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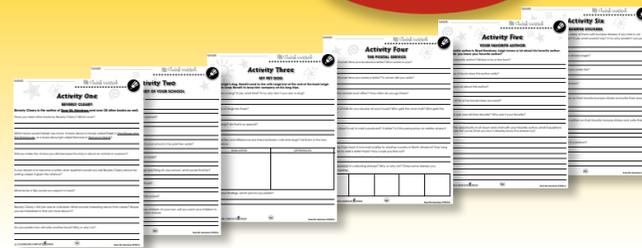
EASY MARKING ANSWER KEY

GRAPHIC ORGANIZERS

FREE!

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

- Go to our website: www.classroomcompletepress.com/bonus
- Enter item CC2514 – Dear Mr. Henshaw
- Enter pass code CC2514D for Activity Pages





Beverly Cleary

Beverly Cleary is an author you are likely to hear and read a lot about.

She was born Beverly Bunn on April 12, 1916 in McMinnville, located in Yamhill County, Oregon. Even though she lived in a small town that didn't have a library, and had trouble reading, she still came to love reading as a young child.



Her family later moved to Portland, where she attended elementary and high school. She then moved to California to get her college degree as a librarian.

In 1940, she married Clarence Cleary. Her first book *Henry Huggins* was published in 1950.

In 1955, she gave birth to twins - a girl and a boy, named Marrienne Elizabeth and Malcolm James. Her twins were ten years old when Beverly wrote the story of Ralph in *The Mouse and the Motorcycle*, and they were twenty-six years old when she wrote the story of *Ramona Quimby, Age 8*.

Beverly has written over 30 books, now published in over twenty countries and in fifteen different languages. In 1984, she received the Newbery award for her book *Dear Mr. Henshaw*. Some of her famous characters are Henry Huggins, Ralph Mouse, Ramona Quimby and Leigh Botts.

If you enjoy Leigh Botts in *Dear Mr. Henshaw*, you will also enjoy him in the book *Strider*, where his adventure continues. Clarence died in 2004 and Beverly now lives in Carmel, California.

Did You Know?

- Beverly Cleary is an only child.
- Beverly Cleary has also written books for adult readers.
- Beverly Cleary's latest book, *Ramona's World* was published in 1999.

Section Five

1. What type of story do you think Leigh will write? What type of story would you write?

2. Do you think the lunch thief will strike again? How?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	scowling	an open sore caused by stress	a
2	wrath	bird of prey	b
3	civilization	strong vengeful anger	c
4	ulcers	a face made to show displeasure	d
5	hawk	a place to wash and dry clothes	e
6	Laundromat	a high level of cultural and technological development within a society	f



Section Five

1. Put a check mark (✓) next to the answer that is most correct.

a) What did Leigh's dad really love?

- A The excitement of his job.
- B The truck stop food.
- C The comfort of the bunk in his truck.

b) What type of friends did mom have over?

- A Her trucker friends.
- B Her women friends and their babies.
- C Her sisters and other relatives.

c) When did Leigh's dad finally call?

- A Before getting pizza with his new girlfriend and her son.
- B Right after church before lunchtime.
- C Leigh couldn't wait anymore so he called his dad himself.

d) In the snowstorm, what did dad lose?

- A He lost his chains.
- B He lost Bandit.
- C He lost Bandit's bandanna.

2. Read the statements below. Do you AGREE or DISAGREE with each? Circle your choice and write a one sentence statement explaining why you feel the way you do in the space provided.

Agree	Disagree	a) Parents' lives must change when they have children.	_____
Agree	Disagree	b) If you tell your child that you will call you'd better call.	_____
Agree	Disagree	c) You can't be a trucker without a Citizens' Band radio.	_____
Agree	Disagree	d) Truckers must respect weight and speed limits.	_____

Section Five

Answer each question with a complete sentence.

1. If you were given the tasks of fixing a meal, babysitting some babies and doing your homework, which would you do first? Second? Third? Why would you do the chores in that order? Explain your answer.

2. What are other ways Leigh could have contacted his dad?

3. Do you believe Leigh's father, who said he was going to call him in the evening? Why or why not?

4. Do you think adding the words *Dear Mr. Pretend Henshaw* at the top of the letter would be helpful to you when writing in your diary? Why or why not?

Journaling Prompt

Leigh is getting more and more comfortable writing in his diary. His relationship with Mr. Henshaw is also growing more established as letters and postcards exchange hands between them regularly. Pretending that you are Leigh, write a new set of questions to Mr. Henshaw. Don't include any of the questions you asked during the first stages of the relationship.

Now write ten new questions from Mr. Henshaw to Leigh. Again don't include questions he would ask Leigh at the beginning of their relationship.

Compare your questions with a partner. Are the questions heading in the same direction? What are the differences?



Section Four: Catering Company

Imagine that you are going to open your very own catering company. You will need to develop a menu, filled with canapés, quiches, deviled eggs and other finger foods people like to munch on at parties.

Find yourself a creative company name. Create a menu and write your recipes. Work out how you would make people in your area aware of your catering business. How would you handle issues such as food allergies and differing cultures' diverse food preferences?



Sections Five and Six: Postcard for Leigh

Leigh is getting many postcards. Some are from Mr. Henshaw and others are from his dad. Pretend that you are going to send Leigh a postcard.

Design an original postcard to send to Leigh based on everything that you know about him. Color it and fill in the back with a special message to Leigh.



Word Search Puzzle

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

- AMUSE
- AUTHOR
- BANDANNA
- BATTERIES
- BROCCOLI
- CATERING
- DEMONSTRATION
- DESCRIPTION
- DUPLICATED
- EXPERIMENTING
- FOIL
- LICENSE
- LOAD
- MONARCH
- NUISANCE
- POSTAGE
- POSTCARD
- POTLUCK
- PRINTED
- PROSE
- REEFER
- REFINERY
- REJECTED
- RIG
- SINCERELY
- TALENTED
- THIEF
- TYPEWRITER
- URGENT
- WRITER

D	E	M	O	N	S	T	R	A	T	I	O	N	E	S	U	M	A
A	B	B	R	O	C	C	O	L	I	C	D	U	E	F	G	H	U
W	R	T	M	O	S	B	H	J	Q	F	O	I	L	O	A	D	T
R	R	E	T	I	R	W	E	P	K	T	F	S	I	N	R	O	H
I	G	T	A	L	E	N	T	E	D	X	V	A	C	E	I	Y	O
T	J	D	H	R	Y	W	Q	P	K	L	N	N	E	B	G	A	R
N	C	X	Z	I	A	R	W	Q	L	P	C	N	H	S	T	E	
G	N	I	T	N	E	M	I	R	E	P	X	E	S	C	N	M	J
P	I	X	F	G	H	F	K	H	D	S	R	A	E	E	I	G	E
O	C	X	C	A	T	E	R	I	N	G	J	A	G	U	E	S	C
S	I	N	C	E	R	E	L	Y	L	K	J	R	B	R	V	M	T
T	H	G	F	D	S	A	W	E	T	Y	U	O	P	K	H	B	E
C	B	V	C	G	F	D	N	O	I	T	P	I	R	C	S	E	D
A	Y	B	A	T	T	E	R	I	E	S	U	O	P	K	G	F	U
R	O	A	L	N	G	U	Y	T	R	E	G	B	G	J	F	A	P
D	F	N	I	Y	R	H	N	H	C	R	A	N	O	M	F	A	L
E	I	D	O	P	R	H	B	A	S	D	F	G	H	J	K	R	I
T	T	A	A	S	P	O	S	T	A	G	E	B	F	X	E	E	C
N	E	N	R	T	P	O	T	L	U	C	K	U	T	T	D	S	A
I	D	N	Y	R	E	N	I	F	E	R	O	P	I	J	K	T	T
R	R	A	A	V	B	H	R	E	E	F	E	R	M	N	S	O	E
P	R	O	S	E	S	L	A	U	G	D	W	L	H	V	W	O	D

Comprehension Quiz

Answer each question in a complete sentence.

- How did Leigh feel about *Ways to Amuse a Dog*? Who wrote the book?

- How did Leigh get stuck answering ten questions? What wouldn't he get if he didn't answer the questions?

- Where is Leigh's dad? What does he do for a living? What does Leigh's mom do for a living?

- What type of pet does Leigh have? What is its name?

- What was getting Leigh super angry? Why was he so lonesome?

- How was he going to solve his biggest problem at school? Who would help him?

- Who does Leigh share his problems with? How did he get started?

SUBTOTAL: /15

Leigh's Journey

Look at the map of the Western part of the United States. Identify and locate the cities Mr. Henshaw wrote to Leigh from. Where did Leigh's parents live before and where do they live now? What journey does his father take to deliver his goods? Be prepared to discuss which states, rivers, and lakes were crossed. Roughly how many miles did his father travel?



NAME: _____

After You Read 



Section Eight

Answer each question with a complete sentence.

1. How do you get inspired when your teacher gives you a writing assignment to do? Do you try and try again like Leigh? Explain.

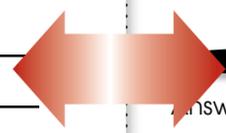
2. Can you recall how Leigh felt when Mrs. Badger called him an author and remembered his piece of writing?

3. What do think about Mrs. Badger?

4. If you were the winner of this contest, which author would you like to meet? Why?

5. Did you know there's a real author called Angela Badger? What kind of information can you find on her? Is the character in the book based on the real Angela Badger?

EASY MARKING



Journaling Prompt

Go back and read the advice that Mrs. Badger gives Leigh. Create a to-do list for writing based on what she has suggested, also including the advice Mr. Henshaw has given.

Design a 'writing tips' poster which you can hang up either in the classroom, library or where you do your homework at home.

1.
Answers will vary

2.
He turned red and was modest about his work. He couldn't believe that she remembered his piece.

3.
Answers will vary

4.
Answers will vary

5.
Answers will vary

1.
Answers will vary

2.
Answers will vary

Vocabulary - Crossword

Across

- 2. bandanna
- 4. winery
- 5. bunk
- 7. sailboats
- 8. grove
- 9. grin

Down

- 1. tavern
- 3. weighscale
- 5. broccoli
- 6. rig

1.
a) 5

b) 3

c) 1

d) 7

e) 6

f) 4

g) 2

2.
Answers will vary

1.
Answers will vary

2.
Answers will vary

3.
Answers will vary

4.
Answers will vary

5.
Answers will vary

6.
Answers will vary



Dear Mr. Henshaw

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.