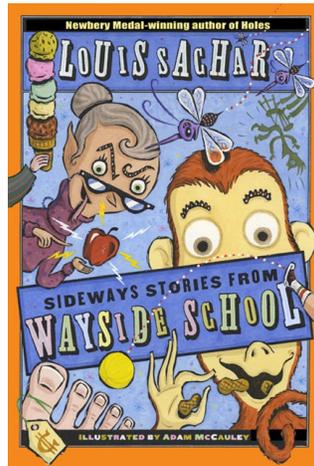


Sideways Stories From Wayside School



By

Louis Sachar

A Novel Study
by Nat & Joel Reed

Sideways Stories from Wayside School

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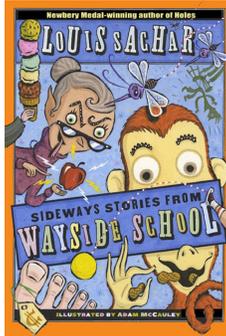


Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	58

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. **Joel Reed** has over 40 published novel studies and is the co-author of three novels. For more information on their work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Sideways Stories from Wayside School

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on three chapters of *Sideways Stories from Wayside School* 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 the individuality of students (both in personality and the ways they learn), discipline and learning, coping with difficult people and situations, and humor.

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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

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. Complete a Story Pyramid
5. Identify the climax of the novel.

Character Activities

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

Creative and Critical Thinking

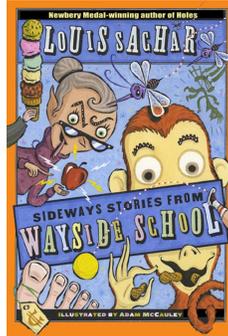
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

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

Maybe you should go to Wayside School. You'll meet Bebe, the fastest draw in art class; John, who only reads upside down; and Sammy, the new kid – he's a real rat. Come on! Hurry up! If you're late for class, Mrs. Gorf will turn you into an app...

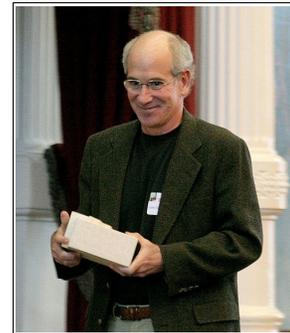
Oops. Sorry about that. [The Publisher]

More than 6 million kids have laughed at the Wacky stories in Wayside School.

Author Biography

Louis Sachar

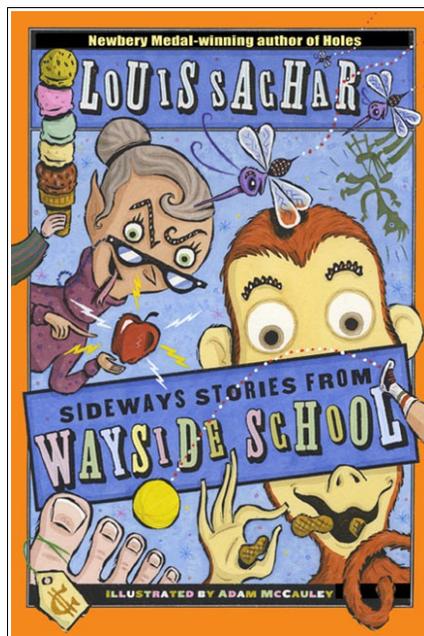
I was born in East Meadow, New York on March 20, 1954 and lived there until third grade. I enjoyed school and was a good student, but it wasn't until high school that I really became an avid reader. After high school, I attended Antioch College in Ohio. My father died during my first semester, and I returned to California to be near my mother. I returned to college, this time to the University of California at Berkeley where I majored in Economics.



When I graduated in 1976 I decided to try to write a children's book, which eventually became *Sideways Stories From Wayside School*.

My wife Carla was a counsellor at an elementary school when I first met her. She was the inspiration for the counsellor in *There's a Boy in the Girl's Bathroom*. Our daughter, Sherre, was born in 1987. We live in Austin, Texas along with our dog, Watson. (Courtesy of Wikipedia)

Sideways Stories From Wayside School



By Louis Sachar

Name: _____

Sideways Stories from Wayside School

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Chapters 1-3 (+ Introduction)



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. *Sideways Stories from Wayside School* features a number of fascinating characters who attend this unusual institution. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

absolute	investigated	opinion	flabbergasted
chimpanzee	discipline	bushel	ridiculous

1. Do you have an _____ as to whether or not Mrs. Jewls is a good teacher?
2. When in captivity, a _____ will sleep for an average of 9.7 hours per day.
3. I think that the dress Matilda is wearing looks _____ on her.
4. After much encouragement from the public, Inspector Clouseau _____ the theft.
5. We purchased a _____ of apples at the market.
6. Mrs. Gorf demanded _____ silence from everyone in the class.
7. Priscilla was completely _____ by the show of support from her classmates.
8. Mr. Schmidt signed his son up for military school hoping he would learn some _____ there.

Questions

1. What is the **setting** of the story for much of the first three chapters?

2. How did the school get its unusual name?.

3. Why was Mrs. Gorf such a horrible teacher? Describe how Jenny finally outsmarted her.

4. What made Mrs. Jewls believe that the children were all monkeys?

5. At the beginning of Chapter 3, Joe could only count up to forty-seven. True or False

6. Some readers might believe that Joe knew how to count all along. Why might they believe this?

7. Mrs. Jewls told Joe that she thought that he would wake up one morning and suddenly be able to count. What did she reply when Joe asked her what he was going to school for?



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 can be found in the first three chapters of *Sideways Stories from Wayside School*.

Word	Anagram	Clue
warned		Rove.
wrong		A homonym of <i>groan</i> .
ears		Scorch; singe.
face		A small restaurant.
case		Cards in a deck.
times		Things.
teach		Obtain something dishonestly.

Now find two additional words from the first chapter which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

Good to Know ~ Apples

Did you know that there are 7500 varieties of apples grown across the world? Although 2500 varieties are grown in the United States, 15 varieties account for about 90% of production. The **Cortland** and **Golden Delicious** are two of the most popular apple varieties.



B. Even Shakespeare liked to write Quatrain Poems.

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 famous quatrain was written by the great writer, William Shakespeare, and is taken from *Sonnet 18*.

*Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.*



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 three chapters 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: _____

C. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter One: “**Stop,” **she **shouted....******

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The roar of a muscle car.	
A monarch butterfly.	
Your choice.	

D. Choose ten words from these chapters with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example:** **some / time.**

E. Exaggeration

Exaggeration is a literary device defined as *a statement that represents something as better or worse than it really is*. Louis Sachar seems to really enjoy using this device in ***Sideways Stories from Wayside School***.

Try your hand at – make Louis Sachar proud!

A rooster's crow.	
A cyclone.	
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 three chapters of our novel. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6