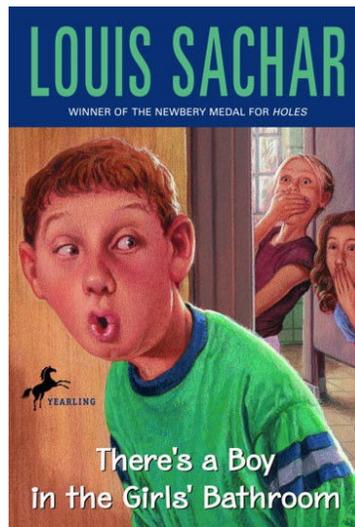


# There's a Boy In The Girls' Bathroom



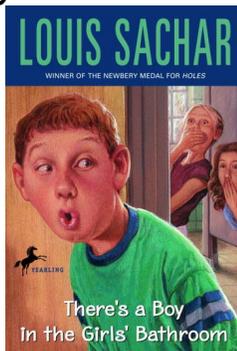
By

Louis Sachar

A Novel Study  
by Nat Reed

# There's a Boy in the Girls' Bathroom

By Louis Sachar



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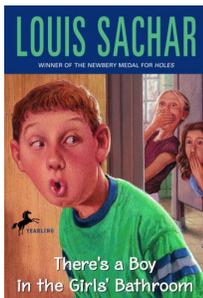
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**About the author:** Nat Reed has been a member of the teaching profession for more than 30 years. He is presently a full-time instructor at Trent University in the Teacher Education Program. For more information on his work and literature, please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

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# There's a Boy in the Girls' Bathroom

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## Suggestions and Expectations

This 71 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on a few chapters of *There's a Boy in the Girls' Bathroom* and is comprised of four different activities:

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

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.

### 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.**

Students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included as well as a **Student Checklist**.

**Themes** and **topics** which may be taught in conjunction with the novel include importance of friends and family, bullying, awkwardness, not fitting in, the need for love and belonging, counselling, perseverance and personal growth, overcoming difficulty.

# There's a Boy in the Girls' Bathroom

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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 *anagrams*
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identification of a *cliffhanger*

### 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. Identify the climax of the novel
4. Five W's Chart

### Character Activities

1. Determine character traits
2. Protagonists
3. Relating personal experiences
4. Comparing two Characters

### Creative and Critical Thinking

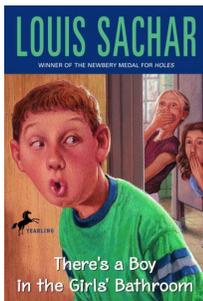
1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete a KWS Chart

### Art Activities

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

# There's a Boy in the Girls' Bathroom

By Louis Sachar



## Synopsis

“Give me a dollar or I’ll spit on you.”

That’s Bradley Chalkers for you. He’s the oldest kid in the fifth grade. He tells enormous lies. He picks fights with the girls, and the teachers say he has “serious behavior problems”. No one likes him – except Carla, the new school counselor. She thinks Bradley is sensitive and generous, and she even enjoys his far-fetched stories. Carla knows that Bradley could change, if only he weren’t afraid to try.

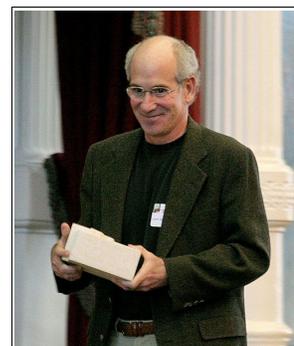
But when you feel like the most hated kid in the whole school, believing in yourself can be the hardest thing in the world... [The Publisher]

## Author Biography

*Louis Sachar*

I was born in East Meadow, New York on March 20, 1954 and lived there until third grade. When I was nine years old, we moved to Tustin California. At that time, there were orange groves all around, and the local kids would often divide up into teams and have orange fights.

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.

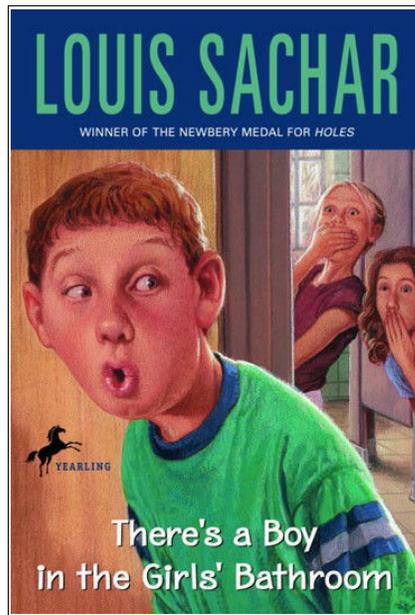


When I graduated in 1976 I decided to try to write a children's book, which eventually became *Sideways Stories From Wayside School*. It took me about nine months to write the book. I wrote in the evenings. I decided to go to law school. *Sideways Stories from Wayside School* was accepted by a publisher during my first week at Hastings College of the Law in San Francisco. I finished law school, graduating in 1980, but it wasn't until 1989 that my books began selling well enough that I was finally able to stop practising law and devote myself fully to writing.

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)



# There's a Boy in the Girls' Bathroom



*By Louis Sachar*

Name: \_\_\_\_\_

# There's a Boy in the Girls' Bathroom

By Louis Sachar  
Chapters 1 - 3



## Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of *There's a Boy in the Girls' Bathroom* is Bradley Chalkers, *the oldest kid in the fifth grade. He tells enormous lies. He picks fights with girls, and the teachers say he has “serious behavior problems.”* 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.

distorted	counselor	ivory	ceramic	strewn
appointment	protested	criminal	tolerate	asserted

1. “I will not \_\_\_\_\_ such rude behavior,” the principal shouted.
2. The \_\_\_\_\_ was able to get into the bank through an air duct.
3. The \_\_\_\_\_ kitten sat upon the mantle collecting dust.
4. The savage wind caused everyone's face to be \_\_\_\_\_ in the class picture.
5. Catarina finally \_\_\_\_\_ her rights and was admitted into the club.
6. “The school has just hired a new \_\_\_\_\_,” said Mrs. Ebbel.
7. Elephants are killed because poachers value their \_\_\_\_\_ tusks.
8. “I have an \_\_\_\_\_ with the doctor,” Jessie stated stubbornly.
9. The picketers \_\_\_\_\_ outside the car factory for a couple of weeks.
10. Neely's toys were \_\_\_\_\_ all over the playroom floor.

# Questions



1. What is the **setting** at the start of Chapter One?


2. The new kid, Jeff Fishkin, had just moved into the area from \_\_\_\_\_.

3. It quickly becomes evident that no one likes to sit anywhere near Bradley. Why do you think this is the case?


b. How do you think Bradley's parents might have felt about the way that Mrs. Ebbel's responded to the two students who informed Jeff that no one liked to sit near Bradley?


4. Why did Jeff give Bradley a dollar?


5. According to Bradley, why did he feel he had to be mean to Jeff?


6. How does Bradley reveal his vivid imagination in Chapter Three?


7. What upsetting news did his mother give him? Why do you think this upset Bradley so much?


8. Bradley's father worked for the \_\_\_\_\_ department.

9. Write a brief description of your impression of Bradley's mother and father. Make one suggestion as to how either one of his parents might improve their parenting skills. (You may wish to discuss this question with a friend before answering.)


### **A Character Study**

We meet a number of interesting characters in the first three chapters, although none is more fascinating than Bradley, the novel's protagonist. Do you think there is any way that Bradley can be reached by someone like Jeff so that he has at least one friend in his school? How do you think someone might make friends with Bradley?


### **Good to Know**

Mrs. Ebbel asks Jeff if he has ever visited the **White House**. Every year 10 – 25 million people visit the home of the President of the United States. A tour takes about 45 minutes and is sometimes booked with the help of an elected representative.





## Language Activities

### A. Washington D.C.

Washington D.C., the capital of the United States, is Jeff Fishkin's hometown. Former President, Harry S. Truman once said, "Washington is a very easy city for you to forget where you came from and why you got there in the first place."

Although it is the nation's capital, Washington is only the 24<sup>th</sup> largest city in the United States, home to about 650,000 people. Although there are many cities in the country which are larger than Washington, it is the second highest most densely-settled city. It is also home to many monuments, museums and foreign embassies. Washington is one of the most popular destinations for visitors. In 2012, 18.9 million people visited the city

Using resources in your school library or on the Internet do a further investigation of one of the many attractions offered in Washington D.C. You may choose one of the attractions listed below or one approved by your teacher: **Washington Monument, Smithsonian Institution, Lincoln Memorial, The White House, National Air and Space Museum, Vietnam Veterans Memorial, International Spy Museum, Ford's Theatre, Martin Luther King Jr. Memorial, United States Capitol Building.** Your investigation should uncover at least three fascinating facts about the landmark, as well as a picture.

1.
2.
3.

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


**C.** A **simile** is a comparison using the words “like” or “as”. We find an example of this in Chapter Three: “Bradley opened the front door to his house, then made a face. It smelled like fish.” In this example the smell of the house is compared to fish. Invent your own **similes** comparing the following items with something from your imagination:

a) the sound of a basketball bouncing across the gym floor


b) the sound of waves splashing up on the beach


c) your own example


**Bonus.**

Keep your eyes open for another example of a **simile**. When you find one come back to this question and enter it on the lines below.


## 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 few chapters of *There's a Boy in the Girls' Bathroom*. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6