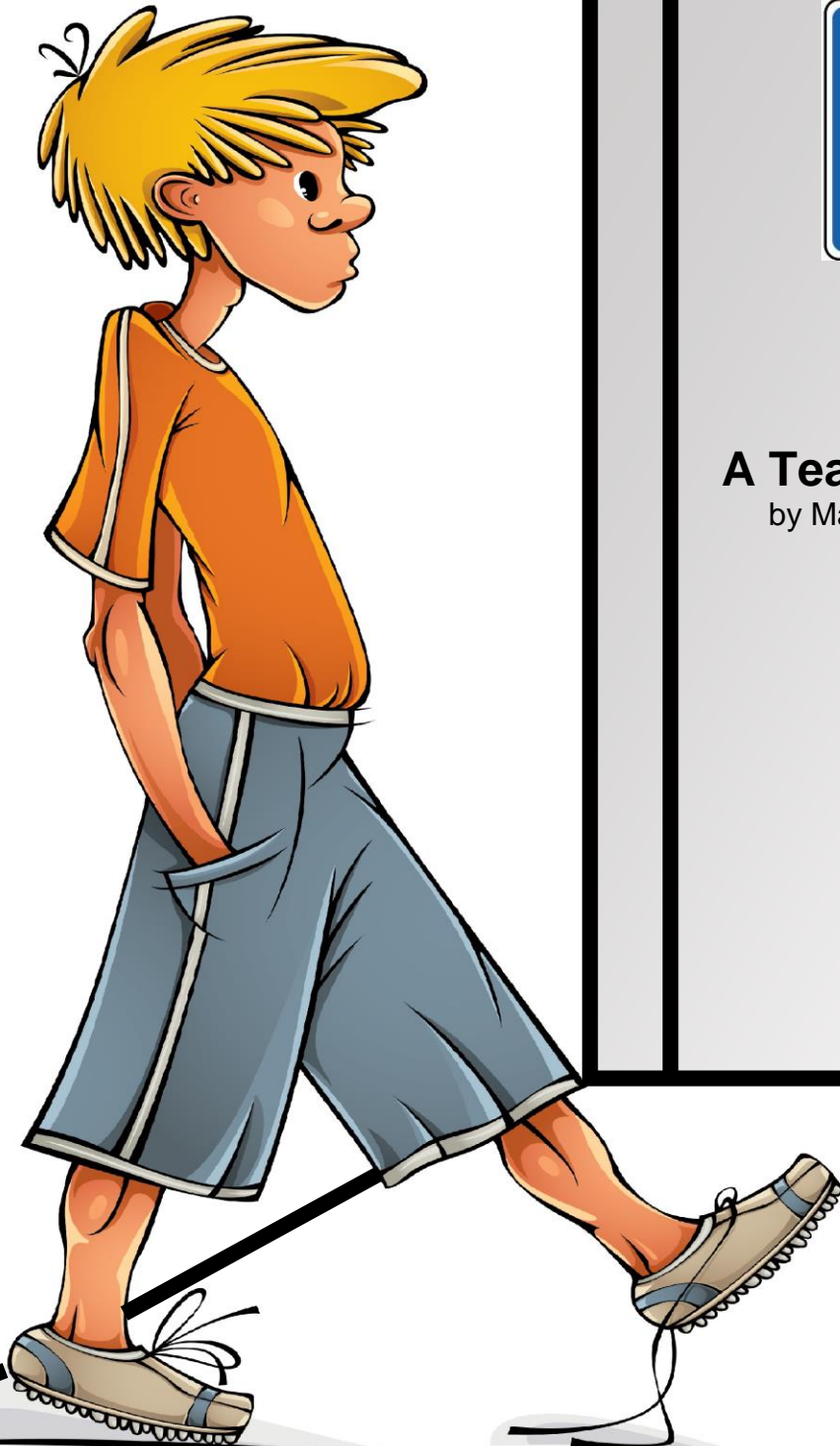


There's a Boy in the Girls' Bathroom

by Louis Sachar



A Teaching Guide

by Margaret Whisnant

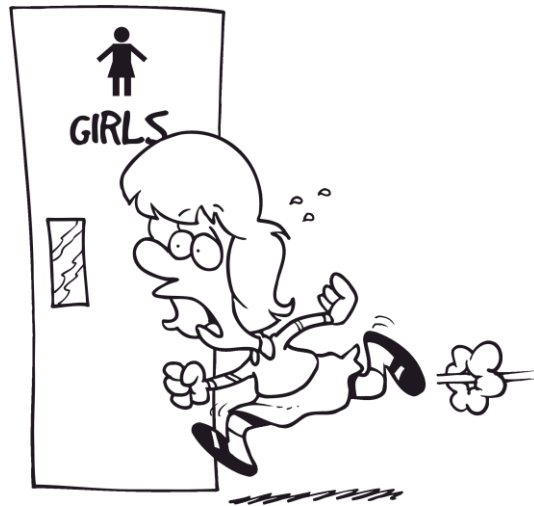
Bradley Chalkers,
back of the room—last seat, last row.
Everyone, including Bradley, likes it that way.

Enter new student Jeff Fishkin.
Bradley won't spit on Jeff in exchange for a dollar.

Mix in Carla Davis,
Red Hill School's new guidance counselor.

Bradley hates her.

Then
there are black eyes,
monsters from outer space,
basketball,
homework,
a book report,
a birthday party
a new friendship,



And
There's a Boy in the Girls' Bathroom,
(more than once).

There's a Boy in the Girls' Bathroom by Louis Sachar
A Novel Teaching Pack by Margaret Whisnant

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Goals

To . . .

- Offer a teaching guide with a full spectrum of learning experiences that flow from **basic knowledge** to **higher-level thinking skills**.
- Provide **classroom-ready** materials that **motivate** and **instruct**.
- Create **novel-specific activities** that require careful reading, help develop comprehension skills, and challenge the thinking process.
- Accommodate a wide variety of student **ability** and **interest**.
- **Support teachers** by providing a practical teaching resource that saves preparation time.
- Include **cross-curricula activities** as an integral part of the novel study.
- Correlate to **Common Core Standards** for language arts.

The Seven Components. . .

1. Summaries

Written in present tense, the detailed chapter-by-chapter summaries include important points of the plot, character motivation and development, and story clues. For quick reference, the summaries are presented in bulleted format. These synopses are a valuable resource for

*quickly becoming familiar with a title when time is limited,
managing a reading program that involves multiple titles/reading groups,
facilitating independent study,
and refreshing memory when using a novel from year to year.*

2. Before You Read

In this component, the focus is on sparking student interest. Each teaching pack includes open-ended questions that can be used as **independent activities**, **whole-group/small-group discussions**, or **research topics**.

At least one **bulletin board idea** is included. In some cases, activities in the **Think, Write, Create** component also involve the creation of a bulletin board or classroom display.

3. Vocabulary

One of the many advantages of literature-based reading instruction is the opportunity to observe vocabulary in action! It is this circumstance that drives the vocabulary portion of the novel teaching packs.

Word Choices. . .

The words lifted from the novel for focused study are chosen based on one or more of the following criteria:

<i>their level of difficulty</i>	<i>their frequency of use in children's literature</i>
<i>their importance in comprehending the story</i>	<i>their value as useful composition vocabulary</i>
<i>the probability that they will be encountered across the curriculum</i>	<i>unique meanings, spellings, pronunciation, etc.</i>

Word Lists and Definitions. . .

For teacher convenience and reference, both a compiled alphabetized word list and story-order word lists with definitions are included. Page numbers for the selected vocabulary are given so that each word can be spotted easily and studied in context. For clarity, the definitions are paraphrased to match the word's tense, number, part of speech, etc. rather than cross referenced as in a standard dictionary. The major resource of this information is www.dictionary.com.

Dictionary Activities. . .

Long word lists are divided into chapter sets of workable numbers and presented as **Dictionary Digs**—sometimes given a slightly different name to correspond with the theme of the novel. In this introductory stage, students use a dictionary to answer a series of multiple choice questions about word meanings, usage, unique characteristics, etc.

Using the Words. . .

Other activities, which pull terms from the lists in random order, lead students through a variety of word studies which include

sentence usage

word forms

synonyms and antonyms

anagrams

categories

word-groups/connections

word types (acronyms, onomatopoeia, etc.)

scrambled sentences

analogies

whole-class/group games

etymologies

Note: Some of these varieties, but not all, are found in each Teaching Pack.

4. Assessment

The **two sections** in this portion of the teaching pack offer a wealth of materials designed to build a strong **foundation** for student progression to higher level thinking skills. The operative phrase is **basic comprehension**.

Short Answer Questions

Short answer questions for each chapter (or groups of chapters) are the first available assessment tools. The items encourage and check for careful reading. Some require the reader to recognize a major event or idea while others involve finding a minor detail. The questions are in *sequence* with the pages they cover, but they are **not** specifically designed to call attention to plot construction or other story elements.

The short answer questions can be used as

student reading guides

pop quizzes

discussion group guides

conferencing with individual students

Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve **comprehension skills** by providing practice in understanding plot structure and recognizing important story elements.*

Rationale:

Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequenced questions, none of which require **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. That comes later.

In addition to their testing function, teachers may use the pages to strengthen their students’ ability to

Summarize: With only the questions as a guide, have students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven or fewer. When they work with twenty or more questions, allow no more than twelve sentences.

Report the News: Ask your students to write a newspaper article based on the events identified in a set of questions and the *who, what, when, where, why* elements. Some information needed to complete this assignment may be located in previous chapters.

Twist the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, etc.—to demonstrate how changing a single (or several) events would (or would not) change the story. This process can be used to help students become proficient in distinguishing major plot movers from minor story details.

The Characters. . .

Questions that identify a character’s personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying **implied meaning**. **Story clues** that foreshadow future events also appear as questions. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness** of the **facts** is the target.

Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of state competency requirements. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.

5. Think, Write, Create

In this section, students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers.

Rationale:

Guidelines. . .

Most of the items in this section are based on the skills presented in the ***Taxonomy of Educational Objectives (Bloom’s Taxonomy)***. There are two reasons for this choice. First, it mirrors the Novel Teaching Pack’s primary purpose of building a variety of sophisticated thinking skills on a foundation of basic knowledge. Second, in following the taxonomy guidelines, activities that correlate with the **Common Core Standards for Reading and Writing** emerge automatically.

Organization. . .

Chapter-specific activities are grouped and presented according to their corresponding sets of **Short Answer Questions** and **Objective Test** page(s). Having led students through the basics for each chapter (or selected section), teachers may shop in this section for in-depth activities that optimize student understanding and interest and address specific **Common Core standards**. Armed with a firm **factual grasp** of each successive chapter, students are more likely to anticipate, embrace, and enjoy the next section. By repeating the process, students are also mastering concepts and intricacies connected to the **whole** novel.

The **Whole Book Activities**, as their name indicates, require a grasp of the theme(s), characters, implications, etc. as they apply to the full novel. These pages are a teacher’s smorgasbord of culminating possibilities. In some cases, the choices are outgrowths of concepts that students have dealt with in a previous activity. In others, students are encouraged to look at the novel from a new angle.

Levels of Difficulty. . .

A broad spectrum of **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of ***Think, Write, Create***. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

Activities. . .

Every novel teaching pack includes activities that require students to choose and use precise, appropriate, and meaningful **vocabulary**. These exercises involve choosing a group of words to describe a character’s personality or behavior. The following example is from ***Charlotte’s Web***.

Eight-year-old Fern cried and begged her father not to destroy the runt pig. She sealed the little animal’s fate by asking her father if he would have killed her if she had been born very small.

- Which **two** of the following words do you think **best** describe the way Fern’s father behaved during this episode? Explain your choice. Include the definitions of the words you selected in your answer.

<i>practical</i>	<i>sensitive</i>	<i>loving</i>	<i>cruel</i>	<i>considerate</i>
<i>realistic</i>	<i>flexible</i>	<i>callous</i>	<i>compassionate</i>	<i>logical</i>

- Choose **two** words from the list below that you believe **best** describe Fern’s behavior. Explain why they are the appropriate words. Use the definitions of your choices as part of your explanation.

<i>impulsive</i>	<i>compassionate</i>	<i>assertive</i>	<i>tender-hearted</i>	<i>hysterical</i>
<i>undisciplined</i>	<i>naive</i>	<i>juvenile</i>	<i>humane</i>	<i>empathetic</i>

In each case students work with a given collection of terms, all of which can be correctly applied to the character(s) in question. However, the individual words have strengths of meaning. It is the student’s task to analyze both the character’s behavior and the words, make choices, and then cite events from the story to support his/her selection.

Teachers may opt to narrow the choices to fewer words, choose words for individual students, divide the class into groups and offer a specific set of words to each group, or use the assignment as it is written.

Other items in this section challenge students to . . .

*write for self-expression, for communication, and
for entertainment
form opinions and theories
cite “evidence” from the story to support their
explanations and opinions
connect personal experience to story situations
become familiar with and identify literary elements
analyze story characters and events
make predictions based on given facts*

*think about social issues
create drawings, diagrams, photos, maps,
models, recordings, films, etc.
imagine
categorize
engage in research and data gathering
recognize and perceive story theme(s)
understand point of view*

Cross Curricula. . .

Think, Write, Create takes full advantage of opportunities to connect both major themes and the smallest story detail to other realms of the curriculum. In **Charlotte’s Web**, for example, students may apply their calculation skills to a page of “Spider Math.” In the **Holes** teaching pack students are challenged to create a game that utilizes a “saved” group of Camp Green Lake’s holes.

Options, options, and more options. . .

Think, Write, Create is purposely bulging at the seams to give teachers **pick-and-choose options** for

<i>individualizing assignments</i>	<i>homework</i>
<i>group work</i>	<i>short-term and long-term projects</i>
<i>whole class activities</i>	<i>differentiating assignments</i>
<i>capitalizing on student interest</i>	<i>implementing Common Core Standards</i>

6. Graphic Organizers

Ideas for the graphic organizers are pulled from the chapter or whole book activities and expanded into a writing assignment. Priority is given to those topics that allow a student to relate personal experiences, make choices, empathize with a story character, and/or imagine.

Structure. . .

The organizers do not repeat a set pattern of circles, squares, lines, etc., prescribed for a particular type of writing. Each one is tailored to a **specific idea** pulled from the novel. **Structured directions** for organizing the topic support the student at this stage of the process so that **writing** is the major focus.

Non-writing Organizers. . .

Sometimes, students are enticed to stretch their imaginations by filling out “forms” or writing “diary entries.” One graphic organizer from **Hatchet**, for example, allows students to assume the persona of the pilot who rescued Brian by writing three entries into his log—the day before the rescue, the day of the rescue, and the day after the rescue. In the **Holes** Novel Teaching Pack, students become detectives and conduct a “background check” on Mr. Sir, recording their findings on the provided “official form.” In these cases, composition skills take a back seat to **imagination**, **empathy**, and **pure enjoyment**.

7. Answer Keys

Keys for **all items that require a specific answer** are included in this section.

A final note from the author. . .

It is my personal wish that when the last page has been read, the last activity completed, and the last idea discussed, at least one of your students will ask, “What are we going to read next?”

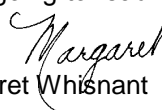

Margaret Whisnant

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Chapter Summaries

1

- Bradley Chalkers sits at his desk in the back of the room—last seat last row—when Mrs. Ebbel brings the new student in.
- Jeff Fishkin, is from Washington, D.C. He says he has never been to the White House when Mrs. Ebbel asks him about it.
- The only seat for Jeff is next to Bradley. Mrs. Ebbel frowns and apologizes. Nobody likes sitting near Bradley.
- Bradley speaks up to agree with his teacher. It is hard to tell whether his strange smile is a smile or a frown. Bradley looks away when Jeff smiles at him.
- As Mrs. Ebbel teaches, Bradley takes out a pencil and a piece of paper and scribbles. When the pencil point breaks, he laughs and tapes the broken point to the gobs of junk in his desk. He sharpens his pencil, and scribbles again.
- Bradley holds up the language paper Mrs. Ebbel hands back to show off his F. He smiles his distorted smile and cuts the paper into tiny pieces.
- At recess, Bradley is surprised when Jeff calls to him. He doesn't mind sitting next to Bradley. He has been to the White House. He just didn't want to tell the class about it, but he will tell Bradley.
- Bradley thinks for a moment. He orders Jeff to give him a dollar or he will spit on him.

2

- Bradley Chalkers looks like a good spitter. He has taken fourth grade twice, so he is the oldest and toughest-looking kid in Mrs. Ebbel's fifth grade class.
- Jeff stares at Bradley, gives him a dollar, and runs.
- Bradley laughs and then watches all the other kids have fun.
- After recess, Bradley decides that Jeff hasn't told on him for fear of being punched in the face. He eats lunch alone.
- After lunch, Mrs. Ebbel asks if Bradley has delivered the note about tomorrow's Parents' Conference Day. It is important that his mother attend and meet the school's new counselor.
- Bradley has delivered the note, but his mother is sick. Besides, the counselor and his mother have already met at the bowling alley. Mrs. Ebbel can call the doctor and the bowling alley if she doesn't believe him.
- Back in his seat, Bradley thinks about Jeff. He hates the other kids, and he needs to hate Jeff before Jeff hates him. But now Bradley is confused.
- After school, Bradley follows Jeff out the door and calls for him to wait. Jeff runs, but Bradley catches up. Nervously, Jeff warns that he doesn't have any more money.
- Bradley holds out Jeff's dollar. Bradley will give it back if Jeff will be his friend.
- Jeff grabs the dollar.
- Bradley smiles his crooked smile, and asks Jeff if he has ever been to the White House.
- Jeff says he has. Bradley says he has too.
- Bradley turns and runs home.

3

- Bradley's mother is in the kitchen. He is early because he and his friends have raced home.
- In his room, Bradley greets his collection of little toy animals. They all like Bradley.
- He retrieves Ronnie the Rabbit and Bartholomew the Bear from under his bed. He has an imaginary conversation with the little rabbit and the ceramic bear about why they are there.
- Bradley has brought food. He takes bits of cut-up paper from his pocket and places it on the bed for his animals to eat. They thank Bradley and give him a cheer.
- Ronnie the Rabbit goes swimming in the grape juice stain on Bradley's bedspread too soon after eating. She gets a cramp and starts to drown. Bartholomew is about to rescue her when Bradley's sister Claudia barges in.

Word Lists with Definitions

(In Story Order)

Set One

Chapter 1—Chapter 19

- shrugged** Raised and contracted the shoulders expressing indifference, disdain, disregard, etc; ridded oneself of, such as a problem. (p. 3, 5, etc.)
- distorted** Twisted; deformed; misshapen; not truly or completely representative of the facts or reality; altered. (p. 5)
- glared** Stared with an angrily or fiercely piercing look; gave a dirty look; frowned. (p. 6)
- snickered** Laughed in a slightly stifled mocking or disrespectful manner; chuckled; smirked. (p. 12)
- flabbergasted** Overcome with surprise and bewilderment; astonished; shocked. (p. 15)
- asserted** Declared; stated with assurance, confidence or force; defended. (p. 16)
- timidly** In a manner that indicates fear or a lack of confidence; bashfully; nervously; carefully; hesitantly. (p. 18)
- drastic** Extremely severe or extensive; strict; stern; harsh; tough. (p. 19)
- muttered** Spoken in a low tone, usually as if talking to oneself; mumbled, grumbled; groaned; complained. (p.21)
- modestly** Spoken or acted as to be without conceit or a feeling of self-importance; in a manner that shows a humble estimate of one's merits, value, etc.; (p. 23)
- frantically** Wildly; desperately; in such a way as to indicate fear or panic; frenziedly; excitedly; crazily. (p. 25)
- cluttered** Filled or littered with things in a disorganized manner; messy. (p. 25)
- grimaced** Made a pained expression; twisted one's facial expression, often into an ugly state, to indicate pain, disgust, disapproval, embarrassment, etc.; frowned; mugged (p. 30)
- gurgling** Flowing in a noisy, irregular, or broken current; blubbing; murmuring. (p. 32)
- ferociously** Fiercely; savagely; wildly; crazily. (p. 33)
- hag** An ugly old woman, especially a mean or frightful one; a witch. (p. 36)
- squiggly** Having short irregular curves or twists as in writing or drawing. (p. 36)
- scribbled** Covered with meaningless writing or marks; wrote hastily, illegibly, or carelessly; scrawled. (p. 36, 38)
- squirmed** Felt or displayed discomfort, distress, or embarrassment by wriggling or twisting about; fidgeted; writhed. (p. 38)
- reflex** An automatic response or reaction; an involuntary reaction or response, such as a sneeze, blink, or hiccup. (p. 45)
- urged** Encouraged; tried to convince or persuade; goaded; spurred; endorsed. (p. 47, 48)
- anguish** Distress, suffering, or pain; agony; torment; torture. (p. 49)
- reluctantly** In a manner that shows an unwillingness or a lack of desire to comply; hesitantly; grudgingly; unenthusiastically. (p. 51)
- hysterically** In a manner controlled by uncontrolled emotion; uproariously; deliriously; excitedly; uncontrollably. (p. 57) *hysterical* (p. 125)
- romping** Playing or frolicking in a lively manner; running or going without effort; playing; skipping. (p. 58)
- terrorizing** Frightening or dominating another person by using fear or intimidation; threatening; bullying. (p. 62)
- intently** Done with sharply focused attention or determination; in a manner not easily distracted; closely; attentively. (p. 67)
- shuddered** Trembled with a sudden, convulsive movement, as from fear or cold; shook; quivered. (p. 70)
- quality** Having great value, worth, or merit; excellence or superiority; a trait, character, or feature; characteristic; attribute. (p. 70)
- quantity** A particular number or amount of something; a considerable or great amount; abundance; a total or sum. (p. 70)

Dictionary Digs

Set One

Chapter 1—Chapter 19

Use your favorite dictionary to find correct answers to the following questions about some important words from Chapters 1 through 19. Write the **letters** of your answer choices in the blanks to the left.

- _____ 1. If a person **snickered**, it probably means that he/she was (A) trying to keep from crying, (B) mocking someone or being disrespectful, (C) actually afraid of something.
- _____ 2. The word **gurgling** is *most likely* to be used to describe the sound of (A) thunder in the distance, (B) a very loud car horn or a siren, (C) water going down a drain.
- _____ 3. An *antonym* of **urged** is (A) encouraged, (B) discouraged, (C) supported.
- _____ 4. If a child's drawing is composed of **squiggly** lines, then it has (A) long, wide straight marks from side to side, (B) nothing but circles, (C) short irregular curves and twists.
- _____ 5. Which word can be substituted for **hysterically** in the following sentence without changing its meaning?
*Matilda laughed **hysterically** at Landon's attempted somersault.*
 (A) uproariously, (B) timidly, (C) modestly
- _____ 6. Which of the following words is **not** a *synonym* for **terrorizing**? (A) threatening, (B) assisting, (C) bullying.
- _____ 7. To say that someone has **distorted** the facts, means that he or she has (A) purposely not told the whole truth, (B) stated the facts accurately, (C) lied without meaning to.
- _____ 8. **Quantity** refers to (A) the value of something in dollars and cents, (B) the number or total amount of something, (C) the number of times something can be divided.
- _____ 9. A **cluttered** room is also (A) empty, (B) organized, (C) messy.

- _____ 10. Which of the following cartoons *best* illustrates the meaning of **flabbergasted**?
 (A) (B) (C)



- _____ 11. If Callie made a **drastic** change in her hair color, then (A) it was hardly noticeable, (B) she chose a color that was extremely different from the original, (C) she made the switch without her parents' permission.
- _____ 12. **Romping** youngsters are (A) playing or running about in a lively manner, (B) trying to escape adults who are watching them, (C) waiting patiently for a promised surprise.
- _____ 13. A *synonym* for **shuddered** is (A) spluttered, (B) crackled, (C) trembled.
- _____ 14. An *antonym* of **reluctantly** is (A) timidly, (B) casually, (C) boldly.
- _____ 15. A good example of an *involuntary reflex* is a (A) hiccup, (B) laugh, (C) smile.

Short Answer Questions

1—2

1. Though his desk was the last seat in the last row in the back of the room, why would Bradley rather have sat in the closet?
2. Why did Mrs. Ebbel apologize to Jeff Fishkin, the new student from Washington, D.C.?
3. Describe the way Bradley smiled at Jeff.
4. What did Bradley do during most of the morning?
5. What was Bradley's grade on the language test that Mrs. Ebbel handed back, and what did he do while she went over the correct answers?
6. What did Bradley do when Jeff said he didn't mind sitting next to him and offered to tell him about his visit to the White House?
7. Why was Bradley a year older than the other kids in his fifth grade class?
8. Why did Bradley tell Mrs. Ebbel to call his mother's doctor?
9. Explain how Jeff confused Bradley.
10. What did Bradley say just before he held out the dollar Jeff had given him earlier?

3

1. How did Bradley's collection of little animals feel about him?
2. What did Bradley do with the language test he had cut into little bits at school?
3. Why did Bradley tell his sister to call his teacher?
4. Why had Claudia bought the bear for Bradley?
5. What did Bradley do when he found out Mrs. Ebbel had called his mother and scheduled an appointment with her for eleven o'clock the next day?
6. Explain why Bradley's father often came home grumpy and short-tempered.
7. According to Bradley, what promise was his mother breaking?
8. What did Bradley do that caused his father to turn purple with rage?
9. What warning did Bradley's father give?
10. Explain how Ronnie the Rabbit and Bartholomew the Bear comforted Bradley.

Chapter 1 and Chapter 2
Pages 3-8

Write the **letter** of the correct answer in the blank to the left.

- _____ 1. Bradley's desk was (A) in the front of the room near the teacher's desk, (B) in the back of the room, last seat, last row, (C) in a corner separate from the rest of the class.
- _____ 2. The new student, Jeff Fishkin, was from (A) Los Angeles, California, (B) New York City, (C) Washington, D.C.
- _____ 3. Mrs. Ebbel apologized to Jeff for (A) making him sit next to Bradley, (B) not having an extra desk for him, (C) not having time to introduce him to the class properly.
- _____ 4. Bradley's desk was (A) empty, (B) full of taped-together paper, pencil points, erasers and other stuff, (C) exceptionally neat because he never took anything from it.
- _____ 5. During Mrs. Ebbel's lesson Bradley (A) listened, but didn't do any of the work, (B) made noises and punched Jeff in the back with his pencil, (C) scribbled and laughed each time he broke his pencil point.
- _____ 6. When Jeff offered to tell Bradley about his trip to the White House, Bradley said, (A) "Give me a dollar or I'll spit on you." (B) "Go ahead, but I won't listen." (C) "What do I care about the White House?"
- _____ 7. Which of the following was **not** true of Bradley? He (A) was in fifth grade, (B) had taken fourth grade twice, (C) was not very tough-looking.
- _____ 8. Bradley told Mrs. Ebbel that his mother could not come to Parents' Conference Day because she (A) was sick, (B) didn't like conferences or counselors, (C) had to work at the bowling alley.
- _____ 9. Jeff confused Bradley because (A) he didn't care if Bradley hated him, (B) he had said he didn't mind sitting next to Bradley, (C) he hated Bradley before Bradley had a chance to hate him first.
- _____ 10. Bradley offered to pay Jeff a dollar (A) to make up for spitting on him, (B) for his test paper with the gold star on it, (C) if Jeff would be his friend.



Chapter 3 Pages 9-17

Write either **True** or **False** in the blank before each question.

- _____ 1. The friends in Bradley's room were his collection of little toy animals.
- _____ 2. Bradley used the language test that he cut to pieces as pretend food for his toy animals.
- _____ 3. Claudia, Bradley's sister, liked to join him in the imaginary games he played with his animal collection.
- _____ 4. Mrs. Ebbel called Bradley's mother and scheduled an appointment for the next day during Parents' Conference Day.
- _____ 5. Bradley's father was a policeman.
- _____ 6. Bradley's father often came home grumpy and short tempered because his injured leg caused him to be in constant pain.
- _____ 7. Bradley claimed his mother had promised to take him to the zoo on the same day she had scheduled a conference with his teacher.
- _____ 8. When Bradley accused his mother of lying, his father got mad.
- _____ 9. Bradley's father said he would be a criminal when he grew up and spend his life in jail if he kept it up.
- _____ 10. Back in his room, Bradley's animal friends would not talk to him because of his lies.



Chapter 4, Chapter 5, and Chapter 6
Pages 18-26

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Did Bradley's mother always believe the things he told her?
- _____ 2. Was Bradley's mother shocked at the things Mrs. Ebbel said about him?
- _____ 3. Was the counselor's office really messy?
- _____ 4. Did Miss Davis dread meeting Bradley because of the things other teachers had said about him?
- _____ 5. Did Bradley's mother tell his father the truth about her meeting with Mrs. Ebbel?
- _____ 6. Did Bradley's father want to send him to military school?



- _____ 7. When Jeff greeted him and then offered to help him with his homework, did Bradley smile at his one and only friend and accept the offer?
- _____ 8. Was Jeff trying to follow a teacher's directions to the counselor's office when he accidentally walked into the girls' bathroom?
- _____ 9. Was the girls' bathroom empty when Jeff stepped inside?
- _____ 10. Did Jeff mistake Miss Davis's office for a storage room?

Chapter 9 and Chapter 10
Pages 36-45

the library
her hand
break something
dog food
his drawing

squiggly lines
Jeff
rules
Mrs. Ebbel
kick her

Carla
Carla's office
Bradley
sharing with her
the girls' bathroom



From the list above, choose the name, word, or phrase that fits the description below and write it in the blank. **All** the answers will be **used at least once**. **Some** of the answers will be **used more than once**.

- _____ 1. No matter what Bradley said, this person believed him.
- _____ 2. Bradley thought it was a mess, and he said so.
- _____ 3. He always said hello back when someone said hello to him.
- _____ 4. Bradley suggested that Jeff do this the next time one of the three girls said hello to him.
- _____ 5. Bradley told the teacher who stopped him in the hall and Carla that he was going here, but it was a lie.
- _____ 6. There were none of these in Carla's room.
- _____ 7. Bradley said he had taught her a lot, including geography.
- _____ 8. Bradley noticed that the white shirt Carla was wearing was covered with different-colored ones of these.
- _____ 9. Bradley threw this into the wastepaper basket next to Mrs. Ebbel's desk.
- _____ 10. Bradley told Jeff that the counselor was weird because she liked to eat this.
- _____ 11. This person didn't believe in accidents.
- _____ 12. Carla held this out to Bradley when he came into her office and then again when he left.
- _____ 13. Bradley had permission to do this if he wanted to when he was in Carla's office.

THERE'S A BOY IN THE GIRLS' BATHROOM

By Louis Sachar

WHOLE BOOK TEST

Bradley	Claudia	a book
Jeff	Carla	basketball
Bradley's mother	Concerned Parents Organization	Melinda
Bradley's father	Colleen	a harmonica
Mrs. Ebbel	a birthday party	accidents
Ronnie	homework	a monster
Bartholomew	book report	a gold star

From the list above, choose the word, name, or phrase that fits each of the clues below and write it in the blank. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. She was Bradley's sister.
- _____ 2. Colleen invited Bradley to one of these.
- _____ 3. She was transferred to another school.
- _____ 4. He was a policeman.
- _____ 5. He sat in the last seat, last row.
- _____ 6. She was a toy rabbit.
- _____ 7. Bradley wanted one of these next to his name.
- _____ 8. She was the school counselor.
- _____ 9. This person gave Bradley a black eye.
- _____ 10. Carla rescued this from the wastepaper basket and gave it to Mrs. Ebbel.
- _____ 11. Bradley chose this prize at the birthday party.
- _____ 12. She was Bradley's teacher.
- _____ 13. She took Bradley shopping to buy a birthday present.
- _____ 14. Bradley liked the clothes she wore.
- _____ 15. Bradley's mother, sister, and father helped him with this.
- _____ 16. He was one of the two boys who went into the girls' bathroom.

Think, Write, Create

Chapter-by-Chapter

1—2

Bradley thought that Mrs. Ebbel and the rest of his class would be much happier if he sat in the closet.

- From what you have learned about Bradley in the first two chapters, do you think his teacher and classmates actually would prefer that his desk be in the closet? Explain your answer.
- From Bradley's point of view, how would it have been an advantage for him if his desk could have been moved into the closet?
- Do you think isolating Bradley from the class would have been good for him? Why or why not?

The author wrote that Bradley's desk *was full of little wads of torn paper, pencil points, chewed erasers, and other unrecognizable stuff, all taped together.*

- Draw a picture of Bradley's desk as you imagine it might look.
- What would happen at your school if a student sat in a desk such as Bradley's?
- If the desk next to yours looked that the author's description of Bradley's desk, what would you do? Do you think students should remind and help each other keep their desks in good order? Why or why not?

What clues can you find in these two chapters to indicate that Jeff Fishkin is somewhat shy? Could this explain why he was willing to tell Bradley about his visit to the White House but not the whole class?

During recess, Jeff ran after Bradley and asked him to wait up.

- Why do you suppose Jeff not only didn't mind sitting next to Bradley but also talked to him at recess? *Hint:* What information and experience did the rest of Bradley's classmates have that Jeff did not?
- What, if anything, did Jeff and Bradley have in common? *Hint:* How was Jeff an "outcast" as the new boy in the class?

Bradley was a year older than the other kids in his fifth grade class because he had repeated fourth grade.

- From what you know about him so far, do you think Bradley is stupid? Why or why not?
- How do you know that Bradley is used to getting away with goofing off and lying? Who, in your opinion, should put a stop to these behaviors?
- Do you think Bradley's classmates are afraid of him, do they simply not like him, or is the situation a combination of both? Explain your answer.

At recess, Bradley demanded a dollar from Jeff in exchange for not spitting on him.

- Was Bradley's behavior that of a bully? Explain.
- If you had been Jeff, would you have told Mrs. Ebbel what Bradley had done? Why or why not?
- Why was Bradley confused by Jeff's behavior?

If you were Jeff, what would you do your second day at school? Would you stay away from Bradley Chalkers or try to be friendly toward him? Explain your thinking.

Think, Write, Create Whole Book Activities

Bradley complained when his mother served fish and Brussels sprouts. On the morning he decided to be good, Bradley first complained about his mother's lumpy oatmeal, but then said it was good. When Carla asked if he wanted to trade lunches, Bradley traded a roast beef sandwich for a carton of yogurt and a plate of sliced tomatoes and cucumbers. He ate without a single complaint.

- Which of the four meals mentioned above is the most appealing to you? Why?
- Why do you suppose Bradley accepted Carla's food without comment?
- If Mrs. Chalkers invited you to have lunch with Bradley, what do you imagine she would prepare?
- If Carla invited you and Bradley to lunch, what do you suppose would be on the menu?
- Which meal do you think you would enjoy more—Mrs. Chalkers' or Carla's? Add details to explain your answer.

Bradley always noticed what Carla was wearing.

- Do you think Carla wore clothes that she liked, or did she dress in a way that she thought would appeal to the students who came into her office? Add details to explain your answer.
- Do you think it would be a good idea if **teachers** were required to wear school uniforms? Why or why not?

Bradley thought Carla's book was a lucky charm and the reason for all the good things that were happening to him. Explain how his thinking was both correct and incorrect.

(Related Activity: See Graphic Organizer #6: Book Magic)

Identify four ways that Carla and Bradley were alike. List four ways that they were different.

Suppose Mrs. Chalkers insisted that Bradley write a letter to Colleen thanking her for inviting him to her party. What did he say?

Just as Bradley was no ordinary student, Carla was no ordinary counselor. What we know about her we learned from her relationship with Bradley. Use the following questions and your imagination to create further facts about Carla.

- Where was Carla before she came to Bradley's school? What was she doing?
- What was Carla like when she was Bradley's age? Did she have trouble in school, or was she the perfect student?
- Why doesn't Carla believe in accidents? Who or what gave her that idea?
- Did Carla create the problems that developed with the Concerned Parents Organization and the school board? Explain your answer.
- Do you think Carla will be a good kindergarten teacher? Why or why not?


The World's Worst Excuses

Bradley was a bundle of really bad excuses. His mother was sick and couldn't come to the Parents' Conference Day. Besides that, his mother and the new counselor already knew each other because they went bowling together. His teacher could call the doctor and the bowling alley if she didn't believe him. Then Bradley insisted that his mother could not go to school to talk to his teacher the next day because she had promised to take him to the zoo at lion-feeding time, and his dad could call the zoo if he didn't believe him.


Bradley was definitely a creative thinker, but you probably have heard (or used!) much more outrageous excuses for explaining such things as *not doing chores*, *no homework*, or *why it took so long to come back to class from the bathroom*, and like Bradley's, they didn't work either!

Use the form below to gather your ideas and then write about ***The World's Worst Excuses***. Compare your composition with those of your classmates. Take a vote to choose *The Top Ten World's Worst Excuses*.

A really bad excuse for not doing chores is _____

The whole idea is ridiculous because. . . 

A ridiculous explanation for not having homework is _____

It won't work because. . . 

If someone catches you wasting time or being where you aren't supposed to be, don't say _____

This will not be convincing because. . . 