

Sideways Stories from Wayside School Lesson Plans

Lesson Text(s): Sideways Stories From Wayside School by Louis Sachar, chapters: 30,

Text Strengths: characters, problem & solution, cause & effect.

Unit Time Frame: 14 days (2 hours per day)

Resources: [“Wayside School 1-10.flipchart”](#) & [“Wayside School 11-20.flipchart”](#) & [Wayside School 21-30.flipchart](#) & [“sideways_rg.pdf”](#) & [readers theater script](#) & [“cause and effect.flipchart”](#)

Lesson Plan	Lesson Outline
<p style="text-align: center;">DAY 1</p> <p>Introduction/ Book Assignments/ Read Ch. 1-2/ Paragraph Response</p>	<p>Introduce the genre: Humor</p> <ul style="list-style-type: none"> • What is humor? • What books, movies, or TV shows can you think of that are humor? • Pass out “Sideways Stories from Wayside School” <p>Chapter 1-</p> <ul style="list-style-type: none"> • Open “Wayside School 1-10.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • (I Do) Teacher reads Chapter 1 aloud, models thinking & using sticky notes, points out vocabulary in context. • Complete Graphic Organizer: Cause and Effect T-Chart as a class. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) What was the children's problem? How did they solve it? 2) How does Mrs. Gorf feel about her job and children? What does she do about it? <p>Chapter 2-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • (We Do) Teacher reads Chapter 2 aloud and the class comes up with what to write on the sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • Complete Graphic Organizer: Venn Diagram comparing Mrs. Gorf and Ms. Jewls • (I Do) W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). The teacher leads the students through how to write a paragraph response with supporting evidence from the text: 1) Compare and contrast Mrs. Jewls with Mrs. Gorf. 2) How does Mrs. Jewls react when she sees the students? Why? How do the children respond?
<p style="text-align: center;">DAY 2</p> <p>Read Ch. 3-5/ Paragraph Response</p>	<p>Cause & Effect-</p> <ul style="list-style-type: none"> • Open “cause and effect.flipchart” • Students will be shown a cause and pantomime a related effect. <p>Chapter 3 (I Do)-</p> <ul style="list-style-type: none"> • Open “Wayside School 1-10.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes,

	<p>points out vocabulary in context.</p> <ul style="list-style-type: none"> • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) How does Mrs. Jewls end up contradicting herself? 2) Why is it important to know how to count? <p>Chapter 4 (We Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter in pairs and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Partners write a paragraph response with supporting evidence from the text: 1) Why does Mrs. Jewls let Sharie sleep in class? Should Sharie be aloud to sleep in class? Should you? <p>Chapter 5 (You Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter alone and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Individual students write a paragraph response with supporting evidence from the text: 1) Todd tells the robbers that “Knowledge is much more valuable than money” (pg. 30). Do you agree with him? Why? 2) Why does Todd always get sent home on the kindergarten bus? Is it fair? How could he solve is problem?
<p>DAY 3 Share Writing/ Read Ch. 6-8/ Paragraph Response</p>	<p>Share Writing</p> <ul style="list-style-type: none"> • Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 6 (I Do)-</p> <ul style="list-style-type: none"> • Open “Wayside School 1-10.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Mrs. Jewls tells Bebe and Calvin that art is judged by the quality of the art, not the quantity of the art. Is Mrs. Jewls right or are Calvin and Bebe right? Why? How would you define “art?” <p>Chapter 7 (We Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter in pairs and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with

	<p>reasons and information). Partners write a paragraph response with supporting evidence from the text: 1) What was Calvin's problem? How did he solve it? Was it a good solution? Why?</p> <p>Chapter 8 (You Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter alone and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Individual students write a paragraph response with supporting evidence from the text: 1) In the first paragraph is says: “Other presidents were good speakers. Myron was even better. He was a good listener” (pg. 39). Do you agree with the statement? Why? 2) How is Myron's idea of what a class president should do different from Mrs. Jewls' idea? What would you expect a class president to do?
<p>DAY 4 Share Writing/ Read Ch. 9-11/ Paragraph Response</p>	<p>Share Writing</p> <ul style="list-style-type: none"> • Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 9 (I Do)-</p> <ul style="list-style-type: none"> • Open “Wayside School 1-10.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Would an ice cream flavor based on a person be a good idea? Why or why not? 2) Mrs. Jewls has an unique solution for Maurecia's problem. What is the problem and how is it solved? <p>Chapter 10 (We Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter in pairs and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Partners write a paragraph response with supporting evidence from the text: 1) Did Leslie make the right choice by yelling the third time? Why? 2) The pigtails talk Paul into doing something that he shouldn't do. Think of something you should do but would like to. What would it say to you if it could talk? <p>Chapter 11 (You Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter alone and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words)

	<p>Students enter vocabulary in personal dictionaries.</p> <ul style="list-style-type: none"> W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Individual students write a paragraph response with supporting evidence from the text: 1) How was arithmetic used to solve Dana's problem? Do you think the same solution would work for you?
<p>DAY 5 Share Writing/ Read Ch. 12-14/ Problem & Solution Chart/ Paragraph Response</p>	<p>Share Writing</p> <ul style="list-style-type: none"> Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 12 (I Do)-</p> <ul style="list-style-type: none"> Open “Wayside School 11-20.flipchart” RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. Introduce graphic organizer: Problem and Solution Chart. SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Did Jason deserve the gum on his chair? Why or why not? 2) Jason seemed to think that the solutions were worse than the problem. Was he right? <p>Chapter 13 (We Do)-</p> <ul style="list-style-type: none"> Introduce vocabulary words and chapter questions Students read the chapter in pairs and write on sticky notes to show their thinking. L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Partners write a paragraph response with supporting evidence from the text: 1) How does Rondi feel about people liking the things she does not have? Why do you think she feels that way? <p>Chapter 14 (You Do)-</p> <ul style="list-style-type: none"> Introduce vocabulary words and chapter questions Students read the chapter alone and write on sticky notes to show their thinking. L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). 1) What kind of person is Sammy? Describe his appearance and personality. 2) If you were a dead rat trying to sneak into Mrs. Jewls' classroom, how would you manage it?
<p>DAY 6 Share Writing/</p>	<p>Share Writing</p> <ul style="list-style-type: none"> Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 15 (I Do)-</p> <ul style="list-style-type: none"> Open “Wayside School 11-20.flipchart”

<p>Read Ch. 15-17/ Problem & Solution Chart/ Cause & Effect T- Chart/ Paragraph Response</p>	<ul style="list-style-type: none"> • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. • Graphic organizer: Problem and Solution Chart. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Describe the problem and the solution in the story. What do you think will probably happen with Deedee's problem in the future? <p>Chapter 16 (We Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter in pairs and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • Graphic organizer: Cause and effect T-Chart • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Partners write a paragraph response with supporting evidence from the text: 1) Choose one of the quotes and describe how it relates to D.J.'s story. <p>Chapter 17 (You Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter alone and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • Graphic organizer: Problem and Solution Chart. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). 1) John gets rid of one problem, but gains a new one. Which problem do you think is the worse one to have? Why?
<p>DAY 7 Share Writing/ Read Ch. 18-20/ Paragraph Response</p>	<p>Share Writing</p> <ul style="list-style-type: none"> • Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 18 (I Do)-</p> <ul style="list-style-type: none"> • Open “Wayside School 11-20.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Leslie is offered many suggestions for what she can do with her toes. Put the suggestions in order from the best idea to the worst idea. Explain why you put them in the order you did. <p>Chapter 19 (We Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter in pairs and write on sticky notes to show their thinking.

	<ul style="list-style-type: none"> • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Partners write a paragraph response with supporting evidence from the text: 1) Why is the 19th chapter so short? <p>Chapter 20 (You Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter alone and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). 1) How is Kathy “right all the time but still wrong” (pg. 84)? 2) How does Kathy create a self-fulfilling prophecy?
<p>DAY 8 Share Writing/ Read Ch. 21-23/ Paragraph Response</p>	<p>Share Writing</p> <ul style="list-style-type: none"> • Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 21 (I Do)-</p> <ul style="list-style-type: none"> • Open “Wayside School 21-30.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Why don't the other kids want Ron to play? Are they being fair? What should they do? 2) How does Ron respond when Louis says he doesn't play well? Why do you think he responds that way? <p>Chapter 22 (We Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter in pairs and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • Complete Graphic Organizer: Venn Diagram- compare the 3 Erics. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Partners write a paragraph response with supporting evidence from the text: 1) “All three Erics had nicknames. It was better that way” (pg. 90). Do you agree with the quote? Why or why not? <p>Chapter 23 (You Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter alone and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with

	<p>reasons and information). 1) Think of at least 3 adjectives that describe Allison. Explain why you picked each adjective. 2) Mrs. Jewls tells Allison that children are really smarter than their teachers, is she right?</p>
<p>DAY 9 Share Writing/ Read Ch. 24-26/ Paragraph Response</p>	<p>Share Writing</p> <ul style="list-style-type: none"> • Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 24 (I Do)-</p> <ul style="list-style-type: none"> • Open “Wayside School 21-30.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Why did Dameon have to go up and down the stairs so often? What could he have done differently so her wouldn't have to? <p>Chapter 25 (We Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter in pairs and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Partners write a paragraph response with supporting evidence from the text: Making Predictions. <p>Chapter 26 (You Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter alone and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). 1) What does “Terrence was a good athlete but a bad sport” (pg. 104) mean? How does Terrence show that in the story? 2) Do you agree with the children who said Terrence “deserved it” (pg. 107 when Louis asked? Why?
<p>DAY 10 Share Writing/ Read Ch. 27-29/ Paragraph Response</p>	<p>Share Writing</p> <ul style="list-style-type: none"> • Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 27 (I Do)-</p> <ul style="list-style-type: none"> • Open “Wayside School 21-30.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) What are the consequences of Joy's actions? Are they

	<p>fair? Why?</p> <p>Chapter 28 (We Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter in pairs and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Partners write a paragraph response with supporting evidence from the text: 1) What happened when all the children traded names? Would you have traded your name too? What name would you like? <p>Chapter 29 (You Do)-</p> <ul style="list-style-type: none"> • Introduce vocabulary words and chapter questions • Students read the chapter alone and write on sticky notes to show their thinking. • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries. • W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). 1) What reasons does Stephen have to feel embarrassed? How does the situation end up working in his favor?
<p>DAY 11</p> <p>Share Writing/</p> <p>Read Ch. 30/</p> <p>You're off the Island!/ Reader's Theater</p>	<p>Share Writing</p> <ul style="list-style-type: none"> • Look at pros and cons of sample student writing for the previous day's paragraph response. <p>Chapter 30 (I Do)-</p> <ul style="list-style-type: none"> • Open “Wayside School 21-30.flipchart” • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words • Teacher reads the chapter aloud, models thinking & using sticky notes, points out vocabulary in context. • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) What kind of place is Louis describing in his story? Why don't the children believe him? 2) Compare and contrast your school to Wayside School. <p>You're Off The Island!</p> <ul style="list-style-type: none"> • Each student draws one of the character names from a hat. they have to come up with reasons to stay on the 'island' based on what they knew about the character. The remaining students vote whether that character could stay or not (and give reasons why or why not). <p>Reader's Theater</p> <ul style="list-style-type: none"> • Pass out the script, read once as a class. • Students are split into groups of 9 • Each student chooses a role to read. • Students highlight their parts and read through the script individually. • Students run through the script once as a group.

<p>DAY 12 Reader's Theater/ Gravity Versus Eggs</p>	<p>Reader's Theater</p> <ul style="list-style-type: none"> • Students remain in the same group and practice running through the script. <p>Gravity Versus Eggs</p> <ul style="list-style-type: none"> • Name two examples of gravity in Sideways Stories (Sharie falling, Mrs. Jewls throwing out a computer) • Vocabulary: gravity, acceleration, impact • Students explain cause and effect in relation to dropping an egg. • Students must design a system to protect their egg if it is dropped from the top of the playground equipment and write up a report about their experiment using the scientific method. • Full instructions on pg. 20 of sideways_rg.pdf
<p>DAY 13 Reader's Theater/ Around the Wayside World</p>	<p>Reader's Theater</p> <ul style="list-style-type: none"> • Students remain in the same group and practice running through the script. • Students will read "Problems With the Scientific Method." <p>Around the Wayside World</p> <ul style="list-style-type: none"> • Students will read about schools in Japan and Argentina. • Students will compare/contrast the schools in the US, Japan, and Argentina using a Venn Diagram. • Full instructions on pg. 15 of sideways_rg.pdf
<p>DAY 14 Our Sideways Stories</p>	<p>Our Sideways Stories</p> <ul style="list-style-type: none"> • Each student will write a Sideways Stories chapter about something that is unique about themselves for a class book, writing will be in 3rd person. • Full instructions on pg. 4 of sideways_rg.pdf

sideways_rg.pdf is from the Oregon Children's Theatre Teacher Resource Guide 2009-2010