

Teacher Guide

Grades 3–4

Sideways Stories From Wayside School

Louis Sachar

NOVEL UNITS[®]

NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



Novel Units® Single-Classroom User Agreement for Non-Reproducible Material

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of this Teacher Guide is strictly prohibited.

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

SIDEWAYS STORIES FROM WAYSIDE SCHOOL

by
Louis Sachar

Teacher Guide

Written by
Rachel Still

Note

The Avon paperback edition, ©1978 by Louis Sachar, was used to prepare this guide. Page references may differ in other editions.
Novel ISBN: 0-380-73148-7

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

ISBN 978-1-60878-503-2

Copyright infringement is a violation of Federal Law.

© 2013 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

Publisher Information
For a complete catalog, contact—

Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ecslearningsystems.com

Table of Contents

Summary.....	3
About the Author	3
Characters.....	3
Initiating Activities.....	4
Six Sections.....	11
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	16
Post-reading Extension Activities	17
Assessments.....	18
Scoring Rubric.....	20

Skills and Strategies

Thinking

Research, compare/contrast, problem solving, creative and critical thinking, inferring, predicting, evaluating, supporting judgments

Comprehension

Main ideas and supporting details, recalling, questioning, summarizing

Vocabulary

Synonyms, antonyms, multiple-meaning words, idioms, root words, using a thesaurus/dictionary

Literary Elements

Figurative language, setting, character's traits and motivations, author's purpose, theme

Writing

Creative writing, how-to writing, newspaper journalism, poetry

Listening/Speaking

Discussion, debate

Across the Curriculum

Math—computation;
Art—illustration

6. Problem Solving: Think about how Joy is constantly frustrating Todd in Chapter 5. Make a chart listing ways to handle problems with your peers. In the left column, write a problem you might have with a peer. In the right column, list constructive ways in which you could handle the problem.

Chapters 6–11, pp. 23–46

Calvin helps Bebe create art. Although they cooperate to get a lot done, the art is rushed and is of poor quality. Calvin is asked to deliver a note to a teacher who does not exist at Wayside School. He is ironically praised for his failed efforts. Myron is chosen class president, but finds his duties of turning the classroom lights on and off less than heroic. Mrs. Jewls helps Maurecia make friends by creating “student-favorite” ice cream. Paul is sent home from school early for pulling Leslie’s pigtails. Mrs. Jewls and Dana learn math by encouraging Dana to count her mosquito bites.

Vocabulary	
steal a piece (24)	
teamwork (24)	
responsible (30)	
unconscious (33)	
heartbroken (36)	
urgency (40)	
concentration (43)	

Discussion Questions

1. What is remarkable about the teamwork between Calvin and Bebe? (*Answers will vary. pp. 23–26*)
2. How does Bebe change as an artist? (*Bebe goes from being a fast drawer to taking more time with her drawings. p. 27*)
3. Explain the last line of Chapter 7 when Calvin states that delivering the note was “nothing.” (*Calvin is being ironic by saying that his nonexistent task was “nothing.” p. 30*)
4. Is saving a log more important than turning lights on and off? Why or why not? (*Answers will vary.*)
5. How does Maurecia change after trying different flavors of ice cream? (*Maurecia likes everyone instead of no one. p. 37*)
6. Why does Leslie yell at a big time? (*Answers will vary. p. 41*)
7. In Chapter 11, how does Mrs. Jewls get the children to stop complaining and concentrate on the lesson? (*Mrs. Jewls uses the counting of Dana’s mosquito bites to teach math. pp. 43–46*)

Supplementary Activities

1. Problem Solving: Write an essay describing types of school activities that encourage cooperation and teamwork.
2. Creative Thinking: Name things that you consider to be temptations. List some creative ways to resist temptations.
3. Math: Write creative math problems based on real situations.
4. Creative Thinking: Design a “fun” lesson that engages students in learning a particular concept.
5. Brainstorm: List the responsibilities of a class president. Use the list to compose a class poem, perhaps using “turning the lights on and off” as a repeated line.

Effects of Reading Writing Assessment

A. Prewriting: When reading, each part of a book may affect you in a different way. Think about how parts of the novel affected you in different ways. Did some parts make you laugh? cry? want to do something to help someone? Below, list one part of the book that touched each of the following parts of the body: your head (made you think), your heart (made you feel), your funny bone (made you laugh), or your feet (inspired you to action).

Your head

Your heart

Your funny bone

Your feet

B. Open-Ended Writing Prompt: Write a paragraph about how reading the book, *Sideways Stories From Wayside School* affected different parts of you. Include specific examples from the book in your paragraph.