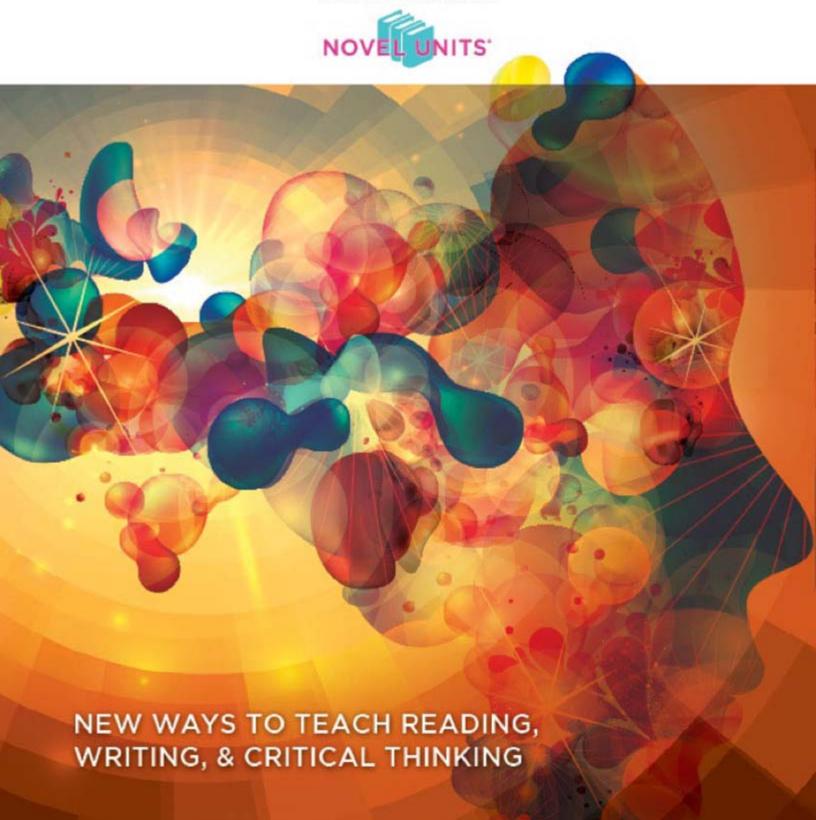
Sideways Stories From Wayside School

Louis Sachar





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SIDEWAYS STORIES FROM WAYSIDE SCHOOL

by Louis Sachar

Teacher Guide

Written by Rachel Still

Note

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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.

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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 cocarate to get a lot done, the art is rushed and is of poor quality. Calvin is asked to delive an etal techer no does not exist at Wayside School. He is ironically praised for his fail telefacts. Myron is chosen class president, but finds his duties of turning the classroom light to the order of the less than heroic. Mrs. Jewls helps Maurecia make friends by creating the latter to the less than heroic. Mrs. Jewls helps Maurecia make friends by creating the latter to the latter of the

responsible (30) unconscious (33) heartbroken (36) urg con. ntra. (4.

Discussion Quest' ans

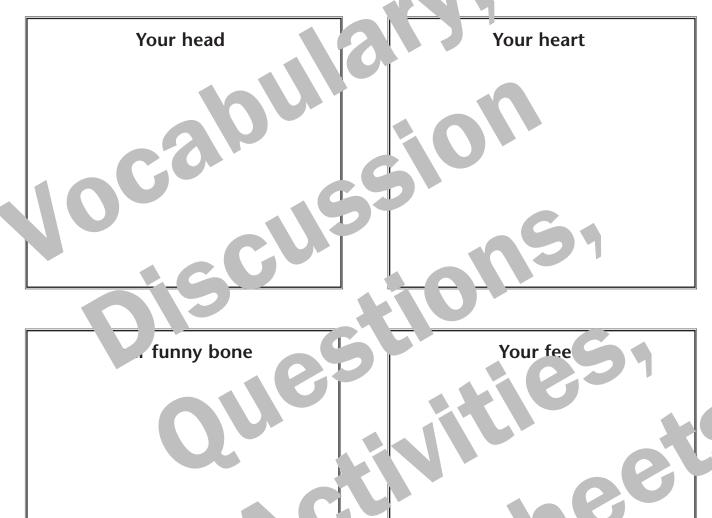
- 1. What is re a. kab. at out the teamwork between Calvin and Bebe? \(\frac{n}{n}\) ii. ary. pp. 23–26)
- 2 Ho do Bese change as an artist? (Be fr being a fast araw axing more time with her values, p. 2/
 - plain the last line of Chapton he. Calvin states that delivering the note wes "oth, g.' Calvin is being ironic by saying that his not as "late" as "nothing." p. 30)
- 4. Is saving a 28 mc important than turning lie' on and off? Why or w. (Auswers will vary.)
- 5. How does Maurecia change fte trung unerent flavors of ice crear in law likes everyone instead of no one p. 7
- 6. Why does Lesl yell 't b' time? (Answers will vary ', 4.
- 7. In Chapter 11, w. w.d. s Mrs. Jewls get the calldest stee complaining and concentrate on the lesson? (Mrs., eva., uses the counting of L. va's square bites to teach math. pt. 43-16)

Supplementary Activities

- 1. Problem Solving: Write an sales is g types of school activitie. hat neourage cooperation and teamwork.
- 2. Creative Thinking: Name the gs that you consider to e mptatic s. List some creative ways to resist temptations.
- 3. Math: Write creative math problems based ... an tuations.
- 4. Creative Thinking: Design a "fun 'ess ni 't e gages students in learning a particular concept.
- 5. Brainstorm: List the responsibility of a class president. Use the list to compose a class poem, perhaps using "turning the aghts 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 you red you to action).



B. Open-Ended Writing Prompt: Write par grunh yout how reading the book, *Sideways Stories From Wayside School* affected ffer nt arts of you. Include specific examples from the book in your paragraph.