit! I believe it will guide your students through each chapter clearly, and that they will be challenged to deepen their thinking as they read.

Inside, you will find:

- Strategy pages to be used throughout the story for Making Predictions, Asking Questions, and Making Connections
- A reading response page for each chapter that varies in question style and targeted reading skills
- Interactive vocabulary pages for every chapter; 6 words are studied per chapter
- Definition or synonym matching pages for each chapter's vocabulary words
- A Novel Packet Cover Page
- Bonus Interactive pages to be used at any time during the novel study; students can write a Chapter Summary and complete Character Studies about two important characters
- A complete Common Core alignment guide for each chapter

These pages can be easily adapted for use in your Reader's Workshop, completed independently, in small groups, and in literature circles.

Please feel free to reach out to me with any questions or comments!

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BEEZUS and RAMONA

COMMON CORE ALIGNMENT

	2 nd GRADE	3 rd GRADE	4 th GRADE	5 th GRADE
CHAPTER 1	R.L. 2.1 R.L. 2.3	R.L. 3.1 R.L. 3.3 R.L. 3.6	R.L. 4.1 R.L. 4.3	R.L. 5.1
CHAPTER 2	R.L. 2.1	R.L. 3.1 R.L. 3.2	R.L. 4.1 R.L. 4.2	R.L. 5.1 R.L. 5.2
CHAPTER 3	R.L. 2.1	R.L. 3.1 R.L. 3.2	R.L. 4.1 R.L. 4.2	R.L. 5.1 R.L. 5.2 R.L. 5.5
CHAPTER 4	R.L. 2.1 R.L. 2.3	R.L. 3.1 R.L. 3.3 R.L. 3.6	R.L. 4.1 R.L. 4.3	R.L. 5.1
CHAPTER 5	R.L. 2.1	R.L. 3.1	R.L. 4.1	R.L. 5.1
CHAPTER 6	R.L. 2.1 R.L. 2.3	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1 R.L. 5.5

BEEZUS and RAMONA

NAME: _____



Name: _____

Good readers make predictions as they read. Readers predict by using what they know about the story to make a guess about what may happen next. Often, our background knowledge helps us to predict, as well!

At the end of each chapter, write your predictions in this chart.

	PREDICTION (I think _____ will happen because _____)
CHAPTER 1	
CHAPTER 2	
CHAPTER 3	
CHAPTER 4	
CHAPTER 5	
CHAPTER 6	

Name: _____

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the dictionary definition of each vocabulary word. Be sure you are finding the definition that matches the way the word is used in the text. Understanding the meaning of these words will help you to understand the story better!

Glue down the rectangular strip only

BEEZUS AND RAMONA CH. 1	exasperating
	gingerly
	adorable
	glance
	occupation
	naughty

Cut flaps

Name: _____

Directions: Match each word to its definition. Write the letter of the correct match!

WORD

DEFINITION

exasperating _____

a. very carefully

gingerly _____

b. bad behavior

adorable _____

c. to make angry

glance _____

d. one's job

occupation _____

e. charming; lovely

naughty _____

f. quick look

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Circle the word that you think best describes Ramona in chapter one.

annoying playful fun-loving

Support your choice with 2 details from the text.

2. Circle the word that you think best describes Beezus in chapter one.

patient responsible bossy

Support your choice with 2 details from the text.

3. Support the following statement with 3 details from the story.

Ramona causes trouble for Beezus.

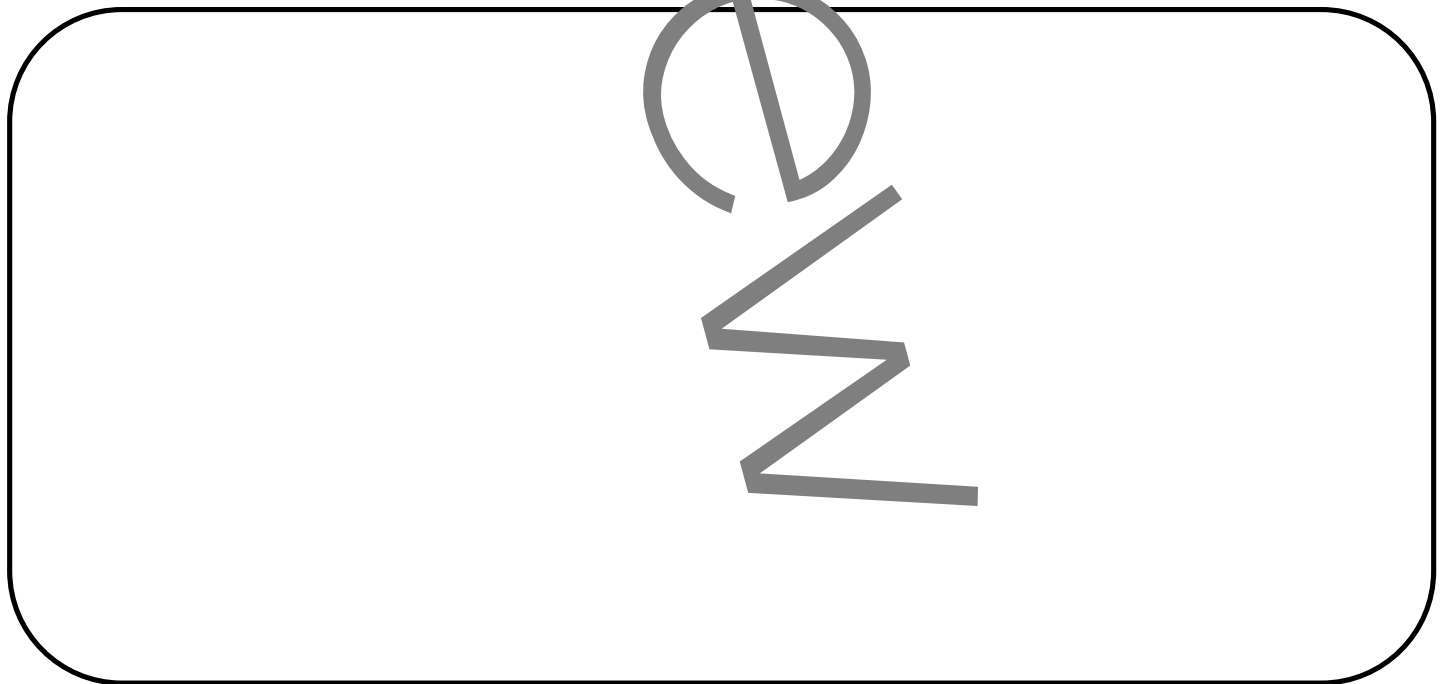
Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

4. Explain why Beezus did not want the librarian to give the damaged book back to Ramona.

5. Do **you** agree with Beezus' thinking? Why or why not?

6. Good readers visualize as they read. This is like making a movie in your head that matches what's happening in the story! Draw your favorite scene below, just as you visualized it!



Name: _____

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the dictionary definition of each vocabulary word. Be sure you are finding the definition that matches the way the word is used in the text. Understanding the meaning of these words will help you to understand the story better!

Glue down the rectangular strip only

BEEZUS AND RAMONA CH. 2	fascination
	vacant
	imaginary
	uncertain
	tantrum
	pleasure

Cut flaps

Name: _____

Directions: Match each word to its definition. Write the letter of the correct match!

WORD

DEFINITION

fascination

a. not real

vacant

b. not filled

imaginary

c. not sure

uncertain

d. to grip the attention

tantrum

e. joy; delight

pleasure

f. throwing a fit of bad temper

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Beezus believes Ramona has an excellent imagination! Give 3 details from the story that support Beezus' belief.

2. Complete the short summary of what happens when Ramona enters the art room, until Beezus convinces her to leave!

FIRST

Ramona angrily walks into the art room. She tells Beezus that kids in the sand pile threw sand on Ralph!

NEXT

THEN

AFTER THAT

IN THE END

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

3. Describe the imaginary animal Beezus draws after the flying horse. Use at least 3 details from the story in your description.

4. Now, draw your **own** imaginary animal! Include a description of what it is, where it lives, and any other information you think your reader should know about the animal.

Name: _____

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the dictionary definition of each vocabulary word. Be sure you are finding the definition that matches the way the word is used in the text. Understanding the meaning of these words will help you to understand the story better!

Glue down the rectangular strip only

BEEZUS AND RAMONA CH. 4	mischief
	eerie
	basement
	eagerly
	confide
	scolding

Cut flaps

Name: _____

Directions: Match each word to its definition. Write the letter of the correct match!

WORD	DEFINITION
mischief _____	a. criticizing angrily
eerie _____	b. playful misbehavior
basement _____	c. trust
eagerly _____	d. impatiently interested
confide _____	e. the part of a building partly underground
scolding _____	f. causing fear because of strangeness

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

- Where does Beezus find Ramona?
 - In the backyard
 - In the basement
 - In her parents' bedroom
- What "bad" thing does Ramona do in this chapter?
 - She takes a bite out of most of the apples.
 - She eats most of the apples.
 - She spills the apple juice.
- Explain how Ramona's family decides to deal with Ramona's misbehavior. Use details from the story in your answer.

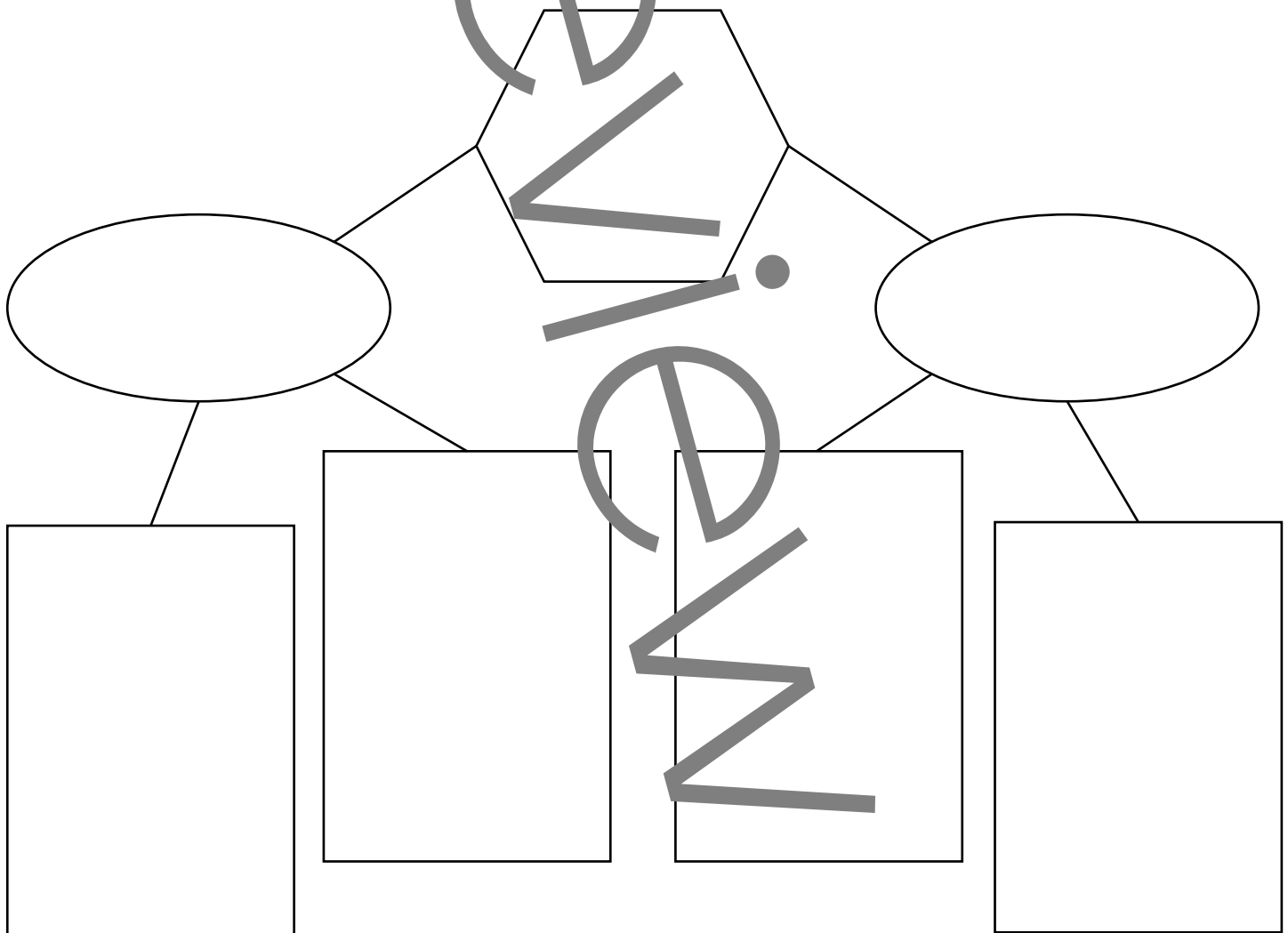
- Make a connection on your **Connection Chart**: Have you ever done something bad in order to get attention? Did you get the attention you wanted? OR Have you ever been around someone who did the wrong thing in order to get attention? Without naming names, did that person get attention for their actions? Write about it!

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

5. Complete the following Character Map. Choose an important character from the story!

- a) HEXAGON - Write one character's name in the hexagon at the top.
- b) OVALS - Think about this character's attitude and choices in the story so far. Write one character trait in each of the ovals.
- c) RECTANGLES - Write a text detail in each rectangle that supports the character traits you chose.

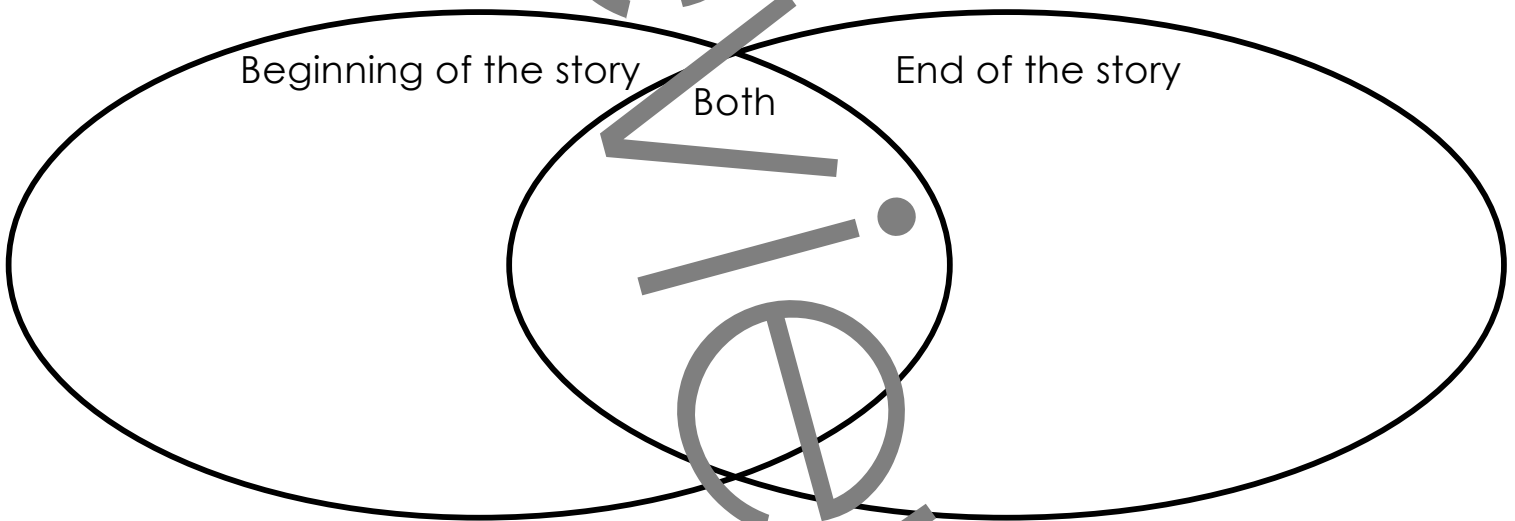


Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

4. How do Aunt Beatrice and Mrs. Quimby's stories reassure Beezus?

5. Compare and contrast Beezus' feelings toward Ramona at the beginning of the story with how she feels about Ramona at the end of the story. How have her feelings toward Ramona changed? How have they stayed the same?



6. Draw your favorite scene from the story, just as you visualized it!

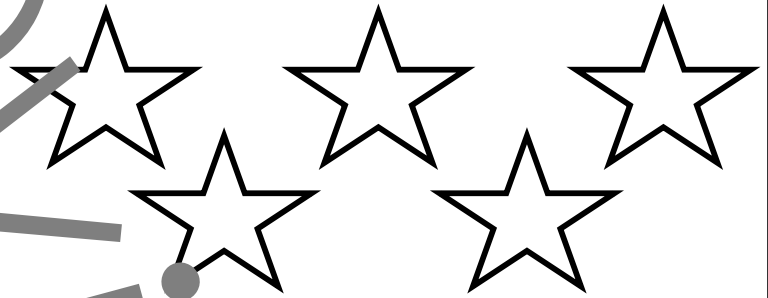
Name: _____

TITLE:

AUTHOR:

GENRE:

Rate this book!
(COLOR THE STARS)



MY REASONS:

BEEZUS and RAMONA

CHARACTER STUDY

Name: _____

Directions: Cut out and glue into your interactive notebook. Think about 2 important characters in the story. Draw each character on the outside of the flaps. *Inside the flaps*, write one adjective to describe each character. Then give text evidence to support this adjective. (Ex: Peter is patient. He is patient when ...)

Glue down the rectangular strip only ↓

BEEZUS AND RAMONA	Character: _____
	Character: _____

↑ Cut flaps

BEEZUS and RAMONA

CHAPTER SUMMARY

Name: _____

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write a chapter summary. Include the most important events from the beginning, middle, and end of the chapter. Be sure to write the most important characters' names and include information about the setting!

Glue down the rectangular strip only

BEEZUS AND RAMONA	First
	Next
	Then
	After that
	In the end

Cut flaps

BEEZUS and RAMONA

READING RESPONSES ANSWER KEY

Chapter 1

1. Choices will vary. Character trait chosen should be supported with text details.
2. Choices will vary. Character trait chosen should be supported with text details.
3. She distracts Beezus while she's trying to sew; asks Beezus to read a story that Beezus is tired of reading; wears paper ears to the library; embarrasses Beezus by showing a stranger her scars; it too loud at the library; won't listen when Beezus tries to teach her how to write her name; scribbles in the book Beezus checks out for her
4. She didn't want Ramona to do something bad (scribble in the book) and then get rewarded for it (get to keep the book.)
5. Answers will vary.
6. Visualizations will vary.

Chapter 2

1. Neighbors and grown up friends of the family always comment on Ramona's imagination; Ramona tried to walk to find the end of the rainbow; She has an imaginary pet named Ralph
2. Summaries will vary. Sample summary.

FIRST

Ramona angrily walks into the art room. She tells Beezus that kids in the sand pile threw sand on Ralph!

NEXT

Ramona sits down to paint with the big kids. She makes a sky.

THEN

She sucks on the boy's sucker. He tries to get it back but Ramona won't give it back.

AFTER THAT

They struggle and end up knocking over his paint tray and making a mess.

IN THE END

Beezus tells Ramona to play in the sand pile or she will tickle her. Ramona leaves.

Name: _____

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Glue down the rectangular strip only

BEEZUS AND RAMONA CH. 1	exasperating
	gingerly
	adorable
	glance
	occupation
	naughty

to make angry

very cautious or careful

deserving to be adored; charming; lovely

to give a quick look

one's profession or job

behaving badly

Name: _____

Directions: Match each word to its definition. Write the letter of the correct match!

WORD

DEFINITION

exasperating

C

a. very carefully

gingerly

A

b. bad behavior

adorable

E

c. to make angry

glance

F

d. one's job

occupation

D

e. charming; lovely

naughty

B

f. quick look