Unit: Ramona Quimby
Age 8

Grade: 3rd

Mainstream class with Intermediate ELLs

Anonymous 5
Introduction
You might be particularly interested in how this teacher:

- Recorded versions of chapter 1 through 4 with paced speech.
- Uses visuals to make meaning clearer for her students.
- Uses word walls to develop students’ vocabulary.
“RAMONA QUIMBY AGE 8” By Beverly Cleary

Grade 3 Mainstream Class
Target Level: Intermediate ELL Students
These 4 lessons, this Unit was developed by me.
The chapter book, “Ramona Quimby Age 8” was the source of the printed material.

Published by Dell Publishing
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"Ramona Quimby Age 8"
Grade 3 Mainstream Class
Level: ELL Intermediate

LANGUAGE

Goal: Improve students Responsibility Academic language

CONTENT

Teach concepts appropriate to maturational level

STRATEGIES

Transfer responsibility of learning from teacher to student

Learning Objectives:
Awareness/Attitude

By the end of this unit students should be aware that:
1. Different language styles and vocabulary are suitable for different tasks.
2. Ability to utilize language skills in reading and writing determine success of unit.

By the end of this unit students should be aware that:
1. Relevance of a connection and association is made to Ramona and her problems throughout theme.

By the end of this unit students should be aware that:
1. There is a diversity of learning-strategies.
2. Type of strategy depends on type of knowledge required.

Knowledge: By the end of Unit, Students should know:

By the end of Unit, Students should know:

By the end of unit, Students should know:

Know:

1. A variety of reading skills and how to direct their reading for a purpose.
2. How to present ideas and information orally and in writing.
3. The vocabulary needed to specify content knowledge and function words.

1. Names of main characters identify with puppets 2. Key vocabulary as highlighted on pages 3. Content voc.

1. Which learning strategies they use well and which they need to develop.
2. How to begin and complete tasks in appropriate time.
3. Which strategy to apply to what task.
Skill: By the end of Ramona Quimby Age 8 students should be able to:

1. Organize, write, and revise sentences and paragraphs.
2. Write a biography book report.
3. Create meaning from context by using context clues and prior knowledge.
4. Summarize and paraphrase information.
5. Write using appropriate structures and vocabulary.
6. Explain, give examples and develop thoughts in reading and writing.

By the end of Ramona Quimby Age 8 students should be able to:

1. Identify characters in books using puppets and highlight key vocabulary.
2. Read book for understanding.
3. Participate effectively in class discussions.
4. Work both independently and in small groups.

By the end of Ramona Quimby Age 8 students should be able to:

1. Assess their own and peers learning effectiveness.
2. Relate information together.
3. Apply previous knowledge and experience to new
This is a model unit of sheltered instruction which was developed to provide a way for teachers to teach the chapter book “Ramona Quimby Age 8” to Intermediate and Beginning Level ELL students in a grade three mainstream class.

This unit utilizes and compliments sound instructional methods and strategies recommended for both second language, in this unit level Intermediate ELL, and mainstream students. The modifications were made to facilitate learning for English-language learners. Included in this theme are features such as using supplementary materials to a high degree, and adapting academic content to the language proficiency level of all ELL students.

This unit involved lesson preparation consisting of clearly defined content and language objectives. Content concepts were appropriate for third graders using this chapter book “Ramona Quimby Age 8.” This unit consisted of meaningful activities that integrated lesson concepts. Instruction linked students and their experiences in school with Ramona’s experiences. Great emphasis was on key vocabulary, which consisted of the names of the main characters. Key vocabulary was highlighted and created into a word bank.

Comprehension of “Ramona Quimby Age 8,” was attained by recording each chapter on a tape cassette. These chapters were recorded with speech appropriate for students proficiency level. Recordings are at a slower rate, enunciation and pauses used when appropriate. Ample strategy opportunities are included for student understanding. Scaffolding of strategies was used throughout the unit, with emphasis on higher level thinking skills.

This unit allows for much interaction between the students in large group setting, in smaller groups, working with a partner and working with the teacher. These diverse grouping configurations allowed for strengthening student language and content objectives. Activities that were applied integrated all language skills while the children would listen, read, write and speak. Students were engaged 90% of the time.

Each lesson provides students the opportunity to demonstrate their comprehensibility. This lesson provides an excellent opportunity to improve the students language, understand good children’s literature and offer independence and responsibility of learning from the teacher to the students.
Lesson 1
Chapter 1: "The First Day of School."

WORD BANK

Ramona

fuming
encumbered
conspiratorial
ravage

overwhelmed

ferocious

anxious

triumphant

wistfully

convinced

disappointed
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar Structure</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Students will describe a good day they have had in school.</td>
<td>The teacher asks, “Have you had a good day in school?” Why was this a good day? Have you ever had a bad day in school? Why was this a bad day?</td>
<td>• Good Day</td>
<td>Past Tense</td>
<td>Writing: Listing and simple sentences. Picture journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bad Day</td>
<td>Pronouns</td>
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<td></td>
<td></td>
<td></td>
<td>• School</td>
<td>Adjectives</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Simple Present</td>
<td></td>
</tr>
<tr>
<td>Predicting</td>
<td>Students will predict what chapter 1 will be about. Key vocabulary will be introduced and used in context.</td>
<td>The teacher says the word, defines the word, and uses pictures and demonstrations. Teacher points to vocabulary on colored paper. Teacher introduces vocabulary, uses gestures to describe words. Teacher reads vocabulary in text, children</td>
<td>• Quivery</td>
<td>Past Tense</td>
<td>Writing: Listing and simple sentences. Picture journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Responsibility</td>
<td>Pronouns</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Visor</td>
<td>Adjectives</td>
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<td></td>
<td></td>
<td></td>
<td>• Ferocious</td>
<td>Nouns</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Fuming</td>
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<td></td>
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<td>• Swished</td>
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<td></td>
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<td>• Convinced</td>
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<td>• Cootie</td>
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<td></td>
<td></td>
<td></td>
<td>• Erupt</td>
<td></td>
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<td></td>
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<td></td>
<td>• Reprimand</td>
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<td></td>
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<td>• Appreciated</td>
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<td>• Reassuring</td>
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<td></td>
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<td></td>
<td>• Anxious</td>
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<tr>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
<td>Grammar Structure</td>
<td>Activities</td>
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<tr>
<td>Understanding</td>
<td>Students will understand and make a connection by listening to teacher read chapter 1</td>
<td>The teacher reads chapter 1. Ramona Quimby Age 8. The teacher reads at a slow by natural pace. The teacher uses gestures when conveying key concepts.</td>
<td>- Ramona Quimby</td>
<td>Present Tense Nouns Verbs Adjectives Adverbs Idioms</td>
<td>Listening Reading Targeted Selections of Text Summarizing</td>
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<tr>
<td></td>
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<td></td>
<td>- Mrs. Quimby</td>
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<td>- Mr. Quimby</td>
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<td></td>
<td></td>
<td></td>
<td>- Beatrice</td>
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<td></td>
<td>- School</td>
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<td></td>
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<td>- Eraser</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Howie</td>
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<td>- Howie’s House</td>
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<td>- Mrs. Kemp</td>
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<td></td>
<td></td>
<td></td>
<td>- Willa Jean</td>
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<tr>
<td>Narrating</td>
<td>Using a sequence of events. The students will tell about Ramona’s first day of grade 3</td>
<td>Ramona’s Day was _______</td>
<td>Ramona Quimby Good Day</td>
<td>Past Tense Nouns Verbs Adjectives</td>
<td>Writing: Simple Sentences Expanding sentences into a paragraph Paired practice Group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She liked _______</td>
<td>Bad Day</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>She didn’t like ___</td>
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<td></td>
</tr>
</tbody>
</table>

- *Tense*:
  - Present
  - Past

**Select Targeted Text**
- *Targeted Text*:
  - Ramona Quimby
  - Mrs. Quimby
  - Mr. Quimby
  - Beatrice
  - School
  - Eraser
  - Howie
  - Howie’s House
  - Mrs. Kemp
  - Willa Jean
"Ramona Quimby Age 8"
Grade 3 Mainstream Class
Level: ELL Intermediate
Lesson 1
Time: 60 min.

I. Lesson Preparation

a. Selected age appropriate content objectives, language objectives, and content concepts will be clearly defined in reading "Ramona Quimby Age 8."

b. Supplementary materials to contextualize lesson will include visuals, multimedia, realia, and a student packet will be used in lesson 1.

c. Create a Time-Line, of book chapters.

d. Meaningful activities that integrate lesson 1 concepts will include language practice opportunities. In lesson 1 the concept of good school days and bad school days will be discussed and a written response will be expected at the end of the lesson.

II. Comprehensibility

a. Speech will be appropriate to student’s proficiency level, Level ELL Intermediate, speech will be slower rate, enunciation and simple sentence structure will be used, when class discussion and for ELL Intermediate students to be used in a small group, as the chapter is read.

b. Explanation of academic task will be clear, ELL students will respond in simple sentence structure to a good day experience and a bad day experience. Students will be asked to respond to Ramona’s good day and bad day events on her first day of school.

c. A variety of techniques will be used to make content concepts clear. Teacher models good day and bad day. This will be done on the board where the teacher has placed a happy face and a sad face. Teacher uses gestures to enhance vocabulary. An example: visor – teacher puts on a visor cap. Quivery – teacher gestures an ill feeling in stomach.

III. Lesson Delivery

a. Texts to all students, "Ramona Quimby Age 8"

b. All students respond to book title.

c. The teacher writes the title of Lesson 1 on chalkboard, "The First Day of School."

d. Key vocabulary is written on colored paper. The teacher says the word. Gestures are used to convey meaning. ELL students have text copied on ditto paper. Teacher displays key vocabulary and page number to find vocabulary. ELL students highlight key vocabulary in context.

e. Vocabulary is placed in a word bank.
f. Using a 😊 and a 😞 the concept of good day and bad day is introduced.

g. Teacher reads aloud chapter 1. Appropriate speech and stick puppets of main characters are used to connect meaning to the chapter. A small group will be formed to hear this chapter.

h. Students connect with story by written responses to personal good day and bad day.

IV. Interaction

a. Lesson 2 Chapter 1 the students interact in whole group setting. ELL Intermediate students may work with a partner.

b. Teacher encourages student’s responses by example...Have you had a good day in school? What was good? Have you had a bad day in school? Tell me why it was a bad day? Using the 😊 and 😞 signs will support concepts.
<table>
<thead>
<tr>
<th>Good First Day</th>
<th>Bad First Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**Answer in complete sentences**

1. Tell about Ramona’s first day of 3rd grade. Tell good and bad events.

Correct answer: ___
Complete sentences: ___
Reread to edit: ___
Tell 1 good thing about your first day of school.

**Good First Day**

1.

Tell 1 bad thing about your first day of school.

**Bad First Day**

1.

Answer in complete sentences.

1. Write a sentence about Ramona’s good day.

   ___________________________________________________________

   ___________________________________________________________

2. Write a sentence about Ramona’s bad day.

   ___________________________________________________________

   ___________________________________________________________

Correct answer  ____
Complete sentence  ____
Reread to edit  ____
Ramona Quimby Age 8
By Beverly Cleary
Level: ELL Intermediate Modification

Time Line of Events

Chapter

1 2 3 4

Ramona’s first Day at school
She meets “Yard Ape”
Ramona needs to go to Howie’s house after school.
Ramona is not happy playing with his little sister Willa Jean
Ramona joins a fad at school.
She cracks an egg on her head.
The egg is not hard boiled.
Ramona and her sister do not like the dinner. As a result they are told to make the dinner.
anxious

convinced

swished
wedges
fuming
erupt
cursive
reprimand
visor
curliques

quivery

cootie
ferocious
triumphant
encumbered
reassuring

appreciated
esponsibility

astonishment
Lesson 2
Chapter 2: “AT Howie’s House.”

WORD BANK
**Ramona Quimby Age 8**  
Functional Notation Chart  
Grade 3 Mainstream Class  
Level: ELL Intermediate  
Lesson II

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar Structure</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Predicting        | Students will predict what Chapter II will be about                       | The chapter is chapter II “At Howie’s House”                          | • Horrid  
• Wistfully  
• Overwhelmed  
• Conspiratorial  
• Dismount  
• Seized  
• Inspiration  
• Blissfully  
• Pranced  
• Impressed | Present Tense  
Past Tense “For Example…Ramona had a horrid look on her face.” Use adjectives verbs nouns pronouns adverbs | Reading Comprehension  
➢ Predicting what chapter is about.  
➢ Discussing  
➢ Responding Orally |
| Gain Information  | The students will gain information into the characters in Chapter II      | Chapter: “At Howie’s House”                                            | • Ramona  
• Mrs. Kemp  
• Willa Jean  
• Howie  
• Baby sit  
• After School | Present Tense  
Nouns  
Verbs  
Adjectives  
Adverbs  
Pronouns “For Example…Ramona must go to Howie’s house after school.” Ramona does not like Willa Jean. | Writing:  
➢ Cloze exercises  
➢ Interviewing  
(Homework assignment asking parents about Fads) |
| Express Understanding | Teacher introduces idea of FAD                                           | The teacher asks, “Do you know what a fad is?” Have you ever started a Fad?” | • FAD  
• Collection  
• Clothes  
• Beanie babies  
• Parents | Present Tense  
“Do you know a fad?”  
“Do the children do fads in this class?”  
Past Tense  
“Did your parents have fads?” | Listening  
Chapter is on tape recorder |
I. Lesson Preparation

a. Selected age appropriate content, concepts, and vocabulary in reading Chapter II “At Howie’s House”, from Ramona Quimby Age 8.
b. **Lesson Objectives:** To enhance reading comprehension of Chapter II the children make predictions, learn vocabulary and understand characters and sequence of events.
c. Supplementary materials will be vocabulary printed on colored paper and a tape recorder. Children will listen to the chapter on tape. Children will respond to Cloze passages.
d. ELL children will be presented with a time line. The teacher will paraphrase a brief summary of chapter II. Character puppets will be used to enhance understanding. To incorporate real life activities the children will be asked to interview parents and what fads they might have had. The concept of fads will be discussed and modeled in class.

II. Comprehensibility

a. Appropriate repetition of book title. Ramona’s name and the introduction of other characters will be introduced.
b. Speech will be age appropriate. To support the ELL students listening they will work in a small group with classroom teacher. The teacher will use puppet characters, word wall, and gestures to support meaning from the chapter on tape.

III. Lesson Delivery

a. Key vocabulary will be modeled by the classroom teacher. Vocabulary is printed on colored paper. The teacher says the word and using visual aids and or gestures to promote understanding. Text has been provided for ELL students to highlight word in context. Example: Ramona had a horrid smile. Using the Ramona puppet the teacher makes a connection of puppet and an example of a horrid smile.
b. Scaffolding techniques will be used in supporting the problems that Ramona encounters in this chapter. The teacher use elaboration and verbal prompts to promote understanding of problems.
c. A character web is used to describe Ramona
IV. Interaction

a. The ELL students will work in a whole group and discussion for chapter prediction. A Time Line has been provided to ELL students. They will work in a small group with classroom teacher while whole class listens to tape of chapter II. They will pair up with a partner to complete character web of Ramona.

b. Whole group discussion will take place to introduce FADS. Teacher – student interaction will be… “Do you know what a FAD is?” “Can you tell me something you like to do?” “Why do you like to do that?” Tell me more.
Use complete sentences

1. Ramona lists the good and bad parts of third grade. List the good and bad parts of the grade you are in.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Complete the character web on next page.

   Character web has four attributes ___
   Complete sentence ___
   Reread to edit ___
sized
dismount
horrid
impressed

impatiently

blissfully
Pranced

wistfully

overwhelmed
conspiratorial

inspiration
Lesson 3
Chapter 3: “The Egg Fad.”

WORD BANK

RAMONA
### Ramona Quimby Age 8

**Functional Notational Chart**  
**Grade 3 Mainstream Class**  
**Level: ELL Intermediate**  
**Lesson III**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar Structure</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Predicting        | Children will predict what chapter III, "The Egg Fad", will be about.      | Chapter III “The Egg Fad” from *Ramona Quimby Age 8.*                   | • Flurried  
• Aloof  
• Nuisance  
• Larvae  
• Snuffled  
• Reluctantly  
• Commotion  
• Humiliation | Present Tense  
Past Tense  
“For Example...Did getting egg in Ramona’s hair make her a nuisance”  
Adjectives  
Verbs  
Pronouns  
Nouns | Reading  
Comprehension  
“Predicting what chapter III, “The Egg Fad,” will be about.  
Discussing  
Responding Orally |
| Gain Information  | The students will gain information into the characters and sequence of events in Chapter III | Chapter III “The Egg Fad.” | • Ramona  
• Mrs. Whaley (teacher)  
• Mrs. Larson (secretary)  
• Yard Ape (Danny) | Present Tense  
Nouns  
Verbs  
Adjectives  
Adverbs  
Pronouns  
“For example...The third grade was spoiled forever.” | Writing:  
Complete sentence response to open-ended questions.  
Listening  
• Chapter on Tape |
| Express Understanding | Teacher introduces idea of hard boiled egg and a raw egg | | • Egg  
• Raw  
• Boiled  
• Fad  
• Anger | Present Tense  
What happens when Ramona cracks egg on her head. That’s right, she is not happy.  
Past Tense: Was Ramona angry at her mama? | Children eat hard-boiled eggs  
(Teacher passes out crackers and drink.) |
Ramona Quimby Age 8
Grade 3 Mainstream Class
Level: ELL Intermediate
Lesson III
Time 60 Min.

I. Lesson Preparation

a. Selected age appropriate content, concepts, and vocabulary in reading Chapter III, “The Hard boiled Egg Fad.”
b. Lesson Objectives: To enhance reading comprehension in reading Chapter III, “The Egg Fad.” Learn new vocabulary and meaning in context, gain information on characters and Ramona’s problems.
c. Supplementary materials will be new vocabulary printed on colored paper. A word bank where the vocabulary will be displayed, objects and pictures to support vocabulary meaning. Example: principal, pal meaning a friend.
d. Children will have access to a Time Line. The chapter has been printed out so the children can highlight important information. To incorporate real life activities the children will be asked to bring in a hard-boiled egg from home. The concept of Fads will be supported when children get into small groups and answer fad ditto. Chapter will be reproduced on tape cassette with speech at a slower pace.

II. Comprehensibility

b. Speech will be age appropriate. Speech will be at a slower pace, use of pauses and gestures with teacher’s lesson delivery.

III. Lesson Delivery

a. Children will each have a chapter book.
b. Teacher gives a brief summary of chapter. ELL Intermediate students have a Time Line.
c. Teacher will model key vocabulary. Vocabulary is printed on colored paper, teacher says the word and page number. ELL Intermediate students look up and match word. ELL students highlight vocabulary. The teacher uses gestures and character puppets to enhance meaning of the words. Some objects and pictures may be supplied when appropriate. Example: children display their hard-boiled egg, teacher cracks a raw egg. Another example is the word humiliation. Teacher uses gestures.
d. Scaffolding techniques will be used in supporting problems that Ramona encounters in this Chapter III, “The Egg Fad.” Teacher uses 😞 face to explain problem and uses 😊 for solution.
e. Children answer questions from packet.
   1. Why was Ramona with her mama?

   She was not because ____________________________

   Children are asked to draw a picture in response to their answer.

   IV. Interaction

   a. Intermediate ELL students will participate in whole group in discussion for pre-reading Chapter III.
   b. Time Line summary will be read, outline for ELL students.
   c. A tape of Chapter III has been provided for ELL students. Students listen to tape which has been produced at appropriate speech, paced at a slower rate. Teacher uses still puppets to enhance meaning, children follow along in their chapter print out.
   d. Packet is answered individually.
flurried
aloof
larve
nuisance
snuffled
reluctantly

humiliation

commotion
Lesson 4
Chapter 4: “The Quimby’s Quarrel.”

WORD BANK
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar Structure</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>Children will predict what Chapter IV “The Quimby’s Quarrel.” From Ramona Quimby Age 8</td>
<td>Chapter IV “The Quimby’s Quarrel.” From Ramona Quimby Age 8</td>
<td>• Rueful</td>
<td>Present Tense</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Seized</td>
<td>Past Tense</td>
<td>Comprehension: Predicting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Defiant</td>
<td>“For”</td>
<td>what Chapter IV, “The Quimby’s Quarrel” will be about.</td>
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<td></td>
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<td></td>
<td>• Sulky</td>
<td>Example…Did</td>
<td>Discussing</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Dismal</td>
<td>Ramona forgive</td>
<td>Learning new vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Emerged</td>
<td>her mother for</td>
<td>and matching pictures</td>
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<td></td>
<td></td>
<td></td>
<td>• Nutritious</td>
<td>the raw egg?</td>
<td>to meaning</td>
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<td>• Unrelenting</td>
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<td>Responding orally.</td>
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<td></td>
<td>• Plight</td>
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<td>• Squishy</td>
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<td>• Ridiculous</td>
<td></td>
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<tr>
<td>Gain Information</td>
<td>The students gain information into the characters and sequence of events in Chapter IV.</td>
<td>Chapter IV “The Quimby’s Quarrel.”</td>
<td>• Ramona</td>
<td>Present Tense</td>
<td>Writing</td>
</tr>
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<td></td>
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<td></td>
<td>• Mr. Quimby</td>
<td>Past Tense</td>
<td>Response to “What do you think?”</td>
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<td></td>
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<td></td>
<td>• Mrs. Quimby</td>
<td>Nouns</td>
<td>Questions…</td>
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<td></td>
<td></td>
<td></td>
<td>• Quimby</td>
<td>Verbs</td>
<td>True or False</td>
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<td></td>
<td>• Beezus</td>
<td>Adjectives</td>
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<td>• Argue</td>
<td>Adverbs</td>
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<td></td>
<td></td>
<td></td>
<td>• Santa’s little helper</td>
<td>Idioms (Santa’s Little helper)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Yucks</td>
<td>“For example…That morning Beezus was tired and cranky.</td>
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<td></td>
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<td>• Dinner</td>
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<tr>
<td>Express Understanding</td>
<td>Teacher asks if the children cook at home? What are some of the things they cook?</td>
<td>Teacher: What do you make for breakfast? Student: I make _____</td>
<td>• Breakfast</td>
<td>Present Tense</td>
<td>Discussion: Things</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Lunch</td>
<td></td>
<td>families do together.</td>
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<td></td>
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<td>• supper</td>
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<td></td>
<td>Children draw a favorite</td>
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<td>meal.</td>
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</tbody>
</table>
I. Lesson Preparation

a. Selected age appropriate content, concepts, and vocabulary in reading Chapter IV, "The Quimby’s Quarrel.”

b. Lesson Objectives: To enhance reading comprehension in reading Chapter IV, "The Quimby’s Quarrel.” Identify and learn meaning of key vocabulary for the chapter. Gain information on characters, their problems and sequence of events in the chapter.

c. Supplementary materials will be vocabulary printed on colored paper and placed in a permanent word bank, objects, gestures, pictures, and stick puppets will be used to support vocabulary and comprehension of the chapter. A tape recorder with Chapter IV read in a slower pace. Chapter copied on ditto paper.

d. Children will read their timeline. A brief summary of Chapter IV is provided. The children will highlight key vocabulary on copied ditto. Chapter IV will be listened to on tape cassette. Speech will be at a slower pace with pauses in between.

II. Comprehensibility

a. Appropriate repetition of sequence of events leading up to and including chapter IV. Repeat of characters and their names. This time, a review of problems for Ramona in previous chapters.

b. Use of a timeline and small group to support main idea of chapter.

c. Teacher will model key vocabulary. Teacher will name vocabulary, students will highlight on printed out chapter. Use of gestures, pictures, and puppets will support meaning.

III. Lesson Delivery

a. Children will have a chapter book. They will be provided with a printed out copy of the chapter.

b. Teacher uses slower paced speech, gestures, and puppets to review brief summary on timeline.

c. The teacher will print key vocabulary on colored paper. Teacher provides page number for vocabulary. Children highlight vocabulary. Teacher supports meaning reading the sentence the vocabulary is in. Teacher reads at a slower pace using gestures, puppets, and pictures.
d. Children listen to chapter IV on tape. Chapter has been reproduced at a slower pace. Children sit in a small group with teacher. Teacher supports sequence of events and information with puppets, pointing to key vocabulary and gestures. Teacher may turn off tape when needed.

e. Scaffolding techniques are used in supporting filling out problem/solution chart. Teacher reviews Ramona’s problems and possible outcomes. For example...Ramona is not 😞 with her mama in chapter III. Why...She had a raw egg.

Did Ramona forgive her mama?
Ramona was not 😞.

Ramona does not like supper.
Ramona will make a supper.

Children make a favorite meal.

Children write names of key vocabulary on bingo sheet.

IV. Interaction

a. Each student will participate in whole group discussion for pre-reading chapter IV "The Quimby’s Querrel."

b. Review of time-line summary

c. Each student has been provided with a tape.
   Reproduced slower pace, pauses when appropriate.
   Student sit in small group with teacher.
   Puppets used to bring meaning to chapter.

d. Children work in small group creating a favorite meal.

e. Whole group, paired up with a partner-play Ramona Bingo
<table>
<thead>
<tr>
<th>bragged</th>
<th>intermediate</th>
<th>moustache</th>
<th>appreciated</th>
</tr>
</thead>
<tbody>
<tr>
<td>unfortunately</td>
<td>scallops</td>
<td>challenge</td>
<td>suspicious</td>
</tr>
<tr>
<td>impatiently</td>
<td>permission</td>
<td>signature</td>
<td>sympathetic</td>
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<tr>
<td>reluctantly</td>
<td>ridiculous</td>
<td>nuisance</td>
<td>frantically</td>
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<tr>
<td>complimented</td>
<td>partially</td>
<td>anxiously</td>
<td>suppressed</td>
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<tr>
<td>volunteered</td>
<td>affectionate</td>
<td>vaguely</td>
<td>gnawing</td>
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</tbody>
</table>

| Ramona Bingo    |              |           |             |
sieved
defiant
dismal
plight

squishy

sulky
scowled
emerged
nutritious
unrelenting
suppressed
rueful
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies:

<table>
<thead>
<tr>
<th>Will submit mid-Term grade</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
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<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
<td>✔️</td>
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<tr>
<td>I.1.b Model (Instructions, Processes)</td>
<td>✔️</td>
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<tr>
<td>I. 2. Activate Background Knowledge</td>
<td>✔️</td>
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<td>II. Make Text Comprehensible</td>
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<td>II.1. Graphic Organizers</td>
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<td>✔️</td>
<td>✔️</td>
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<td>II.2. Develop Vocabulary</td>
<td>✔️</td>
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<td>II. 3. Simplify Written Text</td>
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<td>III. Make Talk Comprehensible</td>
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<td>III.1. Graphic Organizers</td>
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<td>III. 2. Frame Main Ideas</td>
<td>✔️</td>
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<td>III. 3. Pace speech</td>
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<td>IV. Engage: Opportunities for Output</td>
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<tr>
<td>IV.1. Teacher Questioning Strategies</td>
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<td>IV.2. Teacher Response Strategies</td>
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<td>IV.3. Instructional Conversations</td>
<td>✔️</td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<tr>
<td>V.1. Use appropriate questions for level</td>
<td>✔️</td>
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<td>✔️</td>
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<tr>
<td>V.2. Assign appropriate tasks for varying levels</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>VI. Literacy/Academic Development</td>
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<tr>
<td>VI. 1. Allow use of L1 for planning and conceptualizing</td>
<td>✔️</td>
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<td>VI. 2. Lots of real oral and written language</td>
<td>✔️</td>
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</table>
Functional Check List
“Ramona Quimby Age 3”
Chapters 1-4
Target Level: ELL Intermediate

Intermediate

Predicting
Gain Information
Express Understanding
Describing
Narrating a Sequence of Events
Understanding
Grammar Check List
“Ramona Quimby Age 8”
Chapters 1-4
Target Level: Intermediate

Intermediate

Present Tense
Past Tense
Nouns
Verbs
Adjectives
Adverbs
Idioms
Proper Nouns
Pronouns
Punctuation
Original Lessons
Mainstream Class  
Grade 3  
Lesson I

This is the original lesson plan without modifications. I have developed these lesson plans with no source other than original text, Ramona Quimby Age 8 by Beverly Cleary.

Modifications for intermediate ELL students will follow are footnoted in this original lesson plan. Footnotes follow this lesson.

Chapter 1  The First Day of School  I a

Lesson Objectives: The children will be introduced to key vocabulary. The children will gain understanding of the story by making connections to their experiences in school. The children will listen to the teacher read chapter 1.

Grade Level: 3

Materials: Ramona books for all the students in the class. A permanent word wall will be created displaying key vocabulary words, Ramona activity packets for all students.

Vocabulary

Quivery (11)  swished (13)  appreciated (16)  
Responsibility (19)  convinced (23)  reassuring (24)  
Visor (24)  cootie (26)  anxious (26)  
Ferocious (27)  wedges (28)  encumbered (29)  
Fuming (31)  erupt (31)  astonishment (34)  
Triumphant (34)  reprimand (35)  cursive (35)  
Curliques (36)

Lesson Steps:

1. Using the word wall, the students will name key vocabulary words as they are placed on the word wall.
2. The teacher will then direct the students to page numbers where this vocabulary is used. The next step is to call on individual students to read the vocabulary in context.
3. The children will share experiences in school, both positive and negative. Some of these experiences will be modeled to talk about solutions to problems that third graders might encounter.
4. Teacher reads chapter 1.
**Assessment:** Using the enclosed student packets, the students will complete page one. Teacher observation of participation and understanding of the lesson.
Mainstream Class  
Grade 3  
Lesson II

This is the original lesson plan without modifications. I have developed these lesson plans with no source other than original text, Ramona Quimby Age 8 by Beverly Cleary. Modifications for intermediate ELL students will follow:

Chapter 2 At Howie's House

Lesson Objectives: The students will be introduced to key vocabulary for this chapter. The children will become more knowledgeable of the main characters problems. To gain comprehension of the story, the children will listen to this chapter on a tape recorder.

Grade Level: 3

Materials: Ramona books for all the students in the class. A permanent word wall will be created displaying key vocabulary words, Ramona activity packets for all students.

Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horrid</td>
<td>27</td>
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<tr>
<td>Wistfully</td>
<td>46</td>
</tr>
<tr>
<td>Overwhelmed</td>
<td>53</td>
</tr>
<tr>
<td>Conspiratorial</td>
<td>54</td>
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<tr>
<td>dismount</td>
<td>43</td>
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<tr>
<td>seized</td>
<td>50</td>
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<tr>
<td>inspiration</td>
<td>53</td>
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<tr>
<td>pranced</td>
<td>50</td>
</tr>
<tr>
<td>impatiently</td>
<td>45</td>
</tr>
<tr>
<td>pranced</td>
<td>50</td>
</tr>
<tr>
<td>blissfully</td>
<td>54</td>
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</tbody>
</table>

Lesson Steps:

1. Using the student packets, the students will write down some of the problems Ramona has incurred in Chapter 1. A large Problem Solution Sheet has already been displayed in front of the class. The teacher asks for responses from the whole group.

2. Using the word wall, the student will name key vocabulary to be used in this chapter, as they are placed on the word wall.

3. The teacher will then direct the students to the page numbers where these words can be located. The teacher will call on individual students to read the vocabulary in context.

4. The children will listen to this chapter on tape.

Assessment: Students will complete cloze type questions. Teacher will observe the participation and comprehension of the discussion following the chapter. The students understanding of Fads, and as a follow up the homework assignment of making a list of Fads that were popular when their parents were in school.
Mainstream Class
Grade 3
Lesson III

This is the original lesson plan without modifications. I have developed these lesson plans with no source other than original text, Ramona Quimby Age 8 by Beverly Cleary. Modifications for intermediate ELL students will follow:

Chapter 3 The Hard Boiled Egg

Lesson Objectives: The students will be introduced to key vocabulary for this chapter. The children will become more knowledgeable of the main characters problem. To gain comprehension of the story, the students will partner read this chapter.

Grade Level: 3

Materials: Ramona books for all the students in the class. A permanent word wall will be created displaying key vocabulary words, Ramona activity packets for all students, and large chart paper.

Vocabulary

- Flurried (55)
- Aloof (64)
- Nuisance (68)
- Larvae (57)
- Snuffled (65)
- Reluctantly (70)
- Commotion (62)
- Humiliation (66)

Lesson Steps:
1. Using individual problem solution sheets, the students record some of the problems Ramona has encountered in Chapter 2. Responses are initiated from the whole class, and modeled on large problem/solution sheet in front of the room.
2. Using the word wall, and following the same steps for vocabulary knowledge.
3. Whole group will discuss the homework on fads. On large chart paper, the teacher records some of the responses on fads "that are IN, and fads that are OUT."
4. Partner reading. The teacher reads with a small flexible group.
5. All students will complete problem sheet.

Assessment: Using the student packets, the students will complete page one. Teacher observation of participation and understanding of the lesson.
Mainstream Class
Grade 3
Lesson IV

This is the original lesson plan without modifications. I have developed these lesson plans with no source other than original text, Ramona Quimby Age 8 by Beverly Cleary. Modifications for intermediate ELL students will follow as footnotes.

Chapter 4  The Quimby’s Quarrel

Lesson Objectives: The students will be introduced to key vocabulary for this chapter. The children will become more knowledgeable of the main characters problems. To gain comprehension of the story, the students will read independently. The teacher will read with a small flexible group, listening to tape.

Grade Level: 3

Materials: Ramona books for all the students in the class. A permanent word wall will be created displaying key vocabulary words, Ramona activity packets for all students.

Vocabulary

Rueful (78)  emerged (79)  squishy (79)
Seized (80)  nutritious (83)  ridiculous (83)
Defiant (84)  unrelenting (84)  suppressed (84)
Sulky (84)  plight (85)  scowled (88)
Dismal (89)

Lesson Steps:
1. Using individual problem solution sheets, the students record some of the problems Ramona has encountered in Chapter 3. Responses are initiated from the whole class, and modeled on large problem/solution sheet in front of the room.
2. Using the word wall, and following the same steps for vocabulary knowledge.
3. Independent reading. The teacher reads with a small flexible group.
4. All students will complete problem sheet.

Assessment: Homework will be to complete a worksheet, “What do you think?”
Appendix
The First Day of School

Ramona Quimby hoped her parents would forget to give her a little talking-to. She did not want anything to spoil this exciting day.

"Ha-ha, I get to ride the bus to school all by myself," Ramona bragged to her big sister, Beatrice, at breakfast. Her stomach felt quivery 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—she hoped—to make her feel car­sick. Ramona was going to ride the bus, because changes had been made in the schools in the Quimbys’ part of the city during the summer. Glenwood, the girls’ old school, had become an intermediate school, which meant Ramona had to go to Cedarhurst Primary School.

“Ha-ha yourself.” Beezus was too excited to be annoyed with her little sister. “Today I start high school.”

“Junior high school,” corrected Ramona, who was not going to let her sister get away with acting older than she really was. “Rosemont Junior High School is not a high school, and besides you have no school, anyway.”

Ramona had reached the accuracy from everyone, even her mother, whenever a grown-up was not in the room, she felt as if she were fibbing when she answered, “third,” because she had not actually started the third grade. Still, she could not say she was in the second grade since she had finished that grade last June. Grown-ups did not understand that summers were free from grades.

“Ha-ha to both of you,” said Mr. Quimby, as he carried his breakfast dishes into the kitchen. “You’re not the only ones going to school today.”

Yesterday had been his last day working at the check-out counter of the Shop-Rite Market. Today he was returning to college to become what he called “a real, live school teacher.” He was also going to work one day a week in the frozen-food warehouse of the chain of Shop-Rite Markets to help the family “squeak by,” as the grown-ups put it, until he finished his schooling.

“Ha-ha to all of you if you don’t hurry up,” said Mrs. Quimby, as she swished suds in the dishpan. She stood back from the sink so she would not spatter the white uniform she wore
Ramona Quimby, Age 8

in the doctor's office where she worked as a receptionist.

"Daddy, will you have to do homework?" Ramona wiped off her milk moustache and gathered up her dishes.

"That's right." Mr. Quimby flicked a dish towel at Ramona as she passed him. She giggled and dodged, happy because he was happy.

The First Day of School

Never again would he stand all day at a cash register, ringing up groceries for a long line of people who were always in a hurry.

Ramona slid her plate into the dishwater.

"And will Mother have to sign your progress reports?"

Mrs. Quimby laughed. "I hope so."

Beezus was last to bring her dishes into the kitchen. "Daddy, what do you have to study to learn to be a teacher?" she asked.

Ramona had been wondering the same thing. Her father knew how to read and do arithmetic. He also knew about Oregon pioneers and about two pints making one quart.

Mr. Quimby wiped a plate and stacked it in the cupboard. "I'm taking an art course, because I want to teach art. And I'll study child development—"

Ramona interrupted. "What's child development?"
"How kids grow," answered her father.

Why does anyone have to go to school to study a thing like that? wondered Ramona. All her life she had been told that the way to grow was to eat good food, usually food she did not like, and get plenty of sleep, usually when she had more interesting things to do than go to bed.

Mrs. Quimby hung up the dishcloth, scooped up Picky-picky, the Quimbys' old yellow cat, and dropped him at the top of the basement steps. "Scat, all of you," she said, "or you'll be late for school."

After the family's rush to brush teeth, Mr. Quimby said to his daughters, "Hold out your hands," and into each waiting pair he dropped a new pink eraser. "Just for luck," he said, "not because I expect you to make mistakes."

"Thank you," said the girls. Even a small present was appreciated, because presents of any kind had been scarce while the family tried to save money so Mr. Quimby could return to school. Ramona, who liked to draw as much as her father, especially treasured the new eraser, smooth, pearly pink, smelling softly of rubber, and just right for erasing pencil lines.

Mrs. Quimby handed each member of her family a lunch, two in paper bags and one in a lunch box for Ramona. "Now, Ramona—" she began.

Ramona sighed. Here it was, that little talking-to she always dreaded.

"Please remember," said her mother, "you really must be nice to Willa Jean."

Ramona made a face. "I try, but it's awfully hard."

Being nice to Willa Jean was the part of Ramona's life that was not changing, the part she wished would change. Every day after school she had to go to her friend Howie Kemp's...
house, where her parents paid Howie’s grandmother to look after her until one of them could come for her. Both of Howie’s parents, too, went off to work each day. She liked Howie, but after spending most of the summer, except for swimming lessons in the park, at the Kemps’ house, she was tired of having to play with four-year-old Willa Jean. She was also tired of apple juice and graham crackers for a snack every single day.

“No matter what Willa Jean does,” complained Ramona, “her grandmother thinks it’s my fault because I’m bigger. Like the time Willa Jean wore her flippers when she ran under the sprinkler, pretending she was the mermaid on the tuna-fish can, and then left big wet footprints on the kitchen floor. Mrs. Kemp said I should have stopped her because Willa Jean didn’t know any better!”

Mrs. Quimby gave Ramona a quick hug. “I know it isn’t easy, but keep trying.”

When Ramona sighed, her father hugged her and said, “Remember, kid, we’re counting on you.” Then he began to sing, “We’ve got high hopes, try hopes, buy cherry pie-in-July hopes—”

Ramona enjoyed her father’s making up new words for the song about the little old ant moving the rubber tree plant, and she liked being big enough to be counted on, but sometimes when she went to the Kemps’ she felt as if everything depended on her. If Howie’s grandmother did not look after her, her mother could not work full time. If her mother did not work full time, her father could not go to school. If her father did not go to school, he might have to go back to being a checker, the work that made him tired and cross.

Still, Ramona had too many interesting things to think about to let her responsibility worry her as she walked through the autumn sunshine toward her school bus stop, her new eraser in
hand, new sandals on her feet, that quivery feeling of excitement in her stomach, and the song about high hopes running through her head.

She thought about her father’s new part-time job zipping around in a warehouse on a fork-lift truck, filling orders for orange juice, peas, fish sticks, and all the other frozen items the markets carried. He called himself Santa’s Little Helper, because the temperature of the warehouse was way below zero, and he would have to wear heavy padded clothing to keep from freezing. The job sounded like fun to Ramona. She wondered how she was going to feel about her father’s teaching art to other people’s children and decided not to think about that for a while.

Instead, Ramona thought about Beezus going off to another school, where she would get to take a cooking class and where she could not come to the rescue if her little sister got into trouble. As Ramona approached her bus stop, she thought about one of the best parts of her new school: none of her teachers in her new school would know she was Beatrice’s little sister. Teachers always like Beezus; she was so prompt and neat. When both girls had gone to Glenwood School, Ramona often felt as if teachers were thinking, I wonder why Ramona Quimby isn’t more like her big sister.

When Ramona reached the bus stop, she found Howie Kemp already waiting with his grandmother and Willa Jean, who had come to wave good-bye.

Howie looked up from his lunch box, which he had opened to see what he was going to have for lunch, and said to Ramona, “Those new sandals make your feet look awfully big.”

“Why, Howie,” said his grandmother, “that’s not a nice thing to say.”

Ramona studied her feet. Howie was right, but why shouldn’t her new sandals make her feet
Willa Jean was convinced she was beautiful, because her grandmother said so. Ramona's mother said Mrs. Kemp was right. Willa Jean was beautiful when she was clean, because she was a healthy child. Willa Jean did not feel she was beautiful like a healthy child. She felt she was beautiful like a grown-up lady on TV.

Ramona tried to act kindly toward little Willa Jean. After all, her family was depending on her. “Not kindergarten, Willa Jean,” she said. “You mean nursery school.”

Willa Jean gave Ramona a cross, stubborn look that Ramona knew too well. “I am too going to kindergarten,” she said. “Kindergarten is where the kids are.”

“Bless her little heart,” said her grandmother, admiring as always.

The bus, the little yellow school bus Ramona had waited all summer to ride, pulled up at the
Ramona Quimby, Age 8

curb. Ramona and Howie climbed aboard as if they were used to getting on buses by themselves. I did it just like a grown-up, thought Ramona.

"Good morning. I am Mrs. Hanna, your bus aide," said a woman sitting behind the driver. "Take the first empty seats toward the back."

Ramona and Howie took window seats on opposite sides of the bus, which had a reassuring new smell. Ramona always dreaded the people-and-fumes smell of the big city buses.

"By-bye," called Mrs. Kemp and Willa Jean, waving as if Ramona and Howie were going on a long, long journey. "By-bye." Howie pretended not to know them.

As soon as the bus pulled away from the curb, Ramona felt someone kick the back of her seat. She turned and faced a sturdy boy wearing a baseball cap with the visor turned up and a white T-shirt with a long word printed across the front. She studied the word to see if she could find short words in it, as she had learned to do in second grade. Earth. Quakes. Earthquakes. Some kind of team. Yes, he looked like the sort of boy whose father would take him to ball games. He did not have a lunch box, which meant he was going to buy his lunch in the cafeteria.
A grown-up would not call him a purple cootie. Ramona faced front without speaking. This boy was not going to spoil her first day in the third grade.

*Thump, thump, thump* against the back of Ramona's seat. The bus stopped for other children, some excited and some anxious. Still the kicking continued. Ramona ignored it as the bus passed her former school. Good old Glenwood, thought Ramona, as if she had gone there a long, long time ago.

"All right, Danny," said the bus aide to the kicking boy. "As long as I'm riding shotgun on this bus, we won't have anyone kicking the seats. Understand?"

Ramona smiled to herself as she heard Danny mutter an answer. How funny—the bus aide saying she was riding shotgun as if she were guarding a shipment of gold on a stagecoach instead of making children behave on a little yellow school bus.

Ramona pretended she was riding a stagecoach pursued by robbers until she discovered her eraser, her beautiful pink eraser, was missing. "Did you see my eraser?" she asked a second-grade girl, who had taken the seat beside her. The two searched the seat and the floor. No eraser.

Ramona felt a tap on her shoulder and turned. "Was it a pink eraser?" asked the boy in the baseball cap.

"Yes." Ramona was ready to forgive him for kicking her seat. "Have you seen it?"

"Nope." The boy grinned as he jerked down the visor of his baseball cap.

That grin was too much for Ramona. "Liar!" she said with her most ferocious glare, and faced front once more, angry at the loss of her new
eraser, angry with herself for dropping it so the boy could find it. Purple cootie, she thought, and hoped the cafeteria would serve him fish portions and those canned green beans with the strings left on. And apple wedges, the soft mushy kind with tough skins, for dessert.

The bus stopped at Cedarhurst, Ramona’s new school, a two-story red-brick building very much like her old school. As the children hopped out of the bus, Ramona felt a little thrill of triumph. She had not been carsick. She now discovered she felt as if she had grown more than her feet. Third-graders were the biggest people—except teachers, of course—at this school. All the little first- and second-graders running around the playground, looking so young, made Ramona feel tall, grown-up, and sort of . . . well, wise in the ways of the world.

Danny shoved ahead of her. “Catch!” he yelled to another boy. Something small and pink flew through the air and into the second boy’s cupped hands. The boy wound up as if he were pitching a baseball, and the eraser flew back to Danny.

“You gimme back my eraser!” Encumbered by her lunch box, Ramona chased Danny, who ran, ducking and dodging, among the first- and second-graders. When she was about to catch him, he tossed her eraser to the other boy. If her lunch box had not banged against her knees, Ramona might have been able to grab him. Unfortunately, the bell rang first.

“You yard apes!” yelled Ramona, her name for the sort of boys who always got the best balls, who were always first on the playground, and who chased their soccer balls through other people’s hopscotch games. She saw her pink eraser fly back into Danny’s hands. “Yard apes!”
she yelled again, tears of anger in her eyes. “Yucky yard apes!” The boys, of course, paid no attention.

Still fuming, Ramona entered her new school and climbed the stairs to find her assigned classroom, which she discovered looked out over roofs and treetops to Mount Hood in the distance. I wish it would erupt, she thought, because she felt like exploding with anger.

Ramona’s new room was filled with excitement and confusion. She saw some people she had known at her old school. Others were strangers. Everyone was talking at once, shouting greetings to old friends or looking over those who would soon become new friends, rivals, or enemies. Ramona missed Howie, who had been assigned to another room, but wouldn’t you know? That yard ape, Danny, was sitting at a desk, still wearing his baseball cap and tossing Ramona’s new eraser from one hand to another.
Ramona was too frustrated to speak. She wanted to hit him. How dare he spoil her day?  "All right, you guys, quiet down," said the teacher.

Ramona was startled to hear her class called "you guys." Most teachers she had known would say something like, "I feel I am talking very loud. Is it because the room is noisy?" She chose a chair at a table at the front of the room and studied her new teacher, a strong-looking woman with short hair and a deep tan. Like my swimming teacher, thought Ramona.

"My name is Mrs. Whaley," said the teacher, as she printed her name on the blackboard. "W-h-a-l-e-y. I'm a whale with a y for a tail." She laughed and so did her class. Then the whale with a y for a tail handed Ramona some slips of paper. "Please pass these out," she directed. "We need some name tags until I get to know you."

Ramona did as she was told, and as she walked among the desks she discovered her new sandals squeaked. Squeak, creak, squeak. Ramona giggled, and so did the rest of the class. Squeak, creak, squeak. Ramona went up one aisle and down the other. The last person she gave a slip to was the boy from the bus, who was still wearing his baseball cap. "You give me back my eraser, you yard ape!" she whispered.

"Try and get it, Bigfoot," he whispered back with a grin.

Ramona stared at her feet. Bigfoot? Bigfoot was a hairy creature ten feet tall, who was supposed to leave huge footprints in the mountain snows of southern Oregon. Some people thought they had seen Bigfoot slipping through the forests, but no one had ever been able to prove he really existed.

Bigfoot indeed! Ramona’s feet had grown,
but they were not huge. She was not going to let him get away with this insult. "Superfoot to you, Yard Ape," she said right out loud, realizing too late that she had given herself a new nickname.

To her astonishment, Yard Ape pulled her eraser out of his pocket and handed it to her with a grin. Well! With her nose in the air, Ramona squeaked back to her seat. She felt so triumphant that she returned the longest way around and bent her feet as much as she could to make the loudest possible squeaks. She had done the right thing! She had not let Yard Ape upset her by calling her Bigfoot, and now she had her eraser in her hand. He would probably call her Superfoot forever, but she did not care. Superfoot was a name she had given herself. That made all the difference. She had won.

Ramona became aware that she was squeaking in the midst of an unusual silence. She stopped midsqueak when she saw her new teacher watching her with a little smile. The class was watching the teacher.

"We all know you have musical shoes," said Mrs. Whaley. Of course the class laughed.

By walking with stiff legs and not bending her feet, Ramona reached her seat without squeaking at all. She did not know what to think. At first she thought Mrs. Whaley's remark was a reprimand, but then maybe her teacher was just trying to be funny. She couldn't tell about grown-ups sometimes. Ramona finally decided that any teacher who would let Yard Ape wear his baseball cap in the classroom wasn't really fussy about squeaking shoes.

Ramona bent over her paper and wrote slowly and carefully in cursive, Ramona Quimby, age 8. She admired the look of what she had written, and she was happy. She liked feeling tall in her new school. She liked—or was pretty sure she
liked—her nonfussy teacher. Yard Ape—Well, he was a problem, but so far she had not let him get the best of her for keeps. Besides, although she might never admit it to anyone, now that she had her eraser back she liked him—sort of. Maybe she enjoyed a challenge.

Ramona began to draw a fancy border, all scallops and *curliques*, around her name. She was happy, too, because her family had been happy that morning and because she was big enough for her family to depend on.

If only she could do something about Willa Jean. . . .
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Chapters 1-4
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