



Lesson Plan Aid for Book Punch™ - Ramona Quimby, Age 8

Grade level 3
Lexile Framework for Reading Measure 860L

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Introduction to Book Punch™

Book Punch guides students through the steps of thinking and writing about well-known upper-elementary core literature. Students write paragraphs responding to interactive writing prompts. The program tutors students to develop ideas and organize their thinking about what they have read.

Each program in the Merit Book Punch collection focuses on one book title. Each contains 7 writing prompts, 600 supporting questions and 600 helpful tips to guide students through each step in the writing process. The program for each book title comprises three online interactive units as follows:

- Unit 1- Reading Check: Students write about important facts and/or events from the book to ensure that they have read it.
- Unit 2- Text-to-Self: Based on themes from the book, students write about their own experiences.
- Unit 3- Evidence and Inference: Students connect details with ideas in the book to infer a deeper meaning from what they have read.

Together, these units develop students' reading comprehension in complementary ways.

Printables

Each Book Punch title includes 11 printable worksheets, a lesson plan aid, and the Book Punch™ Series Manual with detailed instructions for implementation. To view and print included documents, self-learners and teachers click the course name in My Learning Center; tutors and parents click the Programs link in My Learning Center and then click the Book Punch title.

Reading Check – unit 1

The Reading Check unit evaluates students' paragraphs using a key point check to determine if the student has read the book. See the Reading Check writing prompt below and the list of questions that accompany it, the answers to which should be included in a satisfactory paragraph.

Reading Check Topic

In the story, Ramona and Yard Ape start out as rivals and end as friends. Write a paragraph explaining how Ramona's opinion of Yard Ape changes during the story. Remember to be specific and to include examples from the text in your paragraph.

1. Where does Ramona first meet Yard Ape? What is the first thing he does?
2. What does Yard Ape call Ramona in class on the first day of school? Why does he give her this name?
3. What happens to Ramona during the hard-boiled egg fad and how does Yard Ape respond?
4. When Ramona gets sick, Yard Ape's get-well letter stands out. How is it different from the other letters and what does it show?

Text-to-Self – unit 2

Text-to-Self writing prompts help to enrich students' reading experience. Students write paragraphs that help them relate their own experiences to what they have read in the book. See the topics listed below.

Text-to-Self Topic 1

In the story, Ramona is growing up. She is doing things that show she is more independent, but she has mixed feelings about growing up. Think about how you are becoming a more independent person and how you feel about growing up. Write a paragraph describing something you are doing now that shows you are growing up and becoming more independent. Include your feelings about your new independence.

(This topic is recommended for students who have read through Chapter 1.)

Text-to-Self Topic 2

In the story, Ramona enjoys a lot of the assignments and projects that her teacher, Mrs. Whaley, has the class do. Think of an assignment you had that you particularly enjoyed. Write about a school activity or project that you enjoyed doing.

(This topic is recommended for students who have read through Chapter 8.)

Text-to-Self Topic 3

In the story, Ramona has a "nice" family. They have their ups and downs but in the end Ramona realizes that they are a family that sticks together. Think about your family. Write a paragraph describing something your family does together.

(This topic is recommended for students who have read the entire book.)

Evidence and Inference – unit 3

See the writing prompts below and the accompanying list of questions, the answers to which should be included in a satisfactory paragraph. Help students determine whether they have recognized (inferred) the ideas in the book from the details (evidence) given.

Evidence and Inference Topic 1

Frequently, things do not turn out as expected. At the beginning of the story, Ramona is excited about her first day of third grade, but everything doesn't turn out exactly as she would like. Write a paragraph about the surprises during Ramona's first day of school.

(This topic is recommended for students who have read through Chapter 2)

1. How will Ramona be getting to school? How does she feel about this?
2. What happens on the way to school that first day? Describe how her trip to school is different from what she expects.
3. What happens in the classroom as Ramona hands out paper for name tags? What are Ramona's feelings?
4. How does Ramona feel about her teacher, Mrs. Whaley, at the end of her first day in third grade?

Evidence and Inference Topic 2

One person in a family working toward an important goal can mean that others must make adjustments. In the story, Ramona's family is going through some changes. What are these changes? Write a paragraph describing the changes in Ramona's family and the effects they have on Ramona.

(This topic is recommended for students who have read through Chapter 4.)

1. What change has Ramona's father made in his life?
2. How does the change that Ramona's father made affect him?
3. How does the change that Ramona's father made affect Ramona?
4. How does Ramona's father's change affect dinnertime at the Quimby house?

Evidence and Inference Topic 3

Misunderstanding what someone says can lead to the wrong conclusion. In the story, Ramona isn't sure about how her teacher, Mrs. Whaley, feels about her. Write a paragraph describing the relationship between Ramona and Mrs. Whaley. Describe how they resolve Ramona's misunderstanding.

(This topic is recommended for students who have read the entire book.)

1. What does Ramona believe Mrs. Whaley thinks of her?
2. What happens in the nurse's office to convince Ramona that she knows Mrs. Whaley's opinion of her?
3. Ramona feels sure of her teacher's opinion towards her. How does Ramona feel about the situation?

4. How is the situation with Mrs. Whaley resolved? How do things turn out?

Curriculum Integration

See the Book Punch™ Series Manual. The Reading Comprehension and Vocabulary section and the Beyond the Program section provide detailed instructions for implementing vocabulary, character and pre-writing lessons. The Book Punch™ Series Manual includes printable worksheets for these lessons.

Vocabulary

See the Vocabulary Exploration worksheet in the Book Punch™ Series Manual. Thematic words from Ramona Quimby, Age 8 that can be explored include:

VOCABULARY	DEFINITION
independence	Able to make up own mind
relationships	Connections
responsibility	Being dependable

Vocabulary particular to the time and setting of Ramona Quimby, Age 8 include:

VOCABULARY	DEFINITION
conspiratorial	Plotting
exasperation	Make angry
genuine	Honest
indignant	Anger caused by unfairness
offended	Hurt feelings
sustained	Give support
triumphant	Celebrating victory

The Word Search Puzzle and Crossword Puzzle worksheets that are included contain many of the words above. They can be used to reinforce the vocabulary in the book.

Character Exploration

See the Character Exploration worksheet and the Compare and Contrast worksheet in the Book Punch™ Series Manual. Here are suggested character exploration prompts for classroom discussion:

Imagine that Ramona is your friend in real life. Write words and phrases that would help you describe her to someone who doesn't know her. (What does Ramona look like? What kind of personality does she have? What does Ramona like to do?) Why did you choose this character?

Compare and contrast Ramona with Yard Ape or another character in the book.

Group Work and Discussion - Pre-writing

See the Brainstorming worksheet in the Book Punch™ Series Manual. Here is a suggested topic for classroom discussion:

In Ramona's school there are lunch fads. Write a paragraph about the lunch fads at Ramona's school and what happens to Ramona because of the lunch fads.

(This topic is recommended for students who have read through Chapter 3.)

Additional Writing Prompts

See the Independent Follow-up worksheet in the Book Punch™ Series Manual. Using the context of Ramona Quimby, Age 8, and the Independent Follow-up worksheet, students may continue the writing process after publishing their paragraphs from Book Punch. Here are two additional topics students can write about:

In the story, Ramona and her sister, Beezus, make dinner for the family.

Think about a time you did something special for someone. Write about something special you did or made. Include your reason for doing this special thing.

(This topic is recommended for students who have read through Chapter 5.)

In the story, Ramona is very excited about starting third grade but her ride to school doesn't go well. When Ramona gets sick in school, she is very upset, but it turns out that being a patient isn't so bad.

Think about a time when a situation or event turned out to be different from what you expected. Write about a situation at school or at home that had an unexpected outcome.

(This topic is recommended for students who have read through Chapter 7.)

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See the Book Punch™ Series Manual for printable worksheets.