



# #9708

## RAMONA: SQUEAKERFOOT

SVE & CHURCHILL MEDIA, 1987

Grade Levels: 3-7

27 minutes

### DESCRIPTION

Ramona's good day turns sour when her friends tease her about her squeaky new shoes and the egg she cracks on her head is raw. Excerpt from Beverly Cleary's "Ramona Quimby, Age 8."



### ACADEMIC STANDARDS

#### Subject Area: Language Arts - Reading

- ★ Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
  - Benchmark: Makes connections between characters or simple events in a literary work and people or events in his or her own life (See Instructional Goals #3 and 4.)
  - Benchmark: Understands similarities and differences within and among literary works from various genre and cultures (e.g., in terms of settings, character types, events, point of view; role of natural phenomena) (See Instructional Goal #1.)
  - Benchmark: Makes inferences or draws conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character) (See Instructional Goals #3 and 4.)

#### Subject Area: Language Arts - Viewing

- ★ Standard: Uses viewing skills and strategies to understand and interpret visual media
  - Benchmark: Understands techniques used to establish mood in visual media (e.g., use of camera angles and distances to create a specific feeling or point of view, tension heightened by dramatic music, sound effects such as a heartbeat or squeaking chair, use of a deep voice, somber lighting to imply mystery or fear) (See Instructional Goal #2.)

### INSTRUCTIONAL GOALS

1. To compare the story as portrayed in the video and as written in the book.
2. To observe media techniques used to show perspective and imaginative events.
3. To write about one's own experiences that evoked feelings similar to that of the main character.
4. To illustrate the value of communication and sharing feelings.
5. To stimulate an interest in literature.

## VOCABULARY

1. "a good egg"
2. applauding
3. barefoot
4. caffeine
5. cartoon
6. cheery
7. "chin up"
8. eavesdropper
9. eggs: hard-boiled, deviled, scrambled
10. fad
11. fantastic
12. fault
13. larvae
14. laughingstock
15. life cycle
16. monitor
17. nuisance
18. nutritious
19. on purpose
20. original
21. personality
22. raw
23. show-off
24. terrified
25. unique

## BEFORE SHOWING

1. Show a copy of Beverly Cleary's book, *Ramona Quimby, Age 8*. Explain that this film is based on one of the stories in the book.
2. Review the names of the characters:
  - a. Ramona
  - b. Mr. and Mrs. Quimby
  - c. Beezus (sister)
  - d. Picky-Picky (cat)
  - e. Mrs. Whaley (teacher)
  - f. Danny ("Yard Ape" - classmate)
  - g. Howie (classmate)
  - h. Mrs. Larsen (Vice Principal)

## DURING SHOWING

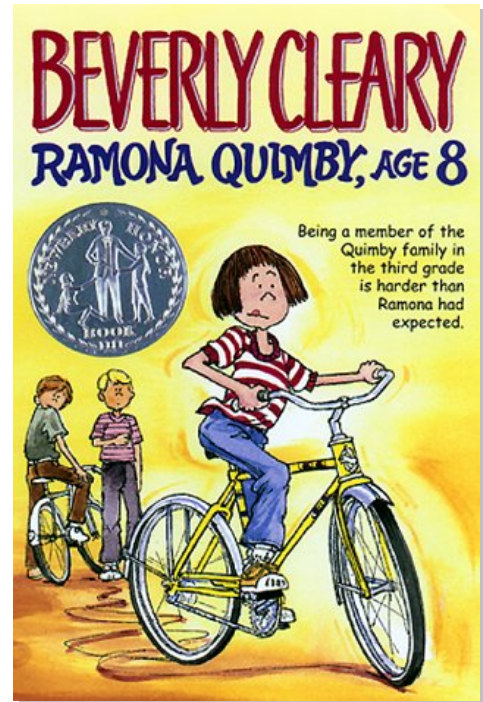
### ► Discussion Items and Questions

1. View the video more than once, with one showing uninterrupted.
2. Pause after the following scenes to discuss media techniques used to show perspective or dream scenes.
  - a. After the daydream scene of Ramona dancing, discuss how the scene switches from Ramona staring off, to the dance scene, and back.
  - b. After the opening scene of Ramona's classroom and the encounter with Yard Ape, discuss how viewers see the reactions of various students from Yard Ape's point of view.
  - c. After the scene of Mrs. Larsen washing Ramona's hair, discuss the dream scene where Ramona imagines her mother as the "evil person" giving her a raw egg on purpose.
3. Stop the video after the following scenes to make predictions about the story.
  - a. Ramona leaves for school with her egg and red shoes.
  - b. Ramona breaks the egg on her head in the lunchroom.
  - c. Ramona overhears Mrs. Whaley in the office.
  - d. Ramona stands at Mrs. Whaley's desk and waits for the other students to leave.

## AFTER SHOWING

### ► Discussion Items and Questions

1. Why did Ramona show off her shoes at school? Why did she sneak them out of her house in her backpack instead of telling her parents?
2. Do you think Ramona's mother was to blame for the raw egg or was it an accident?
3. Do you think Ramona had a right to be upset after overhearing Mrs. Whaley in the office? Why or why not?
4. Do you think Mrs. Whaley likes Ramona or not? What does Ramona think?
5. What do you think of Ramona's teacher? Would you like to have Mrs. Whaley as your teacher?
6. How did Ramona's attitude toward her teacher change through the story?
7. Do you think Ramona is a show-off?
8. Why didn't Beezus want to wear red socks? How do you think she feels looking different?
9. What is a fad? Why did Ramona and the third-graders follow the hard-boiled egg fad? What new fad did Ramona start?
10. What would you do in a situation like Beezus' or Ramona's?



### ► Applications and Activities

1. Role-play situations from the video:
  - a. Ramona trying on her new shoes
  - b. Ramona trying to convince her mother that she now likes hard-boiled eggs
  - c. Yard Ape trying to scare his classmates
  - d. Mrs. Whaley explaining the life cycle project to her students
  - e. the students in the lunchroom with their hard-boiled eggs
  - f. Ramona overhearing Mrs. Larsen and Mrs. Whaley in the office
  - g. Ramona's conversation with Mrs. Whaley about being a nuisance and a show-off
2. List nicknames you have called others or that others have called you. Explain the reasons behind these nicknames.
3. Using context clues, determine the meaning of each idiom:
  - a. Mr. Quimby told Ramona to "shake a leg".
  - b. Beezus called Ramona an "eavesdropper".
  - c. Mr. Quimby told Beezus that she would have a "head start" with a new fad by wearing red socks.
  - d. Beezus said that she would be the "laughing stock" of her school.
  - e. Mr. Quimby told Beezus to keep her "chin up".
  - f. Mrs. Whaley called Ramona "a good egg".
  - g. Mrs. Whaley called Ramona her "show-off".
4. Brainstorm personal examples where open communication helped to solve problems of hurt feelings and/or misunderstandings.

5. Read chapter three of *Ramona Quimby, Age 8*. Discuss the similarities and differences between the book and the video. Record them on a Venn diagram.
6. Investigate the differences between hard-boiled, deviled, raw, scrambled, and other kinds of eggs.

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## RELATED RESOURCES

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- [Ramona: The Patient #9711](#)
- [Ramona: Rainy Sunday #9710](#)



### World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

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- **THE WORLD OF BEVERLY CLEARY**

<http://www.beverlycleary.com>

Includes a map of Ramona's neighborhood, a description of all the characters in Beverly Cleary's books, trivia games, information about the author, and additional teaching resources.



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- **BEVERLY CLEARY: TEACHER RESOURCE FILE**

<http://falcon.jmu.edu/~ramseyil/cleary.htm>

Includes biography information, links to several related sites, and lesson plans including one for *Ramona Quimby, Age 8* and also an anticipation guide called "The Hard-Boiled Egg Fad".