

Teacher Guide

Grades 5–6

# The View from Saturday

E L Konigsburg

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# THE VIEW FROM SATURDAY

by  
E. L. Konigsburg

## Teacher Guide

Written by  
Anne Troy

### Note

The Atheneum Books hardcover edition of the book was used to prepare this guide. The page references may differ in the paperback or other hardcover editions.

**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 your class.

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ISBN 978-1-60878-698-5

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### Publisher Information

For a complete catalog, contact—

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

Web site: [novelunits.com](http://novelunits.com)

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## Skills and Strategies

### Thinking

Brainstorming, research

### Literary Elements

Story elements, simile/  
metaphor, characterization,  
framework story, humor,  
personification, symbol,  
dialogue, theme

### Listening/Speaking

Interviewing, role play

### Comprehension

Predicting, comparison/  
contrast

### Writing

Reading response log,  
letters, creative, narrative,  
persuasive

### Vocabulary

Synonyms, antonyms, word  
mapping, sorting

- Write a letter from Nadia to an advice columnist and write her response. What do you think are some of the problems Nadia might seek help with?
- Write your own similes to replace some of these.

Page 26, "...Dad hovered over me like the Goodyear blimp over the Orange Bowl."

Page 26, "...Grandpa Izzy's eyes were bright blue like the sudden underside of a bird wing."

Page 128, "...Heed the hums like a forest of small porcupines at the ends of their closed fists."

4. Use a Venn diagram to show how Nadia and Mrs. Olinski are alike.
5. Complete the Dialogue Page on the next page of this guide.
6. Research turtle migratory patterns. See the Teacher Information section of this guide.
7. Role play other ways that Nadia could have discussed handling Margaret's interference.

## Chapter 5: Pages 58-93

### Chapter Opening Summary—Pages 58-60

Mrs. Olinski is in the background of Margaret Draper and her grandson Ethan. Margaret Draper had been a very good teacher and was Mrs. Olinski's demanding principal before the accident that killed her husband and in which she lost the use of her leg. Mrs. Olinski chose Ethan for the team not because he was Margaret Draper's grandson but because he was bright and had the right kind of attitude.

### "Ethan Explains the B and B Inn"—Pages 61-93

Ethan tells the story of how he met Julian, the negative impressions he made, the invitation to tea, and the beginning of the Scout.



#### Vocabulary:

unruly 61	nonchalantly 61	suffrage 61	hive 62
trestle 65	inevitable 68	alien 85	incubating 93

#### Discussion Questions and Activities:

1. Margaret Draper thought kids had changed. What example did she give? (Page 59, "Sixth graders had stopped asking 'How about?' and had started asking 'So what?'" ) Do you think sixth graders had really changed in the last twenty five or thirty years? If so, why? How does Ethan differ from the typical sixth grader? Can you explain this? Why do you think Mrs. Olinski picked Ethan as part of the team?

## Using Dialogue

**Directions:** Choose a bit of dialogue from the book to investigate. Fill in the chart to describe this way of writing and telling a story.

*Extra credit*—extra bits of dialogue I remember from my outside reading


Who is speaking?

How is the plot advanced with these words?

Investigated dialogue on pages \_\_\_\_

What does the dialogue tell you about the characters speaking?


What is special about this dialogue?

8. Ethan was thinking about the tea party at Sillington House. What do you think he meant by, "Had I gained something at Sillington House? Or had I lost something there? The answer was yes"? (page 89) What do you think Ethan gained and lost?
9. How did the group choose their name, "The Souls"? (Page 90, *Nadia won the prize of picking a name for the group by pulling out the longest strip of wallpaper.*) Do you have a group of friends that gets together regularly? Do you have a name? What kind of activities do you plan? What do you usually do on Saturday afternoons?
10. What do you think Nadia meant when she said, "Noah Cassam, you may be smart beyond your years, but you are not wise"? (page 90) As a first step in your explanation, make a list of synonyms for the words *smart* and *wise*. Using this list, discuss your answers.
11. If you had a chance to live over one day, which day would you choose? 
12. Julian has talent as a magician. What is this talent called? (page 23, *chops*) Find examples in the novel you read.
13. How has Ethan changed because of The Souls? (Page 93, *He talks more and has more confidence.*) Name the other characters. Do they change in the novel?

**Prediction:**

How will the shiny new pennies be used?

**Supplementary Activities:**

1. Begin the Literary Analysis Chart on the next page of this guide. 
2. Writing:
  - Make a list of the ordinary kids you would do on Saturday afternoon instead of tea parties. Make a list of the activities of your group of friends for last winter. How do the activities differ with the seasons and the area of the country?
  - Pick any character in the story and tell why you think that character is the funniest, most likable, bravest, most admirable, friendliest, most adventurous, most troublesome or mischievous, etc.
3. Research the minting of coins. How could we get rid of old and new pennies? Where are they made? What is on the front and back of the penny? Do you think pennies should be abolished? Could we get along without them?

## Characterization-Reaction Chart

**Directions:** By telling the reader what a character does, says, and thinks, and showing how he or she relates to other characters, a good writer can make fictional characters seem like real people. Sometimes, as we get to “know” the characters, our opinions of them change. As you read the novel, fill in the chart below. Under #1, jot down two examples of each character’s actions. Under #2, tell why you think he/she acted that way. Under #3, explain how you would have reacted to the character if you had been there yourself.

	1. Say / Does	2. Why?	3. My Reaction
Noah			
Nadia			
Ethan			
Julian			