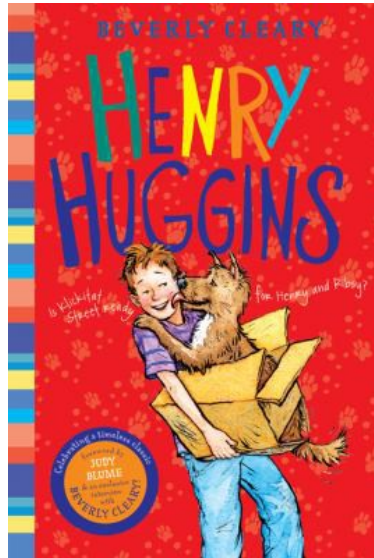


Henry Huggins



By

Beverly Cleary

A Novel Study
by Nat Reed

Henry Huggins

By Beverly Cleary

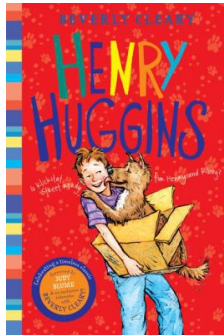


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About the author: Nat Reed has been a member of the teaching profession for more than 30 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Henry Huggins

By Beverly Cleary

Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one chapter of *Henry Huggins* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include loyalty and friendship, the responsibilities of owning a pet, the enterprising spirit.

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words
12. Identification of *exaggeration*.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify a cliffhanger.
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a journal entry.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Henry Huggins feels like nothing very exciting ever happens on Klickitat Street . . . until one day when a friendly dog sits down and looks pleadingly at Henry's ice cream cone. From that moment on, Henry and his new dog, Ribsy, are inseparable – and together, they cause more excitement than Klickitat Street can handle!

Synopsis courtesy of the publisher.

Author Biography

Beverly Cleary

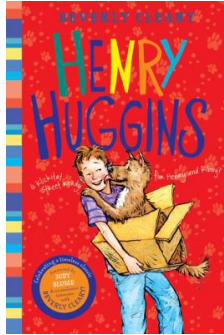
Beverly Cleary was born in McMinnville, Oregon and spent the first years of her life on a farm near the town of Yamhill. Even at an early age Beverly loved books, and although the town had no library, her mother had books sent to the family from the library in Yamhill for her young daughter. When the family moved to Portland, Beverly found herself in the school's low reading circle, an experience which gave Beverly a life-long empathy for the problem of struggling readers. Encouraged by the local librarian, where she was a constant visitor, Beverly decided that she would one day like to write the books she longed to read but was unable to find in the library - funny stories about her neighborhood and the sort of children she knew. This ambition led to the creation years later of the beloved characters Ramona Quimby, Henry Huggins, Ellen Tebbits. Her first book, **Henry Huggins**, was published in 1950. The book **Beezus and Ramona** was written five years later, in 1955, and introduced the Quimby sisters to the world.



Beverly Cleary has won many awards for her writing including the American Library Association's 1975 Laura Ingalls Wilder Award and the University of Southern Mississippi's 1982 Silver Medallion. Beverly Cleary was named a "Living Legend" by the Library of Congress.

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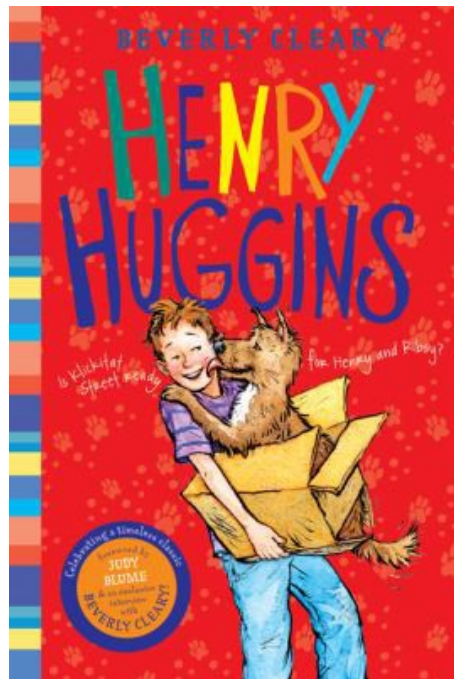


Student Checklist

Student Name: _____

Assignment	Grade/Level	Comments

Henry Huggins



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Name: _____

Henry Huggins

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Chapter 1



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of **Henry Huggins** is (of course) Henry Huggins, an eight year old boy who can't seem to stay out of trouble. Think back on some of your favorite characters from past novels you have read or movies you've seen. What do you think made these characters so unforgettable?



Vocabulary:

Choose a word from the list to complete each sentence.

exasperated	particular	protested	accused
kidnapped	squirmed	hind	demanded

1. The collie stood up on its _____ legs.
2. Everyone was shocked to read in the papers that the baby had been _____.
3. Mrs. Parkinson _____ to know the name of the pencil thief.
4. It didn't matter that we all _____ the decision, for his mind was made up.
5. After sitting for an hour, Freddy _____ uncomfortably.
6. John _____ his own brother of taking his skateboard
7. When Marjorie failed to get the right answer after twenty tries she became _____.
8. John wasn't really _____ about who won the race.

Questions

1. What is the **setting** of the story at the very end of Chapter One?

2. Before meeting Ribsby, what two important events prevented Henry from living a life where nothing ever happened to him?

1.	
2.	

3. Do you think the bus driver should have let Henry on the bus with Ribsby? Why or why not?

4. Think of three adjectives which would accurately describe Ribsby (either his appearance or his personality).

1		2		3	
---	--	---	--	---	--

5. The fifth grade boy who got on the bus was named _____ McCarthy.

6. Describe how Henry was saved from walking home when it looked like the bus driver was about to kick him off the bus.



Language Activities

A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column are found in the Ch 1.

Word	Anagram	Clue
seven		Opposite of odds.
dear		Figure out words.
times		Tiny creatures.
face		A small restaurant.
tried		Exhausted.
rain		A mid-eastern country.
hose		Usually made of leather.

B. Assemble the word parts below into ten compound words found in this chapter.

thing	under	side	him	paste
self	one	times	police	up
stand	tooth	man	any	some
store	hill	no	along	drug

1		6	
2		7	
3		8	
4		9	
5		10	

C. A Poem About a Dog.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain entitled **My Dog**, was written by the renowned poet, Atrocious Halitosis.

*In my back yard I keep a dog,
I call him Robbie Roam.
I chain him to an rotten log,
To keep him close to home.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – B – A – B** Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first chapter of our novel.

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

D. Personification is giving human qualities to something that is not human. Here is an example from Chapter One: *The tires sucked at the wet pavement...*

How are the tires personified in this example?

Create your own example of personification.

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.

E. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here is an example from the Chapter One: “**S**ay, **s**onny, you can’t take that dog on this bus.” Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

Ribsy scratching his fleas	
A streak of lightning	
Your choice.	

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel. Complete the storyboard below illustrating the events described in the first chapter of our novel. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6