

# Sideways Stories From Wayside School

by Louis Sachar

## Classroom Favorites



Teacher's Guide by Laurie Rozakis, Ph.D.

A Perma-Bound Production

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### SYNOPSIS

**Introduction** The Wayside School was supposed to be one story high, with 30 classrooms side by side; instead, it was built sideways, with 30 one-classroom stories. As befits such a strange school, these tales are a bit strange too.

**1: Mrs. Gorf** The meanest teacher in the school, Mrs. Gorf turns children who displease her into apples. Eventually, she turns *all* the children into apples. When the apples try to attack her, she is forced to turn them back into children. Jenny holds up a mirror, and Mrs. Gorf turns herself into an apple—which Louis eats.

**2: Mrs. Jewls** Mrs. Jewls, the replacement teacher, says that all the kids are monkeys. At the end of the day, she admits they are kids and sets them to work.

**3: Joe** Despite Mrs. Jewls' best efforts, Joe cannot count. When he wakes up the next day, he knows how to count.

**4: Sharie** Sharie falls asleep and rolls out the window. Just before she hits ground, Louis, the yard teacher, catches her. Sharie is annoyed that Louis interrupted her dream. That night, she can't sleep because she's not tired.

**5: Todd** Todd always gets into trouble. Two robbers come into class and demand money. He gives the robbers Joy's workbook, because knowledge is more valuable than money.

**6: Bebe** Bebe, the fastest draw in class, collaborates with Calvin. Together, they draw 378 pictures. Mrs. Jewls explains that when it comes to art, quality counts more than quantity.

**7: Calvin** Calvin goes on an errand for Mrs. Jewls, trying to find the 19th floor. Since there is none, he cannot deliver the message—but there's no message, either.

**8: Myron** Myron is elected class president and charged with turning on the lights in the classroom every day. One day he cannot fulfill his duties because he helps Dana take her dog Pugsy to the vet because Pugsy has been hit by a car. Stephen replaces Myron as class president, with the same duty.

**9: Maurecia** Maurecia brings ice cream to school everyday until she gets sick of the same flavors. Mrs. Jewls invents new flavors, one for each child. The children cannot taste their own flavors, only those of the other children. Everyone agrees that Maurecia's flavor is the best.

**10: Paul** Paul pulls Leslie's pigtails. He believes that pigtails were meant to be pulled, even though he gets in trouble for it.

**11: Dana** Dana is covered in mosquito bites, 124 of them. They become the basis of a math lesson.

**12: Jason** Jason sits on gum and gets stuck to his chair. They pour ice water over him, but he remains stuck. When Joy threatens to kiss him, he springs from his chair.

**13: Rondi** Rondi is missing her front teeth, which everyone thinks is cute. When she does not tell a joke, everyone laughs. The teacher explains that the funniest jokes are those that don't get told, which makes Rondi angry.

**14: Sammy** On a rainy day, Sammy comes to class covered in raincoats. Mrs. Jewls peels them off one after another. The smell is terrible.

**15: Deedee** Deedee can never get one of the good balls to play with at recess because she has to run down 30 flights of stairs. She disguises herself as a dead rat and gets to the playground first. She gets the green ball, the good one.

**16: D.J.** D.J. is very happy. He explains that people don't need a reason to be happy.

**17: John** John has trouble reading books right-side up. He tries to stand on his head. When he falls flat on his face, he can suddenly read right-side up.

**18: Leslie** Leslie decides to give her toes away because they don't have any use. Louis offers her a few cents for a few of them, but she refuses to break up the set.

**19: Miss Jarves** Miss Jarves does not exist so there is no story.

**20: Kathy** Kathy does not like people. She has no reason for her feelings, which shows that a person can be right all the time and still be wrong.

**21: Ron** Ron plays kickball with his friends.

**22: The Three Erics** The three Erics (Eric Fry, Eric Bacon, and Eric Ovens) do not look anything alike or act the same, but they are lumped together nonetheless. They all have insulting nicknames and are all treated poorly—even though Eric Ovens is the nicest boy in the class.

**23: Allison** Allison gives her food to the lunch teacher, her book to the librarian, and her ball to the yard teacher. She comes back to the classroom early and learns that children are smarter than their teacher—which everyone knows!

**24: Dameon** Dameon runs up and down all 30 flights of stairs asking Louis if he wants to see a movie about turtles. When the pencils get mixed up, he spends the rest of the day trying to write his name on his own pencil.

**25: Jenny** Jenny enters an empty classroom and is confronted by mysterious, menacing men. At the end of the story, she learns that it is Saturday, which is why she is the only one in class.

**26: Terrence** Terrence, a good athlete but a bad sport, gets

kicked over the fence.

**27: Joy** When she forgets her lunch, Joy eats Daemon's delicious lunch. Her mother brings her poor lunch, which Daemon gratefully eats. For the rest of the year, every time she eats the same food that she stole from Daemon, it tastes like mush.

**28: Nancy** Nancy, a boy, trades names with Mac, a girl. Then everyone in the class trades names. Later, they all trade back—except for Nancy and Mac. Having gender-appropriate names makes them feel more socially comfortable.

**29: Stephen** Stephen comes to class in a Halloween costume, even though it is not Halloween. The kids all make fun of him. Mean Mrs. Gorf magically appears. When Stephen hugs her, she vanishes.

**30: Louis** Louis, the author, tells the children a story about a normal school with normal kids. The children of Wayside School are appalled at his "fairy tale."

### BIOGRAPHICAL SKETCH

Louis Sachar (pronounced Sack-er) was born in 1954 in East Meadow, New York. The family moved to Southern California when Louis was nine years old. Sachar liked school and was a good student. He especially enjoyed playing baseball in the Little League.

Sachar had begun college at Antioch College in Ohio when he received word of his father's sudden death. He returned to California to be near his mother and took a semester off. After a short career selling Fuller Brushes door-to-door, Sachar returned to school in Berkeley, California, majoring in economics. During his last year of college, Sachar worked part-time at Hillside school. He received college credit for being a teacher's aide, and was paid two dollars an hour to watch over the kids on the playground. His official title was Noontime Supervisor, but the kids called him "Louis the yard teacher." Many of the kids in *Sideways Stories from Wayside School* are named after the kids he knew at Hillside, and, of course, Louis the yard teacher is in there, too.

Sachar graduated from Berkeley in 1976 and worked briefly in a sweater warehouse in Norwalk, Connecticut, and wrote at night. Sachar returned to college and earned his law degree in 1980. In his spare time, Sachar continued writing for children. Sachar's first book for children, *Sideways Stories from Wayside School*, was accepted for publication during his first week of law school. Although Sachar graduated and passed the bar exam, he worked as a lawyer for only eight years (1981-89) before becoming a full-time children's writer.

Sachar wrote his first children's story as part of a creative writing assignment in high school. That story was called "Apple Power" and was about a mean teacher named Mrs. Gorf who turned her students into apples. As Sachar later remarked: "My teacher didn't think that I had taken the assignment seriously and suggested I write something else." Many years later, the story of Mrs. Gorf became the first story in *Sideways Stories from Wayside School*.

Sachar met his wife, Carla, when he was a visiting author at a school in Texas. She was a counselor at the same school. In his spare time, Sachar enjoys playing chess, cards, skiing, playing the guitar, and singing.

### CRITIC'S CORNER

The reviewer for the *Horn Book* was not impressed with the novel: "A collection of absurd but too-stupid-to-be-funny stories

about the students on the thirtieth floor of the Wayside School, which was accidentally built sideways. Pedestrian writing and forced, contrived humor mark this chapter book." Nonetheless, readers were enthusiastic in their approval. As a result, *Sideways Stories from Wayside School* was named a 1979 Children's Choice Book by a joint committee of the International Reading Association and the Children's Book Council. The novel also won the Ethical Culture Book Award in 1979.

Sachar's subsequent books have won numerous awards, including the Charlie May Simon Book Award, Indian Paintbrush Book Award, Land of Enchantment Children's Book Award, Mark Twain Award, and Milner Award; *Boston Globe-Horn Book Award for Fiction*, 1999. In 1999, Sachar's novel *Holes* won the most prestigious children's book prize, the Newbery Award.

### OTHER BOOKS BY THE AUTHOR

*The Boy Who Lost His Face* (1989)  
*Holes* (1999)  
*Johnny's in the Basement* (1981)  
*Sideways Arithmetic from Wayside School* (1989)  
*Sixth Grade Secrets* (1987)  
*Someday Angeline* (1983)  
*There's a Boy in the Girls' Bathroom* (1987)  
*Wayside School Is Falling Down* (1989)

### BIBLIOGRAPHY

*Contemporary Authors*, Vol. 81-84; New Revision Series, Vols. 15 & 33. Detroit: Gale Research, 1979, 1985, 1991.  
*Something About the Author*, Vols. 63 & 104. Detroit: Gale, 1991, 1999.

### GENERAL OBJECTIVES

1. To recognize the author's use of fantasy
2. To enjoy the author's offbeat humor
3. To understand the novel's title
4. To comprehend the author's use of irony
5. To examine the author's use of paradox
6. To identify the novel's theme
7. To appreciate the novel's moral lessons
8. To compare and contrast the characters
9. To understand Louis' unique role in the novel
10. To visualize the unusual setting

### SPECIFIC OBJECTIVES

1. To distinguish between realistic and fantastic story events
2. To identify the techniques the author uses to create humor
3. To appreciate the novel's subtle moral lessons
4. To understand the symbolism of a school built "sideways"
5. To enjoy the story's comic effects
6. To see the effect of setting on the characters and plot
7. To understand the plot structure
8. To compare and contrast Mrs. Gorf and Mrs. Jewls
9. To understand how the plot is resolved
10. To visualize the story's action

### LITERARY TERMS AND APPLICATIONS

For a better understanding of Louis Sachar's style, present the following terms and applications to the novel:

**humor** the parts of a story that are funny. Humor can be created through sarcasm, word play, irony, and exaggeration. Louis

Sachar creates humor in *Sideways Stories from Wayside School* primarily through wordplay. On page 13, for example, Mrs. Jewls is frustrated that Joe cannot learn to count consecutively. She hits her head against the wall five times and asks, "How many times did I hit my head against the wall?" Since "hitting your head against the wall" is an idiom, we don't expect her to do it literally. This word play between figurative and literal language creates humor.

**hyperbole** exaggeration used for a literary effects such as emphasis, drama, or humor. Sachar uses hyperbole in *Sideways Stories from Wayside School* to make the story funnier and more enjoyable. For example, in Chapter 4, Sharie weighs only 49 pounds, but her overcoat weighs 35 pounds (15 pounds for the red part, 15 pounds for the blue part, and 5 pounds for the hood.) To add to the hyperbole, Sharie's eyelashes weigh a pound and a half each!

**irony** something that happens which is different from what was expected. In *verbal irony*, there is a contrast between what is stated and what is suggested. In *dramatic irony*, there is a contrast between what a character believes and what the audience knows is true. In *irony of situation*, an event reverses what the readers or characters expected. Chapter 7 is built on irony. In this chapter, Calvin goes on an errand for Mrs. Jewls, trying to find the 19th floor. Since there is no 19th floor, he cannot deliver the message—but there's no message, either. We see dramatic irony in the contrast between what Calvin believes (the errand has a purpose) and what we know is true (the errand does not have a purpose). The irony of situation occurs in the end, when we expect Calvin to be frustrated. On the contrary: Sachar ends with a brilliant pun—"but really, it was nothing," Calvin says. The errand really *was* nothing, since it did not have a purpose; it was also nothing because nothing was accomplished.

### CROSS CURRICULAR SOURCES

#### Fiction

Lloyd Alexander, *The Castle of Llyr*

Judy Blume, *Freckle Juice*

Andrew Clements, *Frindle*

Andrew Clements, *The Landry News*

Roddy Doyle, *The Giggler Treatment*

Jack Gantos, *Joey Pigza Swallowed the Key*

John Reynolds Gardiner, *Stone Fox*

Eva Ibbotson, *The Secret of Platform 13*

Kate Klise, *Regarding the Fountain: A Tale, in Letters, of Liars and Leaks*

Alex Kathleen Krull, *Fitzgerald's Cure for Nightmares*

Richard Peck, *A Long Way from Chicago: A Novel in Stories*

Dav Pilkey, *Captain Underpants and the Perilous Plot of Professor Poopyants: The Fourth Epic Novel*

Lemony Snicket, *The Miserable Mill*

William Steig, *Abel's Island*

#### Internet

"Louis Sachar: Top of His Class":

<[www.auschron.com/issues/vol18/issue26/books.sachar.html](http://www.auschron.com/issues/vol18/issue26/books.sachar.html)>

"Louis Sachar: Children's Book Council Archives":

<[www.cbcbooks.org/html/louissachar.html](http://www.cbcbooks.org/html/louissachar.html)>

"Louis Sachar" (Authors and Illustrators Index):

<[www.randomhouse.com/teachers/authors/sachar.html](http://www.randomhouse.com/teachers/authors/sachar.html)>

"Meet Louis Sachar (Texas Book Festival Children's Chapter)":

<[www.austin360.com/entertainment/books/features/bookfest/author\\_sachar.html](http://www.austin360.com/entertainment/books/features/bookfest/author_sachar.html)>

#### Videos/DVDs

*James and the Giant Peach* (1996)

*Matilda* (1996)

*The Muppet Movie* (1979)

*The Last Unicorn* (1982)

*My Neighbor Totoro* (1993)

*The Parent Trap* (1961)

*The Princess Bride* (1987)

*The Red Balloon* (1956)

*The Wizard of Oz* (1939)

#### Audio

*Sideways Stories from Wayside School* (Audio File)

### THEMES AND MOTIFS

A study of the central issues and situations in Louis Sachar's *Sideways Stories from Wayside School* should include these aspects:

#### Themes

- being different
- learning math
- losing teeth
- drawing and artistic ability
- having cruel teachers
- learning to read
- misbehaving in class
- making friends
- helping others
- being a good sport

#### Motifs

- forging your identity
- learning difficult subjects
- enjoying new experiences
- sharing your possessions
- having fun with friends
- learning to believe in yourself
- reading books
- playing games with friends
- dealing with unexpected and inexplicable situations
- working toward a common goal

### MEANING STUDY

Below are words, phrases, sentences, or thought units that have particular meaning in the novel. Explain the meaning of each. Chapter and page numbers indicate the context from which the item is taken.

1. Wayside School was accidentally built sideways. (Introduction, p. 1)  
(*The school was supposed to be only one story high, with 30 classrooms all in a row. Instead, it is 30 stories high, with a classroom on each story. The builder said he was very sorry. The building's goofy layout foreshadows the story's wacky content and offbeat way of looking at reality.*)
2. Mrs. Gorf wiggled her ears—first her right one, then her left—stuck out her tongue, and turned Todd into an apple. (Mrs. Gorf, p. 4)  
(*From the very beginning, Louis Sachar plunges readers into an upside-down world. Many students think their teachers are witches—but Mrs. Gorf really is! In addition to her cruelty, she turns the children who displease her into apples.*)

3. "Boy, am I hungry," said Louis. "I don't think Mrs. Gorf would mind it I ate this apple..." He picked up the apple, which was really Mrs. Gorf, shined it on his shirt, and ate it. (Mrs. Gorf, p.6)  
*(Students often dream of getting revenge on cruel teachers. In this instance, they do: by eating her! However, since this is the wild world of Wayside School, Mrs. Gorf's ghost reappears in the end of the novel in a final attempt to get even with her students for misbehaving and eating her.)*
4. "School just speeds things up," said Mrs. Jewls. (Joe, p. 15)  
*(Joe is frustrated by his inability to count consecutively. Mrs. Jewls reassures Joe that one day he will wake up and be able to count. If this is true, Joe questions, why does he have to bother to go to school? Mrs. Jewls explains that school speeds things up, as the quote shows. Sachar sneaks little lessons into these stories. This lesson—the importance of school—is the first one.)*
5. "Knowledge is much more valuable than money." (Todd, p. 22)  
*(When robbers break into Mrs. Jewls' classroom looking for money, Todd gives them Joy's workbook instead. The workbook is far more valuable than cash because of the knowledge it contains. This chapter concludes with the novel's second lesson, again on the value of education and school. As much as the wacky tone and fantastic events, these morals serve to unify the novel.)*
6. "No", said Mrs. Jewls. "That isn't how you measure art. It isn't how many pictures you have, but how good the pictures are." (Bebe, p. 25)  
*(In this lesson, readers learn that art is based on quality, not quantity. Bebe can turn out hundreds of pictures in an hour, but speed does not determine value. After Mrs. Jewls' lesson, Bebe resolves to take her time drawing and produce her best efforts.)*
7. "But don't let her kiss me!" (Jason, p. 50)  
*(Jason is stuck to his chair with gum. In a last-ditch effort to free him, Mrs. Jewls lets Joy kiss Jason and he falls out of the chair. Since he's hanging upside down, he hits his head on the floor. This scene is a clever twist on the revulsion that elementary school boys often feel for elementary school girls.)*
8. "There's a dead rat in the classroom." (Deedee, p. 62)  
*(Sachar includes several jokes about dead rats. In this instance, Deedee disguises herself as a dead rat so she can get to the playground more quickly during lunchtime. Children love reading about disgusting things such as dead rats, so these scenes are deliciously appalling to kids.)*
9. "You need a reason to be sad. You don't need a reason to be happy." (D.J., p. 66)  
*(This is one of the most important lessons in the novel: be grateful for what you have and enjoy each day as it comes. Let happiness and joy flow freely.)*
10. It's funny how a person can be right all the time and still be wrong. (Kathy, p. 77)  
*(Kathy does not like anyone or anything. Here, Sachar is suggesting that we should not be too hasty in making up our minds to dislike something. Instead, we should remain optimistic and open-minded.)*

## COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

### Questions 1-5 (Literal Level)

- When and where does the story take place?  
*(The story takes place in the present at the Wayside School. The city and state are never specified.)*
- Name two ways that Wayside School is different from your school.  
*(The school was supposed to be only one story high, with 30 classrooms all in a row. Instead, it is 30 stories high, with the classrooms on each story.)*
- What happens to Mrs. Gorf?  
*(As she is turning a student into an apple, Jenny holds up a mirror and Mrs. Gorf turns herself into an apple. Louis comes into the classroom and eats Mrs. Gorf, in apple form.)*
- What happens to Sharie?  
*(She falls asleep in class and rolls out the window. When she had fallen 10 stories, she awakens, looks around, and goes back to sleep. Right before Sharie hits the ground, Louis catches her.)*
- How does Calvin lose his job as class president?  
*(He stops to help Dana take her dog Pugsy, who had been hit by a cart, to the vet. Since he can't get to class on time to turn on the lights, Mrs. Jewls appoints another student to be the class president.)*

### Questions 6-8 (Interpretative Level)

- How are all these stories the same?  
*(They all concern one student at the Wayside School, they all take place at the Wayside School, and they all contain some element of make-believe.)*
- What parts of the book are not realistic or true-to-life?  
*(Possible response: A school can't be 30 stories high with one classroom per story; a teacher can't turn students into apples; a student can't fall 30 stories and be caught in a man's arms without severe injury to both student and teacher.)*
- What lesson does D.J. teach readers?  
*(D.J. teaches readers to be grateful for what you have and enjoy each day as it comes. Be happy and filled with joy.)*

### Questions 9 and 10 (Critical Level)

- What is the author's tone in this novel?  
*(The tone is funny and wacky. Strange things happen in a strange setting, but the author makes them seem normal.)*
- Is Mrs. Jewls a good teacher? Why or why not?  
*(Possible responses: She is a good teacher because she helps students learn skills they will need, such as arithmetic. She is not a good teacher because she focuses too much on discipline, sends her kids on nonsense errands, and does not listen.)*

### Questions 11 and 12 (Creative Level)

- Argue that the builder should or should not have fixed his mistake and rebuilt Wayside School the way it should have been, one story high and 30 classroom across.

- Working with a small group of classmates, discuss what your life would be like if you were a student at Wayside School.

### ACROSS THE CURRICULUM

#### *Art and Music*

- Draw a map of Wayside School. Label each classroom.
- Bebe is the fastest draw in class. See how fast *you* can draw. Time yourself as you draw things you like, such as cats, dogs, and cars.
- Leslie does not think her toes are good for anything. Make a poster showing some different uses for your toes.
- Create two new drawings for this book. Choose scenes that are not illustrated in the book.

#### *Drama*

- Select a lesson from this book, such as the one about knowledge being more valuable than money. Write and perform a skit about the lesson. At the end of the skit, ask students what they learned from your skit and if they agree with the lesson.
- Select your favorite chapter in the book and act it out for a small group of your classmates. Be sure to explain why you liked the chapter so much.
- Paul likes to pull Leslie's pigtails. Work with a partner to pantomime Paul and Leslie sitting next to each other in class. Show Paul trying to resist pulling Leslie's pigtails and Leslie's reaction.
- Jason laughs at the joke that Rondi does not tell. Tell some jokes to the class. Try to make everyone laugh.

#### *History and Social Studies*

- Myron is class president. Elect class officers: president, vice-president, secretary, and treasurer. Before the election, decide what responsibilities and duties each officer will have.
- What makes a person a leader? List five qualities. Next to each quality, write the name of a person who has that quality.
- When did public schools start in America? What was education like in America back then? Look in an encyclopedia to find out. Write your findings in a report.
- The ghost of Mrs. Gorf appears on Halloween. Find out when Halloween started and why. Plan a fun Halloween celebration for your class.

#### *Language Arts*

- Imagine that you are a student at Wayside School. Write a story about your adventures in this wild and wacky school.
- If you were an animal, what animal would you be? Write a paragraph to answer this question. Be sure to give specific reasons for your choice.
- All the students in the class get their own flavors of ice cream. Make up a flavor of ice cream for yourself. Make an ad for your flavor of ice cream to convince everyone that it is delicious.
- Write story nineteen about Miss Zarves.

#### *Physical Education*

- Imagine that you are Louis. Make up some games for the children of Wayside School to play during lunch hour. Then play the games at lunch with your friends.
- Play a game of hopscotch as Deedee does when she can't get the ball at recess. Explain how to play the game to a

small group of friends.

- Play a game of Freeze Tag, as the kids do on page 86.
- John reads upside down. Try it. Explain why it was hard or easy to read this way.

#### *Science and Mathematics*

- At first, Mrs. Jewls calls the students "monkeys." Choose one type of monkey or ape and report on it for the class. In your report, also explain why Mrs. Jewls called the kids "monkeys" rather than some other kind of animal.
- Poor Joe! He can't count in order. Create a lesson to teach Joe how to count in order. Working with a partner, teach your lesson.
- Sharie weighs only 49 pounds, but her overcoat weighs 35 pounds—the hood itself is 15 pounds! How is this possible? Choose at least five of your possessions and weigh them. Compare and contrast their weight with the weight of Sharie's possessions.
- Make up a counting lesson using Dana's mosquito bites.

### STUDENT INVOLVEMENT ACTIVITIES

- In the chapter, Louis tells a story about a "normal" school. Working with a group of classmates, tell a story about your class and school. Take turns telling one sentence in the story.
- In your own words, state the novel's theme or message.
- Working with a small group of friends, hold a TV panel discussion interviewing different characters about their experiences at the Wayside School. Take turns being the characters and the interviewers.
- Write a new title for the novel. The title should get the reader's attention while fitting the author's message.
- Using scenes from the novel, create a mural that shows its main events.

### ALTERNATE ASSESSMENT

- Make a chart showing ways that the Wayside School is like your school and ways that it is different.
- List the skills that Mrs. Jewls teaches her students.
- Select a scene from the book and draw a picture of it. Add a caption to tell more about the scene.
- Make a character list and describe any three characters.

## VOCABULARY TEST

Complete the following chart by writing a *synonym* (word that means the same) and an *antonym* (word that means the opposite) for each of these words from *Sideways Stories from Wayside School*. See how many more synonyms and antonyms you can find. Add them to the chart as well.

	<b>Synonym</b>	<b>Antonym</b>
1. hurtle	_____	_____
2. patience	_____	_____
3. unconscious	_____	_____
4. urge	_____	_____
5. concentrate	_____	_____
6. criminal	_____	_____
7. fraction	_____	_____
8. squeal	_____	_____
9. dribble	_____	_____
10. assistant	_____	_____

## COMPREHENSION TEST A

### Part I: Matching (20 points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blank provided at left.

- |   |               |
|---|---------------|
| ___ 1. pretends the students are monkeys          | A. Mrs. Gorf  |
| ___ 2. yard teacher who tells the story           | B. Deedee     |
| ___ 3. dead rat in the stinky raincoats           | C. Calvin     |
| ___ 4. boy who has trouble learning to count      | D. Sharie     |
| ___ 5. boy who goes on a pointless errand         | E. Rondi      |
| ___ 6. teacher who turns her students into apples | F. Mrs. Jewls |
| ___ 7. girl who rolls out the window—asleep!      | G. Louis      |
| ___ 8. girl who draws very fast                   | H. Bebe       |
| ___ 9. girl who loves to play ball                | I. Joe        |
| ___ 10. girl who is missing her front teeth       | J. Sammy      |

### Part II: Sentence Completion (30 points)

Underline the term that best completes each sentence.

1. Wayside School is (30, 100) stories high.
2. Two robbers come into class and demand money. Todd gives the robbers Joy's (workbook, lunch).
3. The school does not have a (19th floor, staircase).
4. As class president, Myron must (turn on the light, clean the board).
5. Maurecia brings (a dead rat, ice cream) to school everyday.
6. Paul pulls Leslie's (leg, pigtails).
7. Dana is covered in 124 (mosquito bites, dog bites).
8. Jason sits on (glue, gum) and gets stuck to his chair
9. Leslie decides to give her (pigtails, toes) away because they don't have any use.
10. Kathy does not like (people, school).

**Part III: True/False (20 points)**

Mark the following statements either **T** for true or **F** if any part is false.

- \_\_\_ 1. Mrs. Jarves doesn't exist so there is no story for her.
- \_\_\_ 2. The three Erics are triplets. They look alike and act the same.
- \_\_\_ 3. Allison learns that children are smarter than their teacher.
- \_\_\_ 4. The class sees a movie about dinosaurs.
- \_\_\_ 5. Terrence is a good athlete but a bad sport.
- \_\_\_ 6. When she forgets her lunch, Joy eats Daemon's delicious lunch
- \_\_\_ 7. Nancy, a boy, trades names with Mac, a girl.
- \_\_\_ 8. On Halloween, Mrs. Jewls dresses as a witch.
- \_\_\_ 9. Mrs. Gorf takes over as the teacher at the end of the year.
- \_\_\_ 10. Louis is the school custodian who cleans the rooms.

**Part IV: Essay (30 points)**

Choose two and answer in complete sentences.

- 1. Tell one funny story from the book.
- 2. Explain one lesson about life that you learned from the book.
- 3. Describe how Mrs. Gorf treats her students.
- 4. Choose any two students in the book. Tell how they are the same and different.



## COMPREHENSION TEST B

### Part I: Matching (20 points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blank provided at left.

- |   |                |
|---|----------------|
| _____ 1. yard teacher who tells the story         | A. Jason       |
| _____ 2. class president who turns on the lights  | B. D.J.        |
| _____ 3. girl who wants to sell her toes          | C. Dana        |
| _____ 4. teacher who does not exist               | D. Paul        |
| _____ 5. girl with mosquito bites                 | E. Louis       |
| _____ 6. boy who is happy and smiles a lot        | F. John        |
| _____ 7. boy who reads upside down                | G. Myron       |
| _____ 8. girl who loves ice cream                 | H. Leslie      |
| _____ 9. boy who gets stuck to his chair with gum | I. Miss Zarves |
| _____ 10. boy who pulls Leslie's pigtails         | J. Maurecia    |

### Part II: Sentence Completion (20 points)

Underline the term that best completes each sentence.

1. There are (30, 50) stories in this book.
2. The meanest teacher in the school, Mrs. Gorf turns children who displease her into (monkeys, apples).
3. On the first day, Mrs. Jewls says that all the kids are (dogs, monkeys)
4. Joe has trouble with (counting, staying awake in class).
5. Sammy is a (dead rat, green ball).
6. Bebe (draws many pictures, eats many cookies).
7. By mistake, Jenny comes to school (on Saturday, all summer).
8. Nancy is a (girl, boy).
9. Jason jumps from the chair when Joy (hits him, kisses him).
10. Stephen comes to class in a (Halloween costume, smelly raincoat).

**Part III: Motivation (30 points)**

Complete each phrase below with a reason.

1. Sharie rolls out the window because
2. Todd gives the robbers Joy's workbook because
3. Calvin can't find the 19th floor because
4. Myron does not carry out his duties as class president one day because
5. Terrence gets kicked over the fence because
6. Maurecia can't taste her ice cream because
7. Rondi is cute because
8. Deedee runs down the stairs at lunchtime because
9. John can read right-side up when
10. The three Erics are only confused because

**Part IV: Essay (30 points)**

Choose two and answer in complete sentences.

1. Tell two ways that the Wayside School is different from your school and two ways that it is the same.
2. What does the writer mean when he says that "a person can be right all the time and still be wrong"?
3. Choose your favorite character and describe him or her.
4. Explain what lesson Bebe learns about art.

## ANSWER KEY

### VOCABULARY TEST

Sample response:

	<b>Synonym</b>	<b>Antonym</b>
1. hurtle	throw	catch
2. patience	calmness	impatience
3. unconscious	in a coma	aware
4. urge	desire	disgust
5. concentrate	focus	wander
6. criminal	lawbreaker	lawful person
7. fraction	part	whole
8. squeal	shout	whisper
9. dribble	drip, a little	pour, a lot
10. assistant	helper	boss

### COMPREHENSION TEST A

#### Part I: Matching (20 points)

- |      |       |
|------|-------|
| 1. F | 6. A  |
| 2. G | 7. D  |
| 3. J | 8. H  |
| 4. I | 9. B  |
| 5. C | 10. E |

#### Part II: Sentence Completion (20 points)

- 30
- workbook
- 19th floor
- turn on the light
- ice cream
- pigtails
- mosquito bites
- gum
- toes
- people

#### Part III: True/False (20 points)

- |      |       |
|------|-------|
| 1. T | 6. T  |
| 2. F | 7. T  |
| 3. T | 8. F  |
| 4. F | 9. F  |
| 5. T | 10. F |

#### Part IV: Essay (40 points)

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Matching (20 points)

- |      |       |
|------|-------|
| 1. E | 6. B  |
| 2. G | 7. F  |
| 3. H | 8. J  |
| 4. I | 9. A  |
| 5. C | 10. D |

#### Part II: Sentence Completion (20 points)

- 30
- apples
- monkeys
- counting
- dead rat
- draws many pictures
- on Saturday
- boy
- kisses him
- Halloween costume

#### Part III: Motivation (20 points)

- she falls asleep in class.
- knowledge is more valuable than money.
- there is no 19th floor.
- he is helping a classmate take her injured dog to the vet
- he is a bad sport
- you can't taste your own flavor
- she is missing her front teeth
- to get one of the good balls
- when he falls on his face
- they have the same name

#### Part IV: Essay (40 points)

Answers will vary.



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