

SIDEWAYS STORIES

from

WAYSIDE SCHOOL

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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PAGE		PAGE	
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A Note to the Teacher

Thank you for your purchase of this *Sideways Stories from Wayside School*/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, and Making Connections
- A reading response page for every 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!

garciaresources@icloud.com

amanda garcia

	3 RD GRADE	4 TH GRADE	5 TH GRADE
Introduction	R.L. 3.1	R.L. 4.1	R.L. 5.1
Chapter 1	R.L. 3.1 R.L. 3.3 R.L. 3.5	R.L. 4.1 R.L. 4.3	R.L. 5.1 R.L. 5.3
Chapter 2	R.L. 3.1 R.L. 3.3 R.L. 3.4	R.L. 4.1 R.L. 4.3 R.L. 4.4	R.L. 5.1 R.L. 5.3 R.L. 5.4
Chapter 3	R.L. 3.1	R.L. 4.1	R.L. 5.1
Chapter 4	R.L. 3.1 R.L. 3.2 R.L. 3.3	R.L. 4.1 R.L. 4.2 R.L. 4.3	R.L. 5.1 R.L. 5.2 R.L. 5.3
Chapter 5	R.L. 3.1 R.L. 3.3 R.L. 3.6	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 6	R.L. 3.1	R.L. 4.1	R.L. 5.1
Chapter 7	R.L. 3.1	R.L. 4.1	R.L. 5.1
Chapter 8	R.L. 3.1 R.L. 3.3 R.L. 3.4 R.L. 3.6	R.L. 4.1 R.L. 4.3 R.L. 4.4	R.L. 5.1 R.L. 5.4
Chapter 9	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 10	R.L. 3.1	R.L. 4.1	R.L. 5.1
Chapter 11	R.L. 3.1	R.L. 4.1	R.L. 5.1
Chapter 12	R.L. 3.1 R.L. 3.5	R.L. 4.1	R.L. 5.1 R.L. 5.5
Chapter 13	R.L. 3.1 R.L. 3.3 R.L. 3.6	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 14	R.L. 3.1	R.L. 4.1	R.L. 5.1

	3 RD GRADE	4 TH GRADE	5 TH GRADE
Chapter 15	R.L. 3.1 R.L. 3.3 R.L. 3.4	R.L. 4.1	R.L. 5.1 R.L. 5.4
Chapter 16	R.L. 3.1 R.L. 3.6	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 17	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 18	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 19	X	X	X
Chapter 20	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 21	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 22	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 23	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 24	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 25	R.L. 3.1 R.L. 3.6 R.L. 3.7	R.L. 4.1	R.L. 5.1 R.L. 5.6
Chapter 26	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 27	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 28	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 29	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1
Chapter 30	R.L. 3.1	R.L. 4.1	R.L. 5.1

SIDEWAYS STORIES

from WAYSIDE SCHOOL

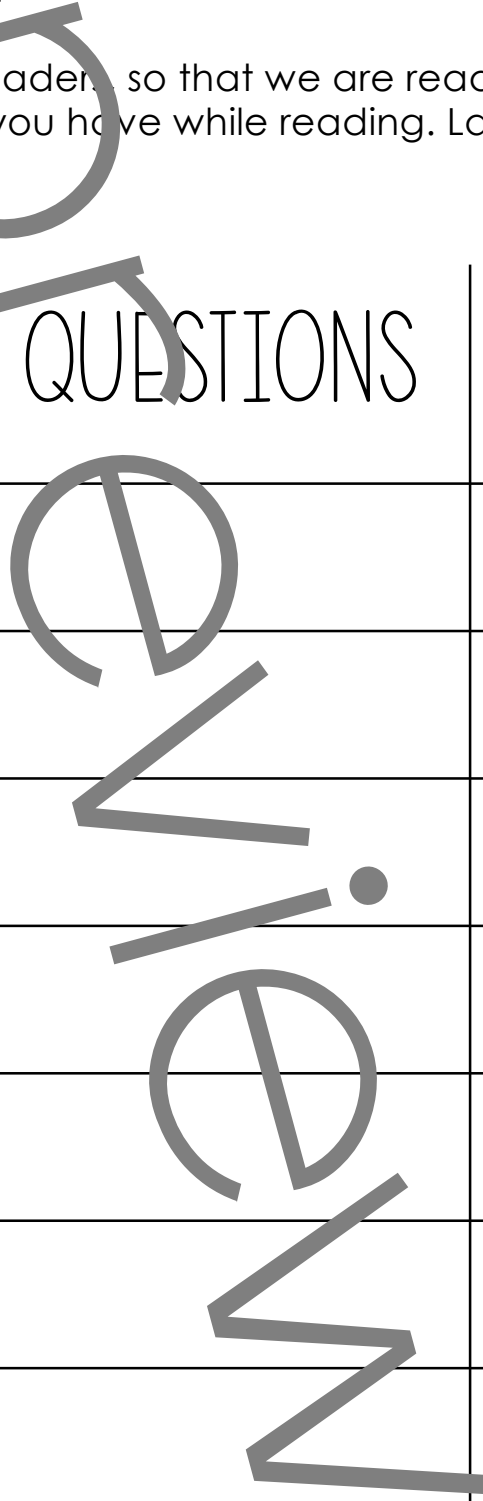


NAME: _____

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

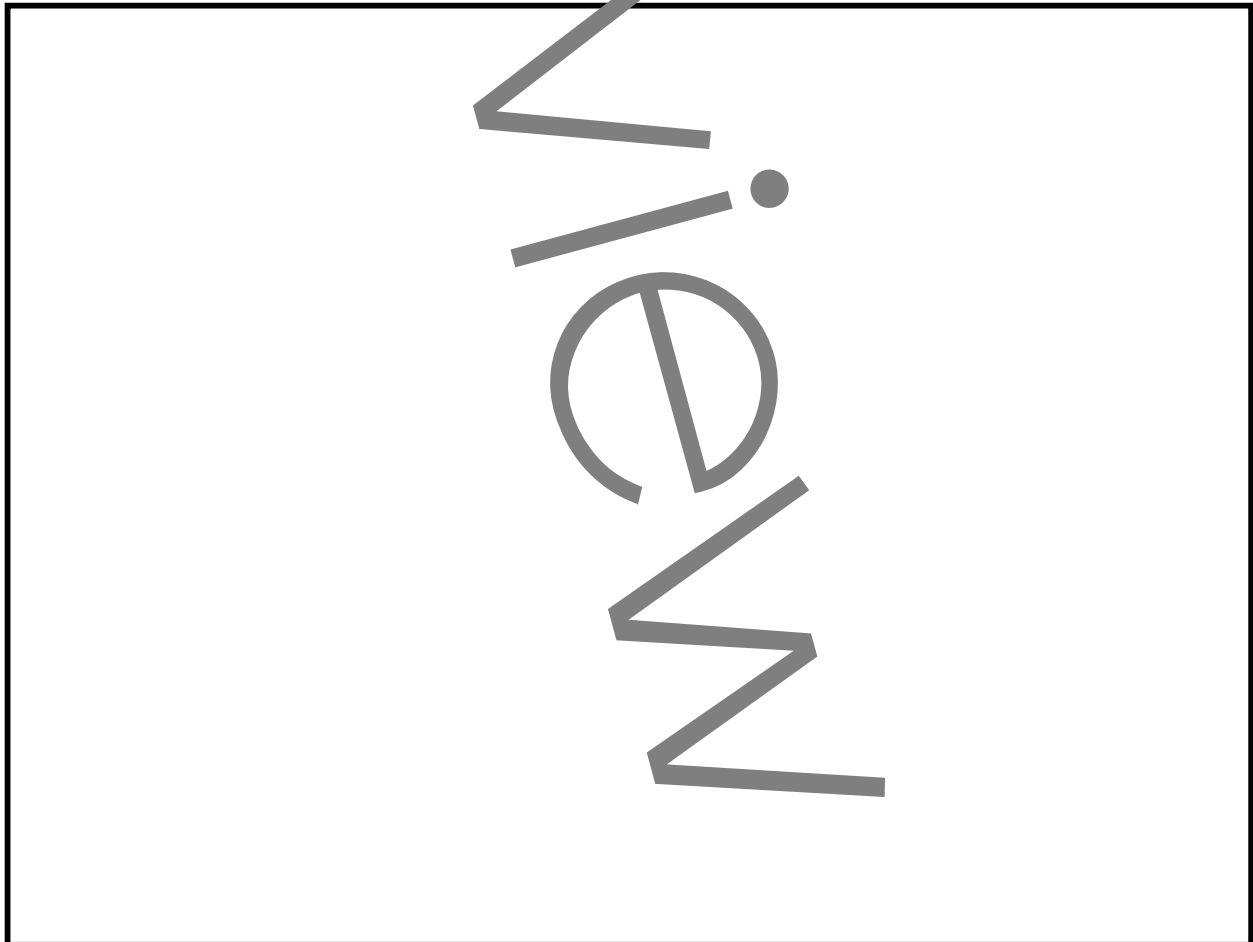


Name: _____

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

1. What is special about Wayside School?

2. In the space below, draw a picture of Wayside School. Use the author's description of the school in the introduction to help you.



Name: _____

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

1. Describe Mrs. Gorf using 3 details from the story in your answer.

2. Complete the following table explaining why the students were turned into apples.

STUDENT	REASON FOR BEING TURNED INTO APPLE
Joe	
John	
Todd	
Stephen	
Katy	
Paul	
Terrence	
Maurecia	
the 3 Erics	

Name: _____

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

3. Why does Louis, the yard teacher, think that Mrs. Gorf must be the best teacher in the world?

4. What events led up to the apples turning back into children?

5. Oh no! What happened to Mrs. Gorf at the end of the chapter?

6. Make a prediction on your **Prediction Chart**. What do you think will happen to the students on the thirtieth story now?

Name: _____

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

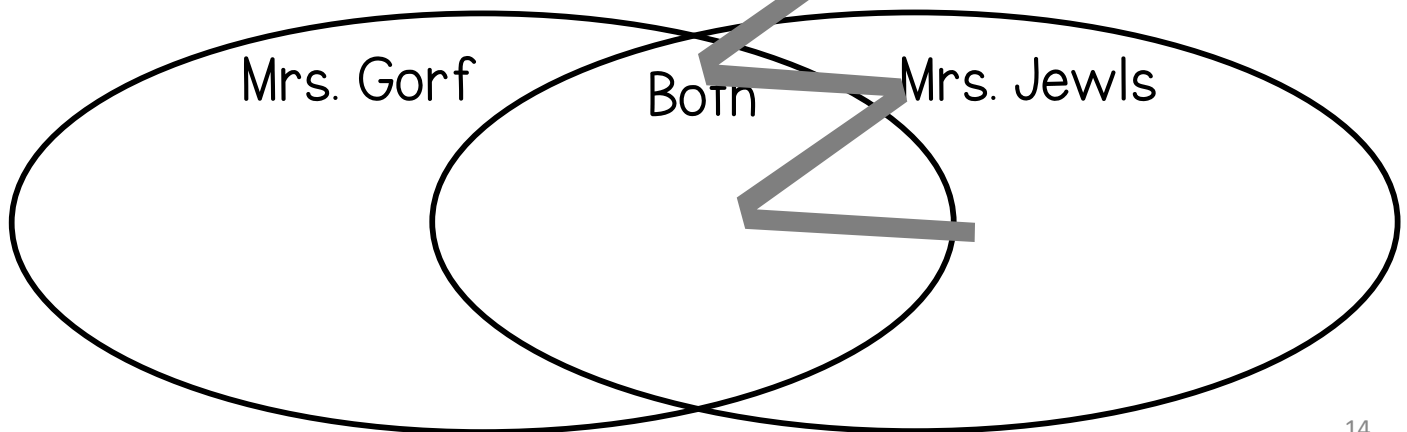
1. This is a silly story! Explain why Mrs. Jewls AND the students are afraid.

2. Mrs. Jewls thinks the students are

- a) teddy bears
- b) monkeys
- c) kittens

3. At the end of the chapter, why does Jason say he liked it better when Mrs. Jewls thought they were monkeys?

4. Compare and contrast Mrs. Jewls to Mrs. Gorf. Think about the way they look, act, and how they handle discipline in the classroom.



Name: _____

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

1. What can't Joe do?

- a) read
- b) add
- c) count

2. Explain what is *peculiar*, or strange, about how Joe counts.

3. Why do you think Mrs. Jewls put Maurecia's name under Discipline, and not Joe's name?

4. Make a connection on your **Connection Chart**. Do you think you can really count the hairs on your head? Have you ever tried? If so, write about it!

5. Knowing how many hairs Joe has, how many hairs do you estimate are on *your* head?

Name: _____

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

1. Describe Sharie using 3 details from the story.

2. Write a summary of what happened to Sharie at school. You may use the words below for help.

Louis overcoat window confused asleep arithmetic

First,

Next,

Then,

After that,

Finally,

Name: _____

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

3. Choose the word that you think best describes Louis. Support your choice with 2 details from the story.

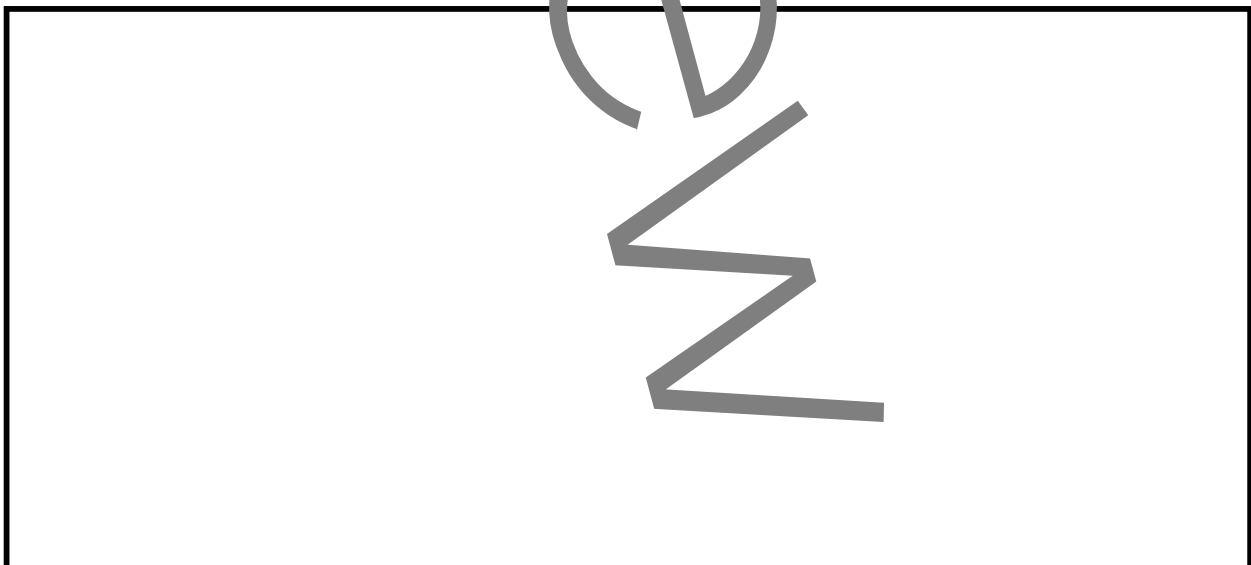
kind

helpful

nosy

4. Make an inference. Why wasn't Sharie tired that night?

5. Illustrate a 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. Choose the word that you think best describes Todd. Support your choice with one detail from the story.

unlucky

obedient

quiet

2. Choose the word that you think best describes Joy. Support your choice with one detail from the story.

rude

annoying

lucky

3. Who entered the classroom unexpectedly?

- a) Mrs. Gorf
- b) robbers
- c) Louis

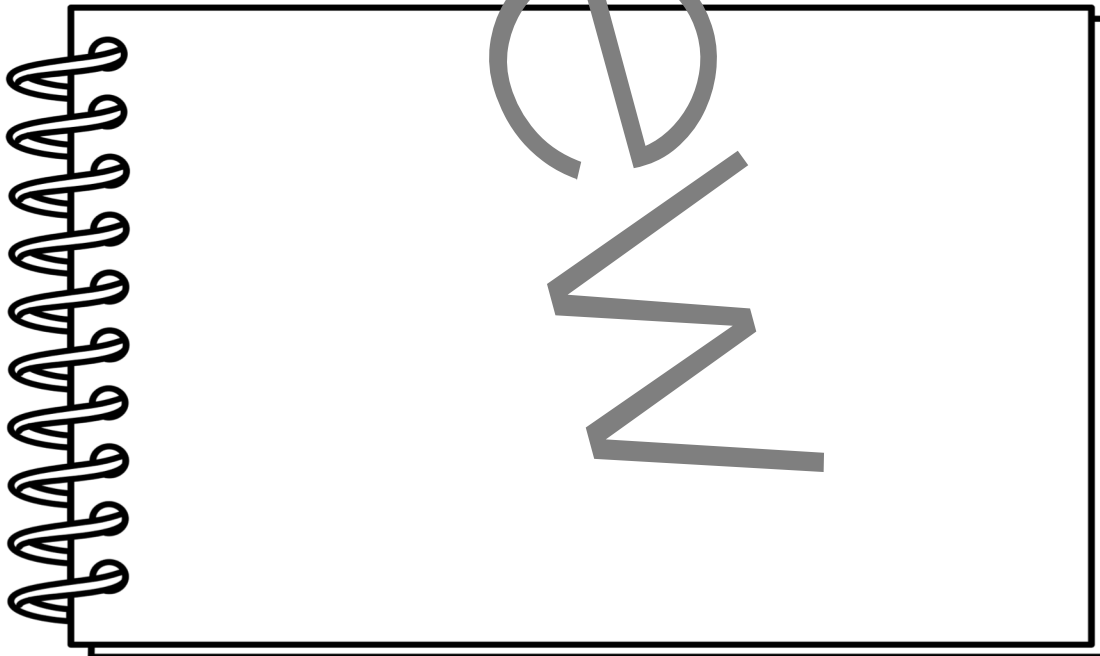
Name: _____

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

4. How does Todd "save the day?" Use details from the story in your answer.

5. Explain how Todd gets his third strike.

6. Pretend you are Todd. Write a diary entry explaining what happened at school today. Be sure to include how you are feeling, as well.



Name: _____

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

1. Describe Bebe using 2 details from the story in your answer.

2. Explain how Bebe and Calvin make a good team.

3. What is Mrs. Jewls' opinion about Calvin?

4. Why do you think Bebe looked as though she was going to cry?

5. Make a connection on your **Connection Chart**. Write about a time your feelings were hurt, even that wasn't the person's intent.

Name: _____

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

1. What does Mrs. Jewls ask Calvin to do for her?

2. Explain why Calvin can't do what Mrs. Jewls asked. Include 3 details from the story in your answer.

3. What did Mrs. Jewls' note say?

4. At the end of the chapter, explain why Calvin says, "Really, it was nothing."

Name: _____

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

1. Myron is a good

- a) speaker
- b) reader
- c) listener

2. What did Mrs. Jewls say Myron must do as class president?

- a) take attendance
- b) turn the lights on and off
- c) write an essay

3. Myron is disappointed about this new job. How would you feel if you were class president and Mrs. Jewls gave you this same task? Explain your thinking.

Name: _____

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

4. Circle the word that you think best describes Myron. Support your choice with one detail from the story.

frustrated

kindhearted

responsible

5. Explain the last 2 sentences of the chapter.

Myron, who was president for only a day, was the best president in the history of Wayside School. It was just that nobody knew it.

Name: _____

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

1. Describe Maurecia using 3 details from the story in your answer.

2. What is Maurecia's problem in the beginning of the chapter?

3. How does Mrs. Jewls try to solve Maurecia's problem?

4. As the day goes on, Mrs. Jewls makes student-flavored ice cream for everyone. Each students thinks their ice cream tastes like

- a) nothing.
- b) garbage.
- c) porridge.

Name: _____

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

1. What does Paul want to do?

2. With whom, or what, does Paul have a conversation?

- a) Leslie
- b) Leslie's pig tails
- c) Mrs. Jewls

3. At the end of the chapter, Leslie screams for a third time. Why do you think she screams again?

4. Make a connection on your **Connection Chart**. Write about something you really wanted to do, even though you know you should not. Did you do it anyway? Why or why not?

Name: _____

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

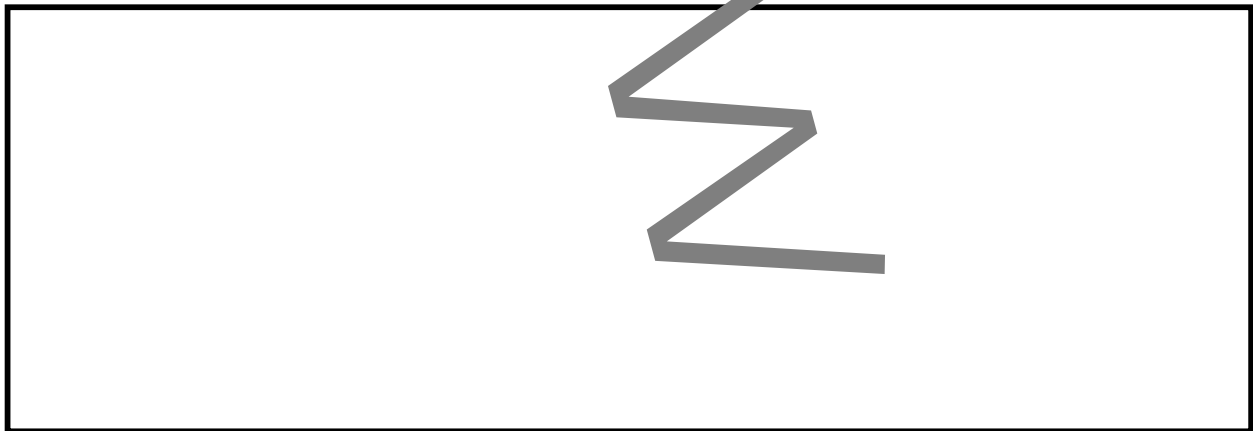
1. What is Dana's problem in the story?

2. How does Mrs. Jewls suggest they solve Dana's problem?

3. What causes Dana's mosquito bites to stop itching?

- a) She answers $75+49$.
- b) She uses calamine lotion.
- c) She stops scratching them.

4. 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. Wayside School is a crazy place! Complete the Story Map describing Jason's day at school!

Characters	
Setting	
Main Problem	
Events leading to the solution	
Solution	

Wayside

SIDEWAYS STORIES FROM WAYSIDE SCHOOL

Name: _____

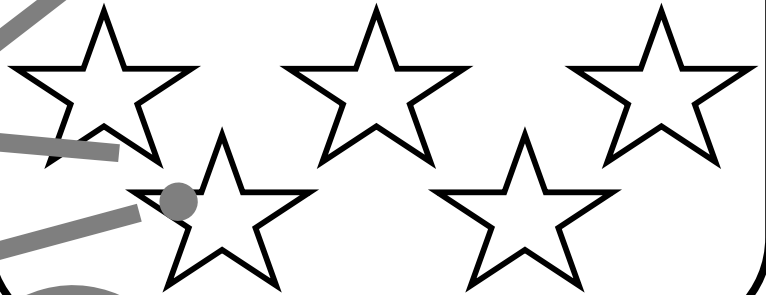
Book Recommendation

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: *Louis is friendly. He is friendly when ...*)

Glue down the rectangular strip only ↓

SIDEWAYS STORIES FROM WAYSIDE SCHOOL	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 ↓

SIDEWAYS STORIES FROM WAYSIDE SCHOOL CH. _____

First
Next
Then
After that
In the end

← Cut flaps

Name: _____

Directions: Cut out and glue into your interactive notebook. What might be the author's purpose for writing *Sideways Stories from Wayside School*? Do you think the author was writing to inform, entertain, or persuade? Circle your answer on the front, and then lift the flap and explain how you know.

Glue down the rectangular strip only ↓

SIDEWAYS STORIES FROM WAYSIDE SCHOOL
AUTHOR'S PURPOSE

The author's purpose for writing this story is to:

- a) entertain readers
- b) inform readers
- c) persuade readers

Name: _____

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

1. What is special about Wayside School?

It was accidentally built 30 stories high instead of one story high with 30 rooms in a row.

2. In the space below, draw a picture of Wayside School. Use the author's description of the school in the introduction to help you.

The drawing should show one building that is 30 stories high. The playground should be extra large.

Name: _____

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

1. Describe Mrs. Gorf using 3 details from the story in your answer.

She has a long tongue, pointed ears, and is the meanest teacher at Wayside School. She turns kids into apples.

2. Complete the following table explaining why the students were turned into apples.

STUDENT	REASON FOR BEING TURNED INTO APPLE
Joe	copying John
John	letting Joe cheat
Todd	saying it wasn't fair because John was trying to help
Stephen	cried
Katy	late to school
Paul	sneezed
Terrence	fell out of his chair
Maurecia	tried to run away
the 3 Erics	laughed

Name: _____

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

3. Why does Louis, the yard teacher, think that Mrs. Gorf must be the best teacher in the world?

She has so many apples on her desk, and only good teachers are given apples.

4. What events led up to the apples turning back into children?

Todd jumped off the desk and bumped Mrs. Gorf on the nose. The apples all began bumping her on the nose and wouldn't stop. Then, she turned them back into children.

5. Oh no! What happened to Mrs. Gorf at the end of the chapter?

She was about to turn them into apples again. Jenny held up a mirror and Mrs. Gorf changed into an apple. Then, Louis ate the apple!

6. Make a prediction on your **Prediction Chart**. What do you think will happen to the students on the third story now? Predictions will vary.

Name: _____

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

1. This is a silly story! Explain why Mrs. Jewls AND the students are afraid.

Mrs. Jewls is afraid of cute kids. The kids are afraid of nice teachers.

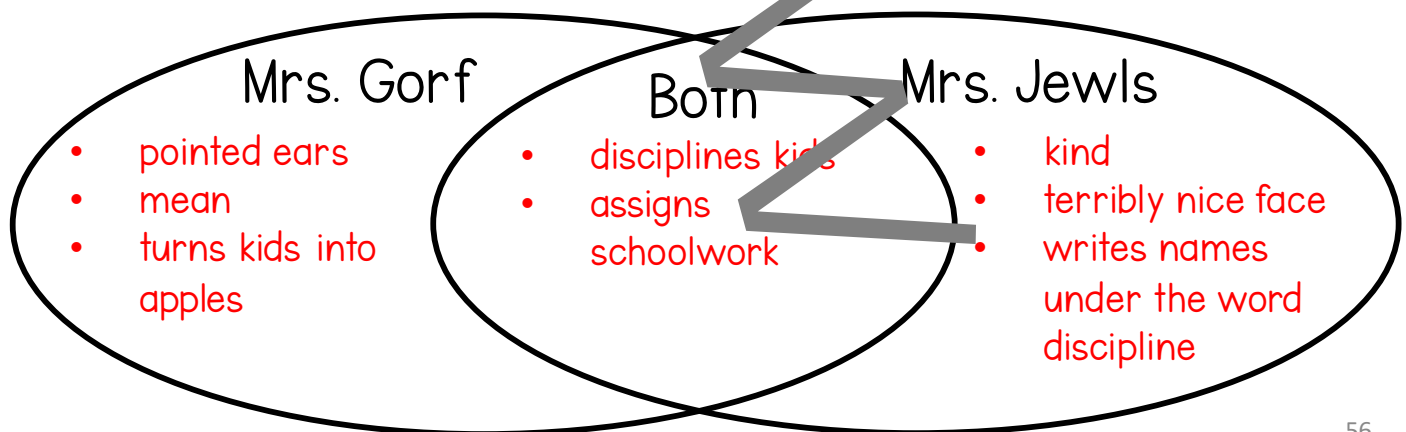
2. Mrs. Jewls thinks the students are

- a) teddy bears
- b) monkeys
- c) kittens

3. At the end of the chapter, why does Jason say he liked it better when Mrs. Jewls thought they were monkeys?

She wasn't giving them schoolwork.

4. Compare and contrast Mrs. Jewls to Mrs. Gorf. Think about the way they look, act, and how they handle discipline in the classroom.



Name: _____

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

1. What can't Joe do?

a) read

b) add

c) count

2. Explain what is *peculiar*, or strange, about how Joe counts.

He counts incorrectly, but always gets the right answer! He stops on the right number.

3. Why do you think Mrs. Jewls put Maurecia's name under Discipline, and not Joe's name?

Maurecia calls Joe stupid, and Mrs. Jewls feels sorry for Joe.

4. Make a connection on your **Connection Chart**. Do you think you can really count the hairs on your head? Have you ever tried? If so, write about it! **Connections will vary.**

5. Knowing how many hairs Joe has, how many hairs do you estimate are on your head? **Estimates will vary.**

Name: _____

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

1. Describe Sharie using 3 details from the story.

She has long eyelashes, weighs 49 pounds, always wears a big overcoat, and likes to sleep.

2. Write a summary of what happened to Sharie at school. You may use the words below for help.

Louis overcoat window confused asleep arithmetic

First,

Sharie falls asleep while Mrs. Jewls is teaching arithmetic.

Next,

Sharie tosses and turns and ends up rolling on top of her desk and out the window!

Then,

Sharie wakes up as she is falling, doesn't know where she is, and falls back to sleep.

After that,

Louis ran over and caught Sharie just before she hit the ground!

Finally,

Sharie tells Louis that he woke her up, but then she laughs and hugs him. He carries her back to class and she has trouble falling asleep that night.

Name: _____

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

3. Choose the word that you think best describes Louis. Support your choice with 2 details from the story.

kind

helpful

nosy

All answers are acceptable but must be supported. Sample answers: Louis is kind because he catches Sharie and carries her back to class. He is helpful when he catches Sharie and when he carries her back to class. Louis is nosy because he checks on the students when the miss recess, and he is looking up at the thirtieth story when Sharie falls down.

4. Make an inference. Why wasn't Sharie tired that night?

Sharie wasn't tired that night because she had a long nap in class.

5. Illustrate a scene from the chapter, just as you visualized it.

Drawings will vary.