

THE ~~WORST~~
BEST
SCHOOL YEAR
EVER

novel study



Listed below are the responses included in this unit. There are reading responses for every chapter. The reading strategy pages can be used throughout the book.

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A Note to the Teacher

Thank you for your purchase of this *The ~~Worst~~ Best School Year Ever* unit! It is intended to guide your students through each chapter clearly, and challenge them to think deeply as they read.

Inside, you will find:

- A complete Common Core alignment guide for each chapter
- Strategy pages to be used throughout the story for: Making Predictions, Asking Questions, Making Connections, and Writing Chapter Titles (identifying theme)
- A reading response page for each chapter that varies in question style and targeted reading skills
- A Novel Packet Cover Page
- Bonus Interactive pages to be used at any time during the novel study; students can write a Chapter Summary, determine the Author's Message, and complete Character Studies about two important characters

These pages can be easily adapted for use in your Reader's Workshop, completed independently, in small groups, and in literature circles.

Please feel free to reach out to me with any questions or comments!

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amanda garcia

	3 RD GRADE	4 TH GRADE	5 TH GRADE
Chapter 1	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 2	R.L. 3.1	R.L. 4.1	R.L. 5.1
Chapter 3	R.L. 3.1 R.L. 3.2	R.L. 4.1 R.L. 4.2	R.L. 5.1 R.L. 5.2
Chapter 4	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 5	R.L. 3.1 R.L. 3.4	R.L. 4.1 R.L. 4.4	R.L. 5.1 R.L. 5.4
Chapter 6	R.L. 3.2	R.L. 4.2	R.L. 5.2
Chapter 7	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 8	R.L. 3.1 R.L. 3.2	R.L. 4.1 R.L. 4.2	R.L. 5.1 R.L. 5.2
Chapter 9	R.L. 3.1 R.L. 3.2	R.L. 4.1 R.L. 4.2	R.L. 5.1 R.L. 5.2

the ~~WORST~~ BEST
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NAME: _____

Name: _____

Readers predict by using what they know about the story to make a guess about what may happen next. Often, our background knowledge helps us to predict, as well! As you read, write your predictions in this chart.

PAGE #

MY PREDICTIONS

(I think _____ will happen because _____)

Name: _____

Asking questions focuses readers, so that we are reading to find answers. Write down any questions you have while reading. Later, write down any answers you find!

PAGE #	MY QUESTIONS	ANSWERS

Name: _____

Making connections helps us understand the story better because we can relate to the characters, know what is happening on a deeper level, and possibly feel the way the character feels. Record your connections as you read. Note whether they are Text-to-Self (T-S), Text-to-Text (T-T), or Text-to-World (T-W).

PAGE #	MY CONNECTIONS	T-S, T-T, T-W

Name: _____

As you read, try to determine the theme of each chapter. The theme is the central message. After reading each chapter, write a chapter title that shows the theme.

	CHAPTER TITLES
Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	
Chapter 6	
Chapter 7	
Chapter 8	
Chapter 9	

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. According to the story's narrator, the first day of school isn't too bad. Give 3 reasons why this is true.

2. Explain Miss Kemp's assignment. Use details from the story in your answer.

3. Describe the following important characters. Describe both their physical characteristics (what they look like), as well as their character traits (as shown by their attitudes, choices, strengths, and weaknesses.)

Alice Wendleken	
Gladys Herdman	
Imogene Herdman	

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

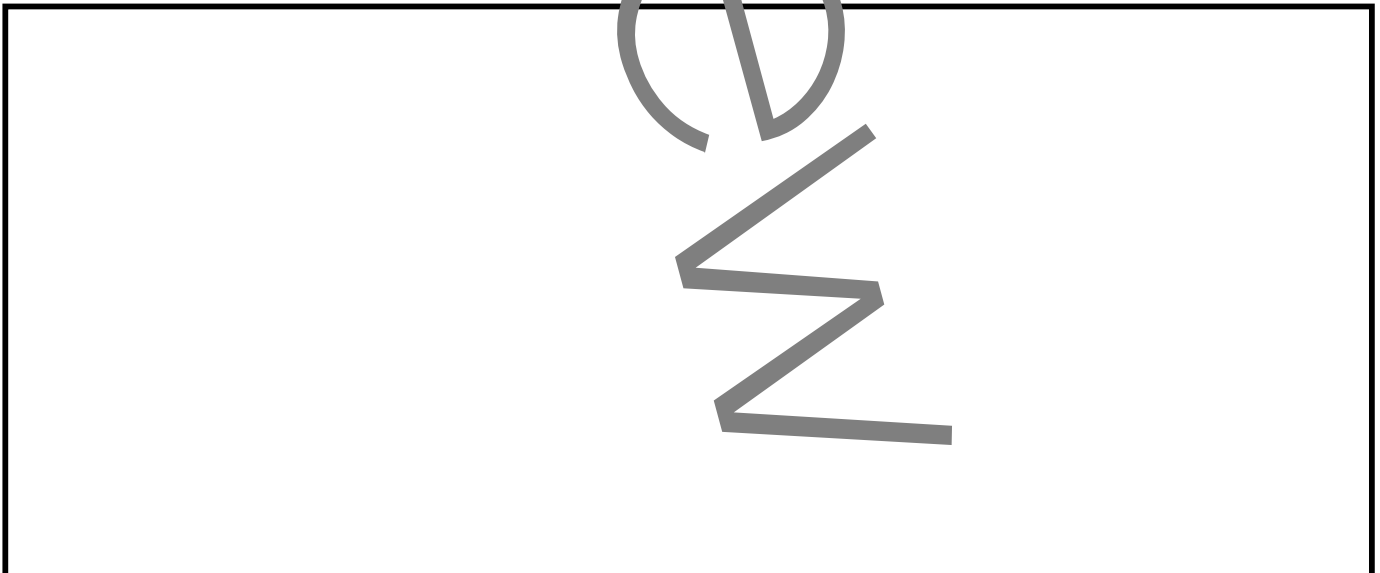
1. Explain why the Herdmans weren't allowed in any of the following places.

post office

Sunoco station

new laundromat

2. Good readers visualize as they read. This is like making pictures in your mind that match what is happening in the text! Draw your favorite scene from the chapter, just as you visualized it.



Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. The reader could draw the following conclusion:

Leroy Herdman caused a lot of trouble with his snake!

Support this conclusion with 3 details from the story.

2. Draw a picture summary of the most important events in chapter 3. Use labels, thought bubbles, and dialogue if needed!

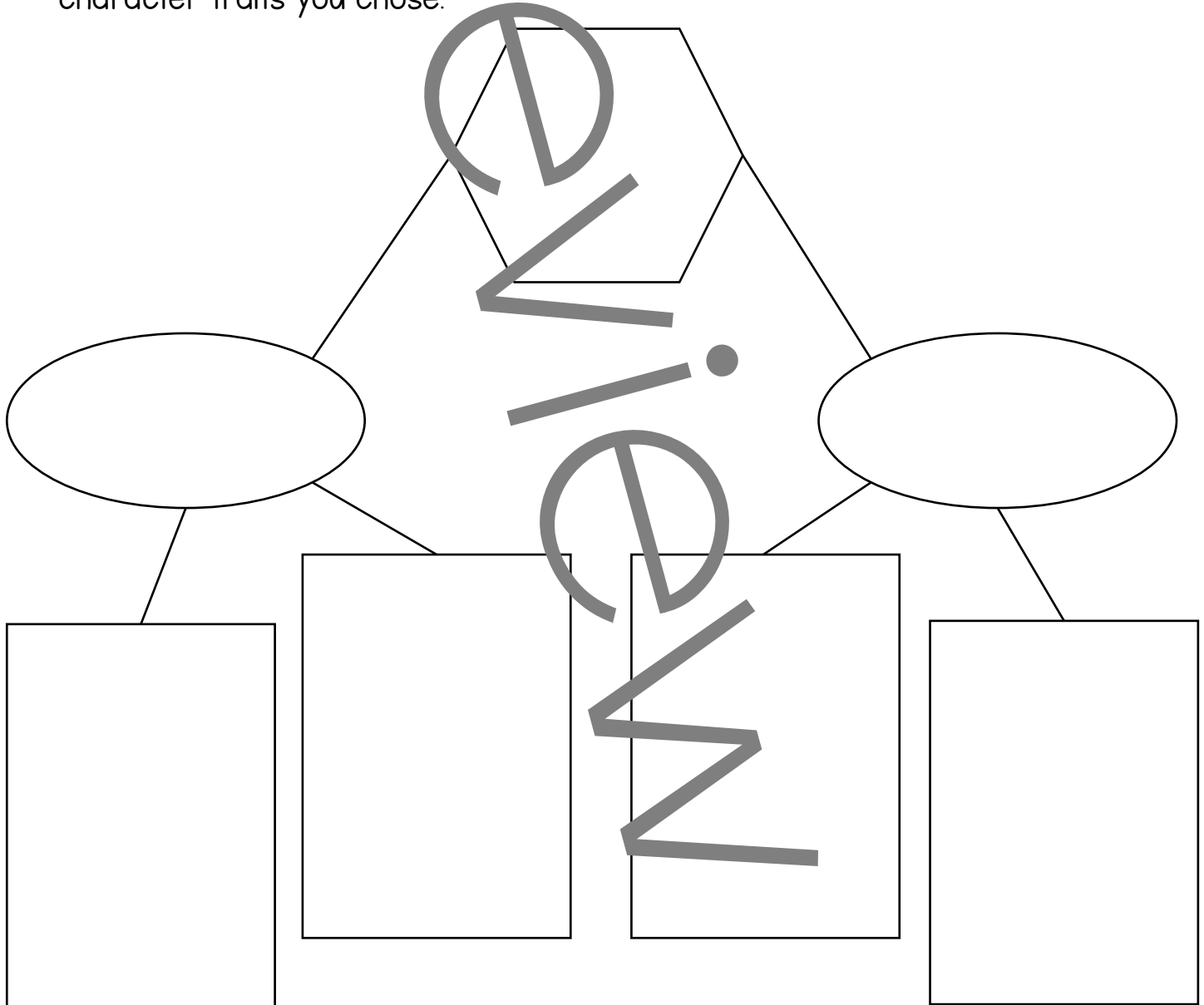
1	2
3	4

Name: _____

CHARACTER TRAIT MAP

Directions: Complete the Character Map for **Eugene** or **Gladys**.

- a) **HEXAGON** – Write the name of the character you are studying. Choose either Eugene or Gladys.
- b) **OVALS** - Think about Eugene's or Gladys's attitudes and choices in the story so far. Write one character trait that describes Eugene or Gladys in each of the ovals.
- c) **RECTANGLES** – Write a *text detail* in each rectangle that supports the character traits you chose.



Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Why does Alice Wendleken get to go to the teacher's room?
 - a) She knows exactly where it is.
 - b) She is the teacher's favorite student.
 - c) Her mom is a teacher.
2. Explain why nobody saw or heard the district representative or teachers who were locked in the teacher's room! Use details from the story in your answer.

3. Make a connection on your Connection Chart. Have you been in the teacher's room in your school? If so, describe it. If not, describe how you think it *may look*.
4. The narrator says, "I certainly couldn't write down *Imogene is thoughtful* no matter what the supervisors said." Explain this statement.

THE ~~WORST~~ BEST SCHOOL YEAR EVER

Name: _____

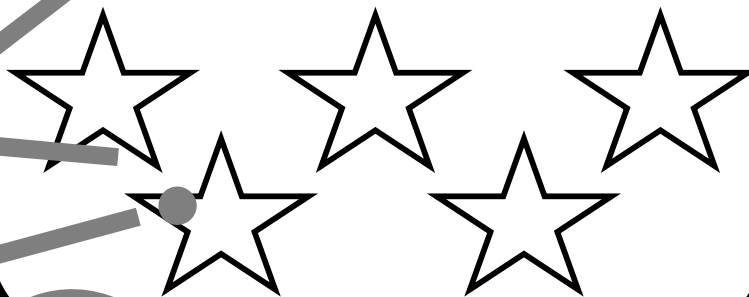
Book Recommendation

TITLE:

AUTHOR:

GENRE:

RATE THIS BOOK!
(COLOR THE STARS)



I (would would not) recommend this
book to a friend.

MY REASONS:

Name: _____

Directions: Cut out and glue into your interactive notebook. Think about 2 important characters in the story. Draw each character on the outside of the flaps. *Inside the flaps*, write one adjective to describe each character. Then give text evidence to support this adjective. (Ex: *Imogene is resourceful. She is resourceful when ...*)

Glue down the rectangular strip only ↓

THE WORST BEST SCHOOL YEAR EVER	Character: _____
	Character: _____

↑ Cut flaps

Name: _____

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write a chapter summary. Include the most important events from the beginning, middle, and end of the chapter. Be sure to write the most important characters' names and include information about the setting!

Glue down the rectangular strip only ↓

THE ~~WORST~~ BEST SCHOOL YEAR EVER CH. ____

First
Next
Then
After that
In the end

← Cut flaps

Name: _____

Directions: Cut out and glue into your interactive notebook. When authors write a story, they often have a message, or lesson, for their readers. What might the author's message be in *The ~~Worst~~ Best School Year Ever*? Write about it below. Then, lift the flap and tell how this message applies to *your* life.

Glue down the rectangular strip only ↓



Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. According to the story's narrator, the first day of school isn't too bad. Give 3 reasons why this is true.

bored with summer; itchy from mosquito bites and poison ivy; nothing to do; sneaker worn out and can't get new ones until school starts; mother is sick of yelling at you to pick things up; you are sick of picking the same things up

2. Explain Miss Kemp's assignment. Use details from the story in your answer.

study each other; Compliments for Classmates; think of a special compliment for each person in class; on the last day we will draw someone's name and think up compliments for that person

3. Describe the following important characters. Describe both their physical characteristics (what they look like), as well as their character traits (as shown by their attitudes, choices, strengths, and weaknesses.)

Alice Wendleken	goody-goody; know-it-all; always wants to be right; wants to be teacher's favorite
Gladys Herdman	bites; from the family of the worst kids in the world; not honest or cheerful
Imogene Herdman	stole Louella's brother Howard; wrote on Howard's head with water-proof marker; charged others to see a tattooed baby; from the family of the worst kids in the world; not honest or cheerful; not cooperative or clean; told lies and set fire to things

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Explain why the Herdmans weren't allowed in any of the following places.

post office	their school pictures were hung in the WANTED section and Ollie tried to get money for Claude
Sunoco station	Ollie stuck Claude in the bathroom of the station and the door had to be broken down; someone walked off with 2 cans of motor oil
new laundromat	Herdmans tried to wash their cat in the new machine causing the cat to scratch others, ruin clothes, etc.

2. Good readers visualize as they read. This is like making pictures in your mind that match what is happening in the text! Draw your favorite scene from the chapter, just as you visualized it.

Visualizations will vary.

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. The reader could draw the following conclusion:

Leroy Herdman caused a lot of trouble with his snake!

Support this conclusion with 3 details from the story.

He scared Miss Newman when he tied it to the light cord; the kindergarten kids spilled the paints they were carrying; He stuck the snake in a pencil sharpener and scared the third grade teacher

2. Draw a picture summary of the most important events in chapter 3. Use labels, thought bubbles, and dialogue if needed! *Summaries will vary.*

1
 Sample drawing: Students may draw Alice posing for pictures, OR Leroy getting bit by a snake and the snake dying.

2
 Sample drawing: Students may draw Leroy putting the snake in the pencil sharpener.

3
 Sample drawing: Students may draw Leroy putting the snake in the pencil sharpener.

4
 Sample drawing: Students may draw Leroy being named Good School Citizen of the Month for burying the snake (that he didn't really bury.)