

BEVERLY CLEARY

BEEZUS AND RAMONA



Little
sisters
can be
difficult
... this
little sister
is impossible!

1

Chapter One



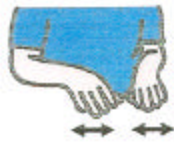
Beezus and Her Little Sister



Beezus is a big sister, her



little sister is Ramona.



Ramona does things to

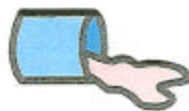


make Beezus angry. Ramona



paints the neighbor's cat.





Ramona makes a mess painting.

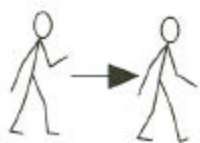
2

Chapter 2

&



Beezus and Her Imagination



Ramona follows Beezus to



school.

3

Chapter Three

&



Ramona and Risby



Beezus plays checkers with



her friend.



game.



this

makes Beezus



angry

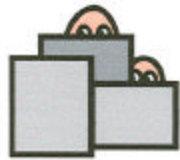
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Chapter Four

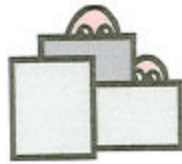
&



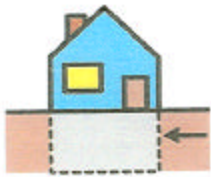
Ramona and The Apples



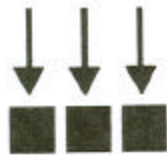
Ramona hides from Beezus.



Ramona hides in the



basement and eats one bite



from each apple.

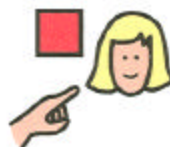
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Chapter 5

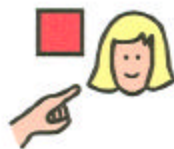
A



A Party at The Quimby's



Ramona invites her friends



to her house.



&



A

Ramona

and

her

friends

have

a



parade.



This

makes Beezus



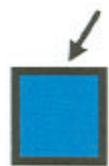
angry.

6

Chapter 6



Beezus' Birthday



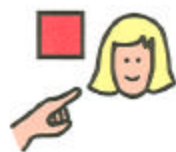
It



is



Beezus' birthday.



Her



mother

makes



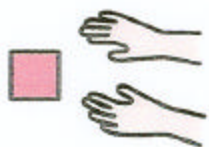
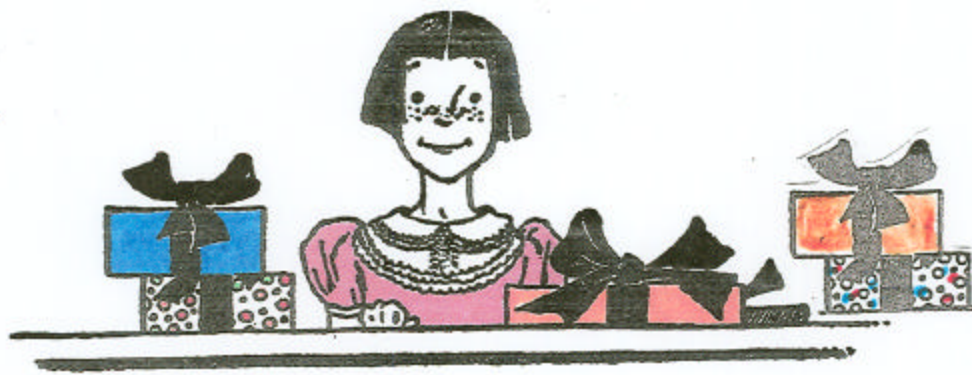
her

A

a



birthday cake.



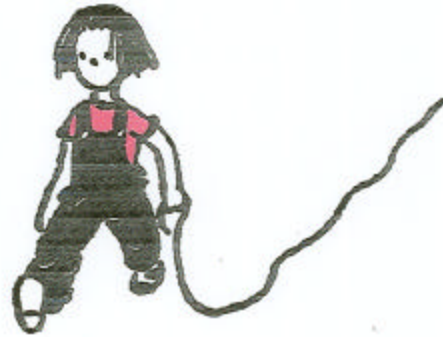
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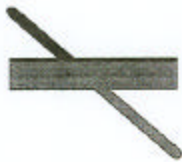
Beezus gets five presents for



her birthday.



Ramona sings 'Happy Birthday' to Beezus.



Beezus is not angry. She loves Ramona.

The book *Beezus and Ramona* can be used to incorporate various curricula goals. By using objects, pictures and sensory stimulation along with picture symbols in the text, students will be able to experience the story and practice skills relating to science, health, mathematics, social studies, art, and physical education. The following review offers page by page ideas for using objects and other sensory stimulation to create a complete learning experience for the student.

Chapter I

Page 1: Math: Compare big sister to little sister using different sized objects such as blocks or balls to demonstrate the concepts of big and little. These blocks could be sorted by size—small, big, bigger, biggest—or compared one to one.

Page 3: Art: Using textures, paints and objects for manipulative motor control, students can “paint” a stuffed toy cat like Ramona.

Chapter II

Page 4: Social Studies: Students will review a map to get Beezus from home to school. Adaptive physical education (APE) would incorporate cones and tape for an obstacle course or 3-D map that the students could navigate. This would also incorporate following directions.

Page 5: Art: The students can finger paint in free form for “making a mess”.

Chapter III

Page 6, Math: Beezus plays checkers with her friend. Students will count checkers and sort black and red checkers.

Page 7, APE: Students will ride tricycles or move legs in a pedaling motion.

Chapter IV

Page 8, Math (logical thought): Ramona hides from Beezus. Object permanence could be tested by demonstrating how an object (doll) can be behind another (card) yet still exist.

Page 9, Science: Apples, and later applesauce, will be used to study senses—taste, smell, feel. Health topics include nutrition. The children could taste, smell, and feel the sauce for a sensory activity. Although some students are tube-fed, therefore do not eat solid foods, it is still part of their everyday world and surroundings. Talking about food will help them understand this experience.

Chapter V

Page 11, Social studies: Opportunities include examining the gathering friends of different cultures. Counting friends incorporates mathematics.

Page 12, APE: A parade activity will promote locomotor movement. Music can be incorporated as well as science abstracts like force production (hitting a drum).

Chapter IV

Page 13, Math and Science: A birthday party will also introduce social ideas such as a gathering. Planning the party could also be incorporated as an extension activity. There is planning, budgeting, and cooking.

Page 14, Math: 5 gifts will be counted and boxes of various shapes and sizes will be available for sorting.

Chapter VII

Page 15, Music: Ramona sings “Happy Birthday” to Beezus. Students will sing, use instruments, and dance. Beezus feels happy now and a symbol of a happy face will be used as an extension activity—“What makes us happy?”

MATERIALS

Chapter 1:

- Blocks (various sizes)
- Stuffed toy cat
- Paint

Chapter 2:

- Map
- Paint
- Cones
- Non-marking floor tape

Chapter 3:

- Checkers
- Checkerboard
- Tricycle
- Bike pedals

Chapter 4:

- Apples
- Applesauce
- Doll (Ramona)
- Cardstock paper sheets

Chapter 5:

- Dolls
- Flags
- Streamers
- Noisemakers
 - Horns
 - Harmonicas
 - Kazoos
 - Drum
 - Drumsticks

Chapter 6:

- Gift boxes
- Candles

Chapter 7:

- “Smiley Face” Masks
- Wooden sticks (handles)
- Musical instruments
 - Drum
 - Kazoo
 - Harmonica
 - Keyboard

Development of Communication and Movement
Special Education 525-01
Story Box *Beezus and Ramona*
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Joanne Moretti
Jessica Whitney
Tina Hoover
Paul DeCataldo
Stephanie Brunner
Michelle Danakos

Disclaimer

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Paul V. Sherlock Center on Disabilities / RI College
600 Mt. Pleasant Avenue, Providence RI 02908
www.sherlockcenter.org