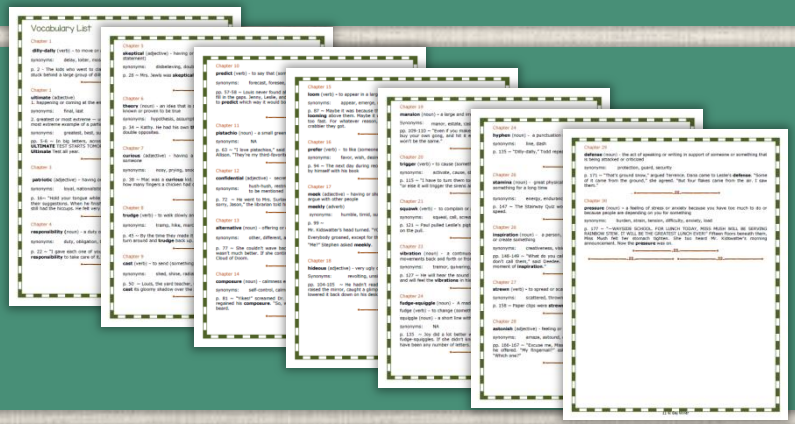
Wayside School Beneath the Cloud of Doom

Preview

Try out this unit. Scroll down to see sample pages.

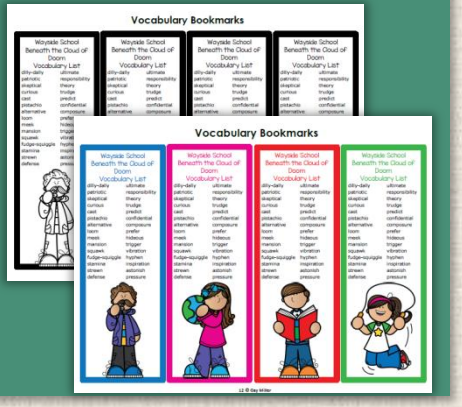
VOCABULARY RESOURCES



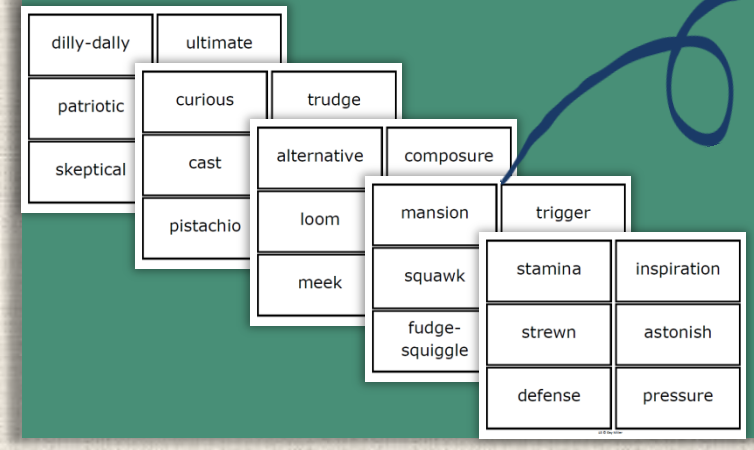
WORD LIST

Students practice with two focus words for each reading selection. A wordlist with definitions, synonyms, and sample sentences from the story is included.

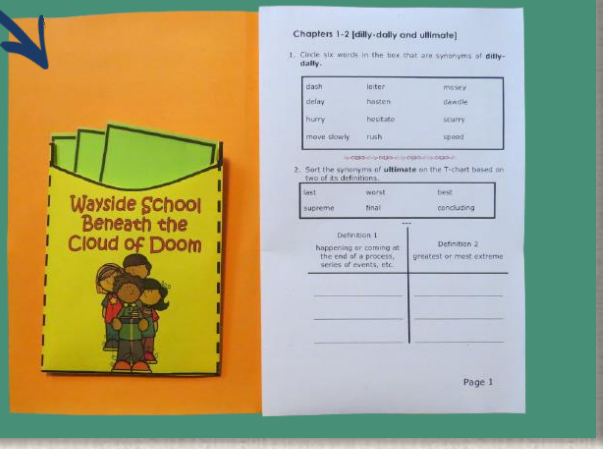
VOCABULARY BOOKMARKS



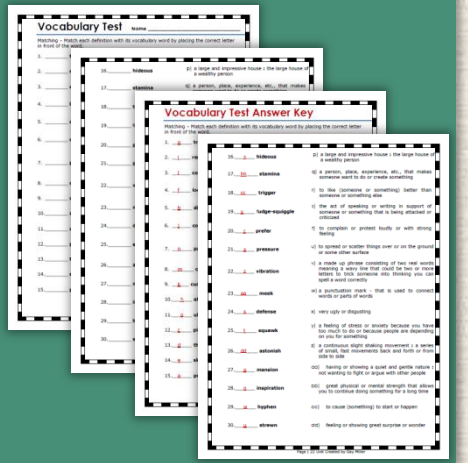
WORD CARDS



PRACTICE BOOK

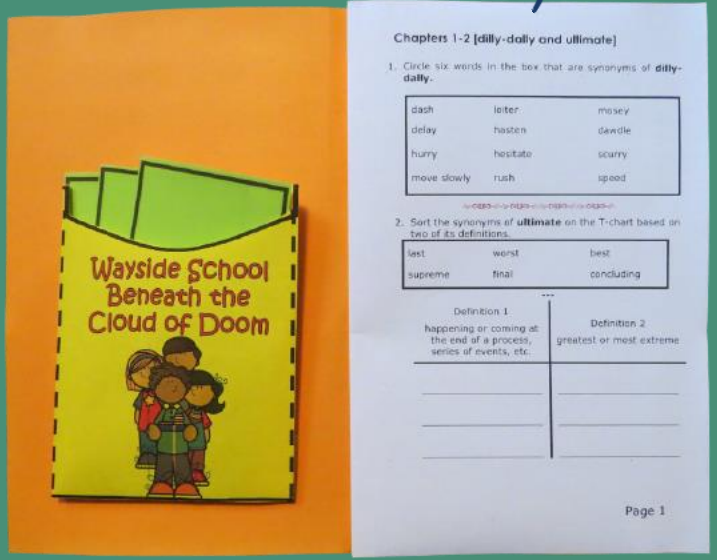


TEST WITH ANSWER KEY



PRINTABLE & DIGITAL VOCABULARY

Digital vocabulary practice is provided though Boom Learning Decks.



15 COMPREHENSION CHECKS

Wayside School Beneath the Cloud of Doom ~ Chapters 1-2

1. A good title for Chapter 1 could be ---.
   a. The Meanings of Bells at Wayside School
   b. Getting to Know Todd
   c. Discipline
   d. A Lot of Stairs

2. Chapters 1-2 are told from which point of view?
   a. The author uses one character to tell the story through his own personal experiences.
   b. The story is told as if the main character is saying you do this or that.
   c. The thoughts of several characters are told through a narrator.

3. What is Terrence's goal?

   _____

   _____

   Which word best describes Terrence's goal?
   a. thoughtful
   b. serious
   c. outrageous
   d. doable

4. Why is Chapter 2 most likely titled "A Million?"
   a. to add humor to the story by doing something silly a large number of times
   b. because the students are learning the meaning of numbers
   c. to impress the reader with many ways to define a million
   d. because a million is a large number

5. Read this line from the end of Chapter 1.

   The scary bell was the late bell. It didn't matter where he was. It always sounded like an angry driver was slamming on a car horn, right behind him.

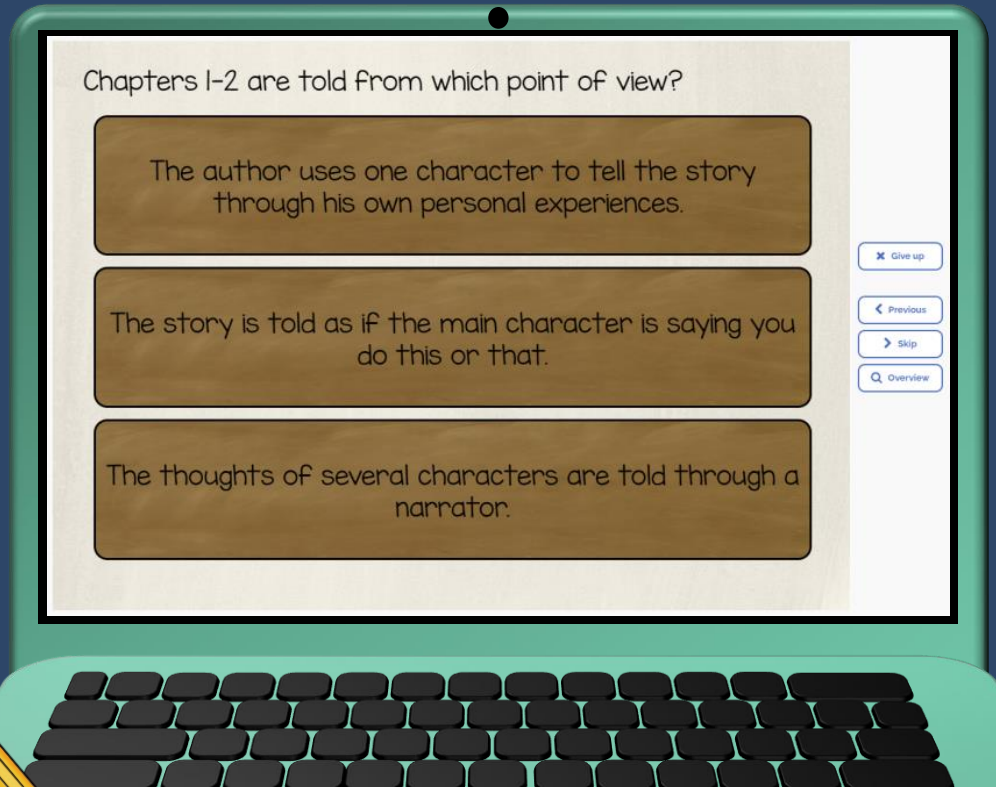
   Which type of figurative language does this line contain?
   a. simile
   b. metaphor
   c. personification
   d. idiom

6. Select **4** words used to describe Todd's behavior in Chapter 1.
   _____ popular
   _____ eager
   _____ hotheaded
   _____ loving
   _____ artist
   _____ energetic
   _____ thankful
   _____ determined
   _____ useful

7. Matching -- Why does the author use special text in the following phrases?

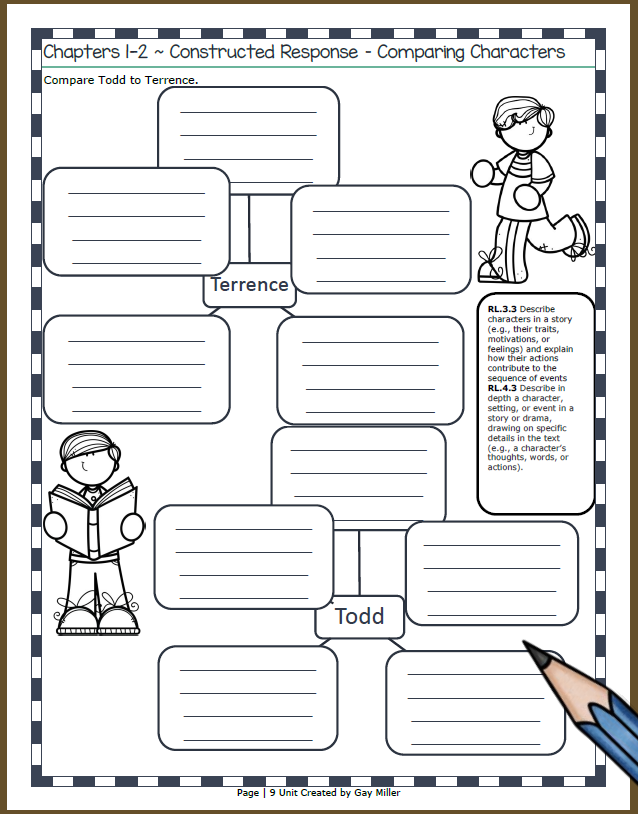
_____ **READ A BOOK. WRITE A BOOK REPORT.**	a. sound
_____ ULTIMATE TEST STARTS TOMORROW!	b. to show the reader how the word should be said
_____ *Ping . . . PONG!*	c. to show importance
_____ Bo-ring	d. for emphasis – to show the list is long

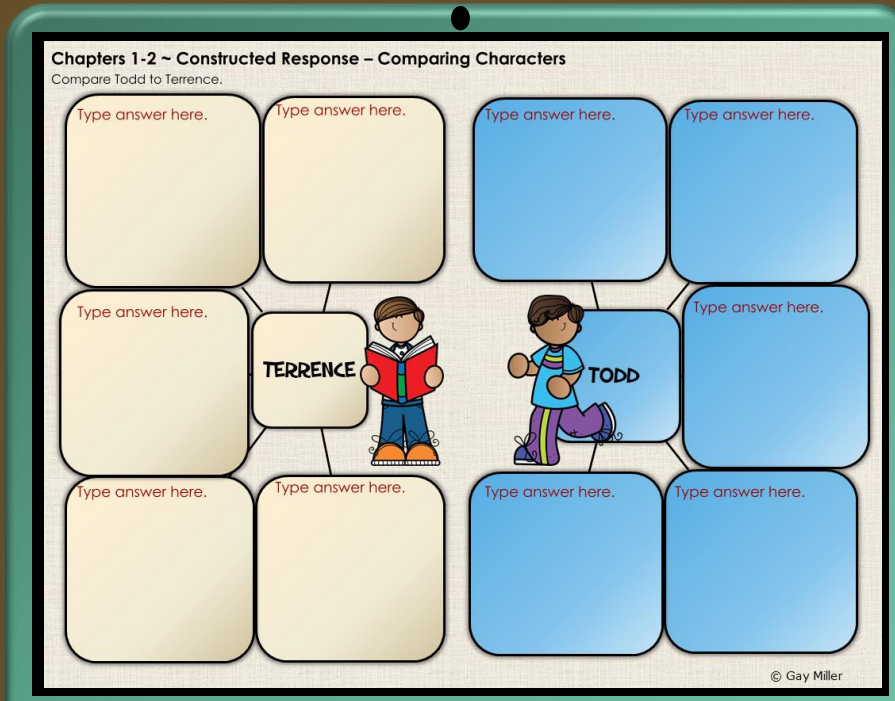
Digital comprehension questions are provided though Boom Learning Decks.



15 Constructed Response Questions

Digital writing prompts are provided through Google Slides.





What are Boom Cards?

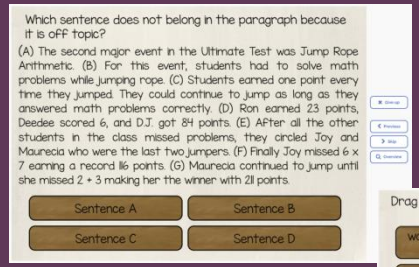
Boom Cards are digital task cards that students play on the Boom Learning Website.

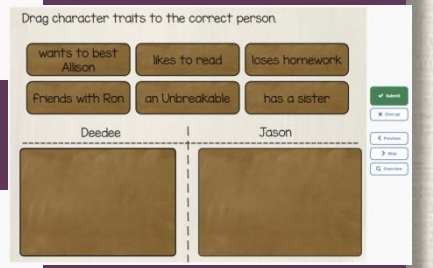
They…

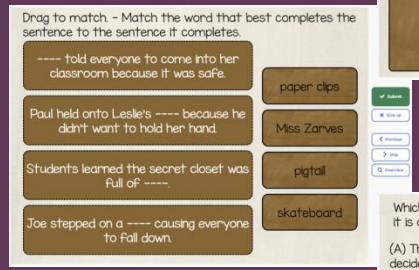
- ✓ **are fully digital – require no printing, paper, ink, etc.**
- ✓ **may be used on all modern browsers**
- ✓ **are played on devices connected to the Internet**
- ✓ **can be used for student practice at no cost to you**

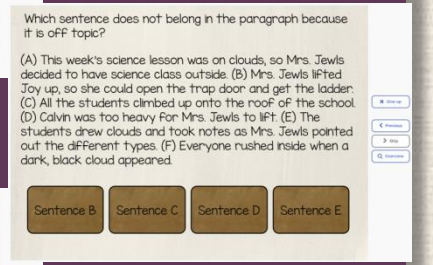
When you purchase this novel study from TPT, you will receive special links to these Boom Cards. When you click on one of these links, you will be asked to sign into your account or create a free account at the Boom Learning Website. The special links in the paid resource let the Boom Learning site know you have purchased the deck. When you click the link, Boom Learning sends the Boom Deck to your Boom Library, so your students can access them. Students can play for free or data will be tracked for you with the Boom Learning Paid Subscription.

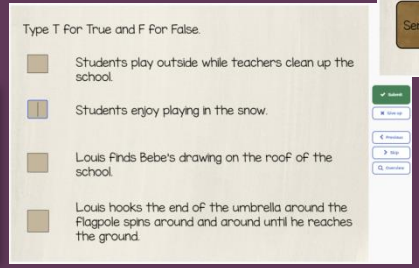
Click here for a playable preview on Boom Learning.





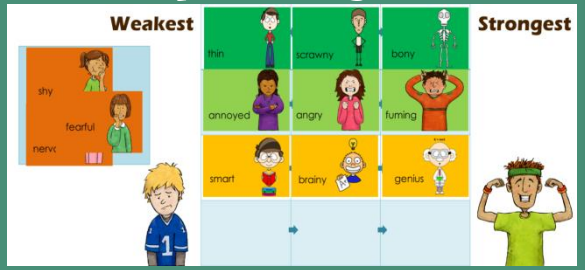






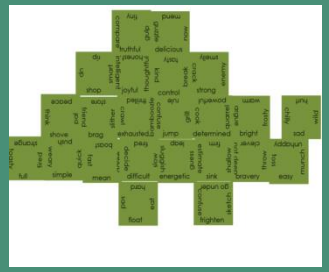
Skill Lessons

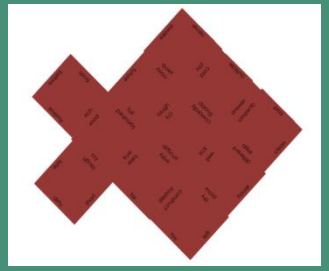
Shades of Meaning Sequencing Cards



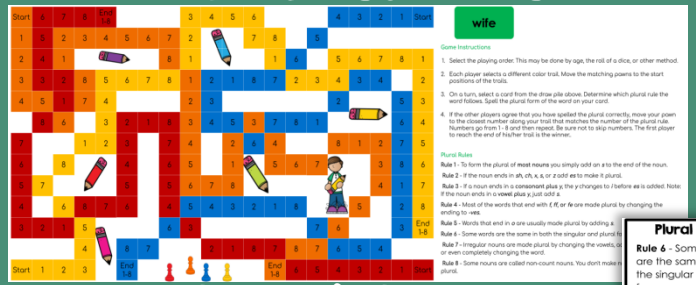
Digital Organizer

Synonym and Antonym Puzzles

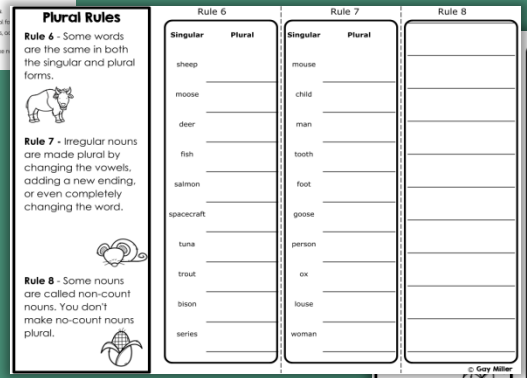




Plural Rules Game

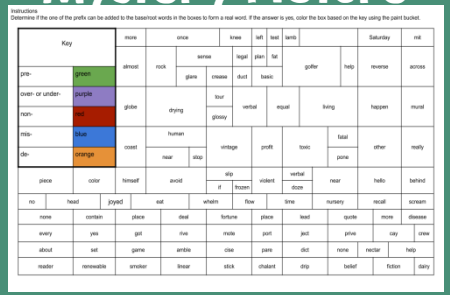


Printable Organizer



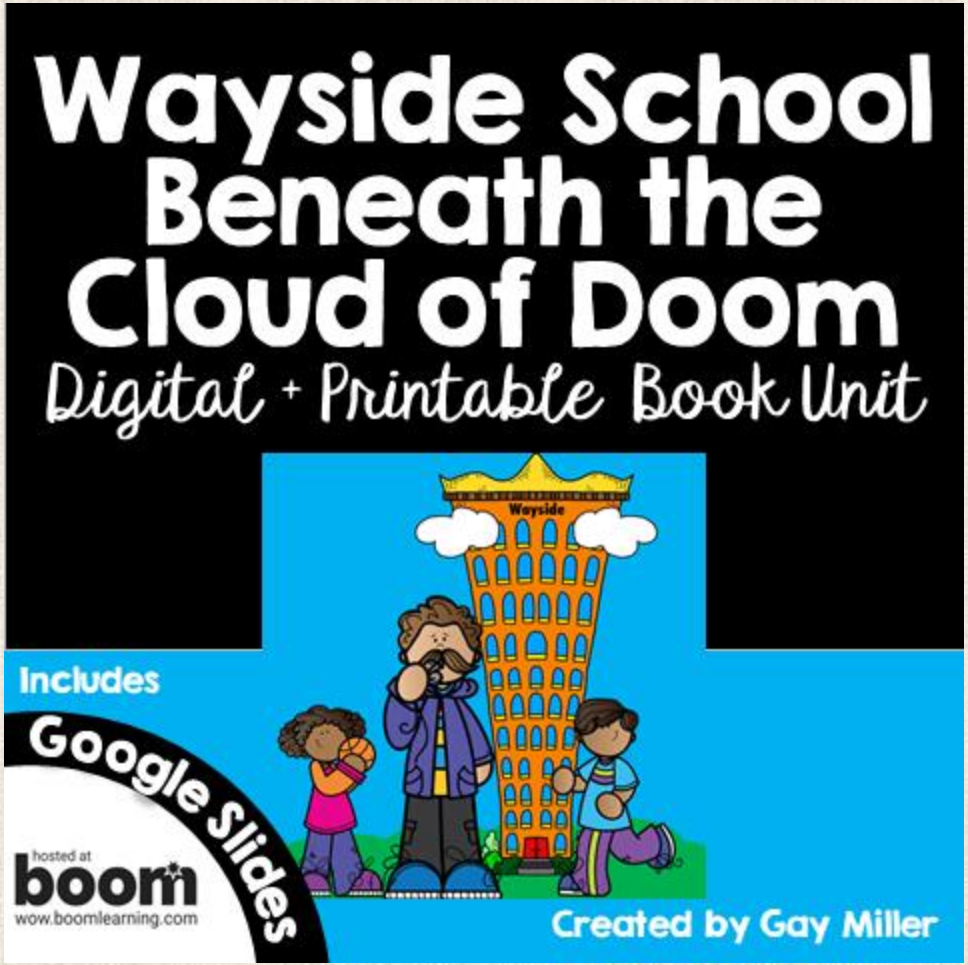
Answer Key

Mystery Picture



Click **here** to see the digital + printable unit on TPT.

Scroll down for unit samples.



Wayside School and the Cloud of Doom

Novel Study Samples

Created by Gay Miller

Book Units Teacher

Thank you for downloading this novel study sample.

On the next pages, you will find the following pages from the unit including:

- **Table of Contents for the Digital + Printable Version**
- **Lesson Plans at a Glance for the Full Unit**

FREE SAMPLE PAGES

The First Reading Selection plus Answer Keys
(These pages are found in all versions of this unit.)

- **Vocabulary Practice**
- **Comprehension Questions**
- **Constructed Response Writing Prompt (with and without the Common Core Standards)**

Are you wondering what other novel studies I have available? You can see the complete list here.

Table of Contents

Lesson Plans at a Glance	5
Section 1 – Links to Digital Resources	6
Materials for Making an Interactive Notebook	13
Section 2 – Vocabulary Materials	14
Teacher Information	15
Vocabulary List	18
Vocabulary Bookmarks	25
Vocabulary Word Cards	27
Vocabulary Practice Booklet	32
Vocabulary Test	55
Section 3 – Comprehension/Constructed Response Writing	59
Character Trait Craftivity	60
Teacher Information	73
Comprehension Chapters 1-2	77
Comparing Characters	78
Comprehension Chapters 3-4	79
Summarizing	80
Comprehension Chapters 5-6	81
Point of View	82
Comprehension Chapters 7-8	84
Making Connections	85
Comprehension Chapters 9-10	87
Problem and Solution Chain	88
Comprehension Chapters 11-12	89
Responding to Text	90
Comprehension Chapters 13-14	91
Mood	92
Comprehension Chapters 15-16	93
Setting	94
Comprehension Chapters 17-18	95
Acrostic	96
Comprehension Chapters 19-20	97
Summarizing	98

Comprehension Chapters 21-22	99
Character Traits	100
Comprehension Chapters 23-24	101
Recalling Detail	102
Comprehension Chapters 25-26	103
Figurative Language	104
Comprehension Chapters 27-28	105
Theme	106
Comprehension Chapters 29-30	107
Plot Development Roller Coaster	108
Section 4 – Answer Keys for Section 3	109
Section 5 – Addendum	143
Section 6 – Skill Lessons	176
Teacher Information	177
Week #1 – Plural Rules	181
Printable Organizers	182
Answer Keys for Printable Organizers	186
Plural Word Practice	191
Week #2 Synonym, Antonyms, and Shades of Meaning	199
Printable Organizers	201
Printable Organizers Version 2	204
Answer Keys for Printable Organizers	208
Synonym and Antonym Practice	212
Shades of Meaning Practice	216
Week #3 Prefixes	220
Prefix List	222
Prefix Flip Books	223
Prefix Printable Worksheets	231
Answer Keys for Prefix Printable Worksheets	234
Printable Organizer (2 Versions)	237
Answer Keys for Printable Organizer	239
Prefix Practice Activity – Mystery Picture	240
Bonus Activity – Science-Tie In – Types of Clouds Organizer	243
Credits	

Lesson Plans at a Glance

Read	Vocabulary List & Booklet		Comprehension Quiz	Constructed Response Question	Skill Practice
Chapters 1-2	dilly-dally ultimate	Page 1	Chapters 1-2	Comparing Characters	Lesson 1 – Plural Rules
Chapters 3-4	patriotic responsibility	Page 2	Chapters 3-4	Summarizing	Lesson 2 – Plural Rules
Chapters 5-6	skeptical theory	Page 3	Chapters 5-6	Point of View	Lesson 3 – Plural Rules
Chapters 7-8	curious trudge	Page 4	Chapters 7-8	Making Connections	Lesson 4 – Plural Rules
Chapters 9-10	cast predict	Page 5	Chapters 9-10	Problem and Solution Chain	Activity for Lesson 1-4
Chapters 11-12	pistachios confidential	Page 6	Chapters 11-12	Responding to Text	Lesson 5 – Synonyms
Chapters 13-14	alternative composure	Page 7	Chapters 13-14	Mood	Lesson 6 –Antonyms
Chapters 15-16	loom prefer	Page 8-9	Chapters 15-16	Setting	Synonym and Antonym Puzzles
Chapters 17-18	meek hideous	Page 10	Chapters 17-18	Acrostic	Lesson 7 – Shades of Meaning
Chapters 19-20	mansion trigger	Page 11	Chapters 19-20	Summarizing	Shades of Meaning Activity
Chapters 21-22	squawk vibration	Page 12	Chapters 21-22	Character Traits	Prefixes non- and mis-
Chapters 23-24	fudge- squiggle hyphen	Page 13	Chapters 23-24	Recalling Details	Prefixes over- and under-
Chapters 25-26	stamina inspiration	Page 14	Chapters 25-26	Figurative Language	Prefixes de- and pre-
Chapters 27-28	strewn astonish	Page 15	Chapters 27-28	Theme	Lesson 8 - Prefixes
Chapters 29-30	defense pressure	Page 16	Chapters 29-30	Plot Development	Prefixes Mystery Picture
	Vocabulary Test				

Chapters 29 - 30 [defense and pressure]

1. Sort the words on the T-chart.

apology	shield	request	cover
excuse	security	guard	plea

efense meaning protection	**efense** meaning argument
_____	_____
_____	_____
_____	_____
_____	_____

2. Sort the words on the T-chart.

twist somebody's arm	anxiety	gravity
bully	heaviness	difficulty

ressure meaning weight	**ressure** meaning stress	**ressure** meaning make
_____	_____	_____
_____	_____	_____

Chapters 1-2 [dilly-dally and ultimate]

1. Circle six words in the box that are synonyms of **dilly-dally.**

dash	loiter	mosey
delay	hasten	dawdle
hurry	hesitate	scurry
move slowly	rush	speed

2. Sort the synonyms of **ultimate** on the T-chart based on two of its definitions.

last	worst	best
supreme	final	concluding

Definition 1 appening or coming at the end of a process, series of events, etc.	Definition 2 greatest or most extreme
_____	_____
_____	_____
_____	_____

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apology	shield	request	cover
excuse	security	guard	plea

efense meaning protection	**efense** meaning argument
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security	excuse
shield	request
cover	apology

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heaviness	anxiety	bully
gravity	difficulty	twist somebody's arm

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Definition 1 appening or coming at the end of a process, series of events, etc.	Definition 2 greatest or most extreme
last	best
final	supreme
concluding	worst

Wayside School Beneath the Cloud of Doom ~ Chapters 1-2

1. A good title for Chapter 1 could be ---.

   a. The Meanings of Bells at Wayside School
   b. Getting to Know Todd
   c. Discipline
   d. A Lot of Stairs

2. Chapters 1-2 are told from which point of view?

   a. The author uses one character to tell the story through his own personal experiences.
   b. The story is told as if the main character is saying you do this or that.
   c. The thoughts of several characters are told through a narrator.

3. What is Terrence's goal?

   _____

   _____

   Which word best describes Terrence's goal?

   a. thoughtful
   b. serious
   c. outrageous
   d. doable

4. Why is Chapter 2 most likely titled "A Million?"

   a. to add humor to the story by doing something silly a large number of times
   b. because the students are learning the meaning of numbers
   c. to impress the reader with many ways to define a million
   d. because a million is a large number

5. Read this line from the end of Chapter 1.

   The scary bell was the late bell. It didn't matter where he was. It always sounded like an angry driver was slamming on a car horn, right behind him.

   Which type of figurative language does this line contain?

   a. simile
   b. metaphor
   c. personification
   d. idiom

6. Select **4** words used to describe Todd's behavior in Chapter 1.

   _____ popular

   _____ eager

   _____ hotheaded

   _____ loving

   _____ artist

   _____ energetic

   _____ thankful

   _____ determined

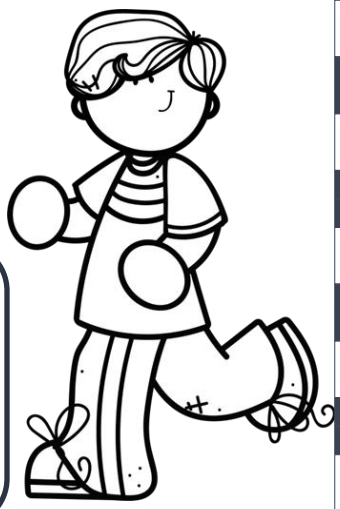
   _____ useful

7. Matching -- Why does the author use special text in the following phrases?

_____ **READ A BOOK. WRITE A BOOK REPORT.**	a. sound
_____ ULTIMATE TEST STARTS TOMORROW!	b. to show the reader how the word should be said
_____ *Ping . . . PONG!*	c. to show importance
_____ Bo-ring	d. for emphasis – to show the list is long

Chapters 1-2 ~ Constructed Response - Comparing Characters

Compare Todd to Terrence.



Terrence

Todd

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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   to kick a million things

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   _____ useful

7. Matching -- Why does the author use special text in the following phrases?

   ___d___ **READ A BOOK. WRITE A BOOK REPORT.**

   ___c___ ULTIMATE TEST STARTS TOMORROW!

   ___a___ *Ping . . . PONG!*

   ___b___ Bo-ring

   a. sound
   b. to show the reader how the word should be said
   c. to show importance
   d. for emphasis – to show the list is long

Chapters 1-2 ~ Constructed Response - Comparing Characters

Compare Todd to Terrence.

determined - wants to kick 1 million things

Mrs. Jewls told Terrence he was a genius.

frustrated - toe hurts so wants to cut toenail but only has dull safety scissors

Terrence

toe sore from kicking

Student in Mrs. Jewl's class

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

determined - wants to get to class on time

Mrs. Jewls scolded Todd for being late.

frustrated - wants Mrs. Jewls to stop assigning homework

Todd

legs sore from running up stairs

Student in Mrs. Jewl's class

Student Packet without Common Core State Standards

Important Update

Originally 46 states adopted the Common Core State Standards. Many teachers have commented that they love having the standards on pages with constructed response writing prompts for accountability reasons. Now educational trends are changing. Many states have repealed Common Core and adopted their own state standards. To meet the needs of teachers both using and not using Common Core Standards, I have opted to provide the writing questions both with and without standards.

To make creating a printable student packet easier, the comprehension and constructed response questions are both included in this section.

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   _____ thankful
   _____ determined
   _____ useful

7. Matching -- Why does the author use special text in the following phrases?

   _____ **READ A BOOK. WRITE A BOOK REPORT.**

   _____ ULTIMATE TEST STARTS TOMORROW!

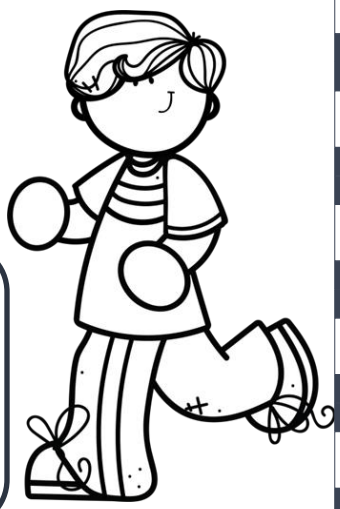
   _____ *Ping . . . PONG!*

   _____ Bo-ring

   a. sound
   b. to show the reader how the word should be said
   c. to show importance
   d. for emphasis – to show the list is long

Chapters 1-2 ~ Constructed Response - Comparing Characters

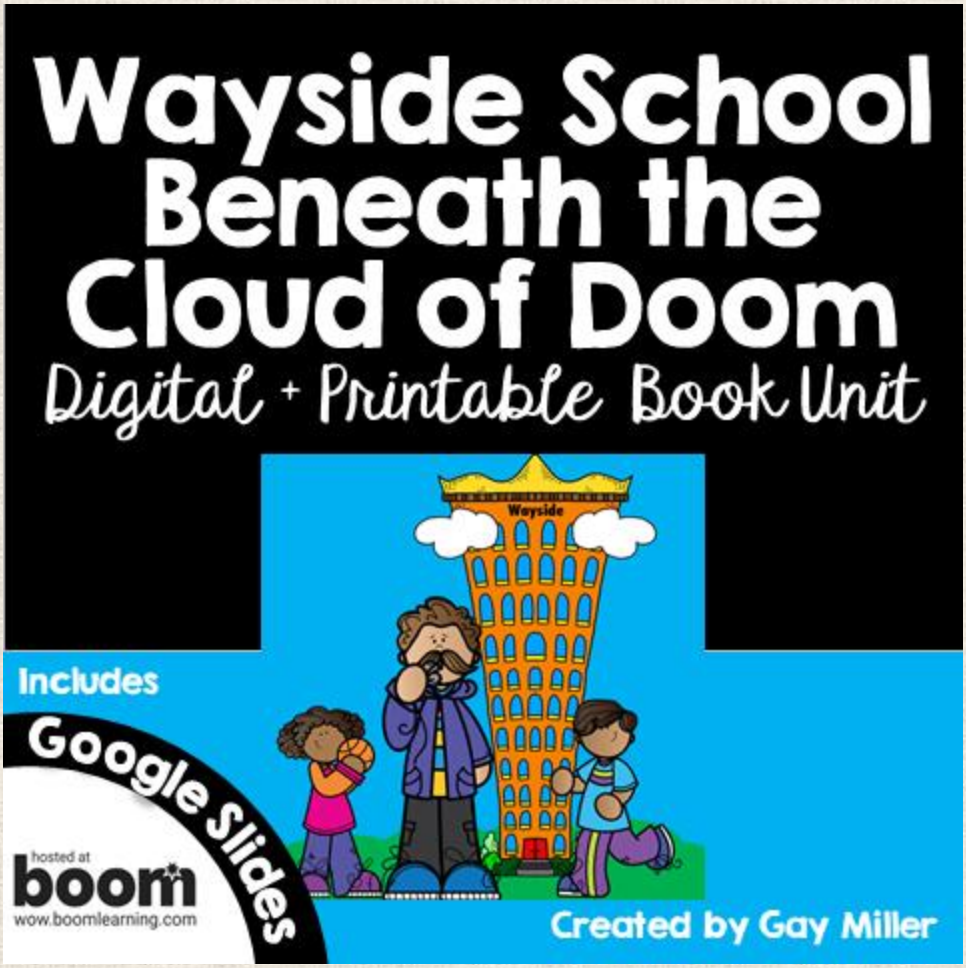
Compare Todd to Terrence.



Terrence

Todd

Click here to get the digital + printable unit.



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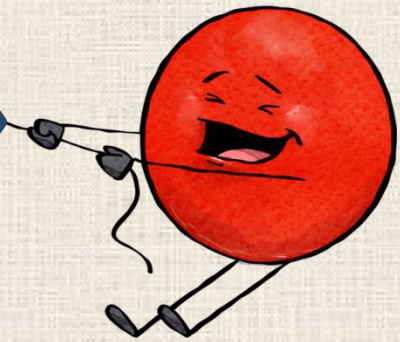

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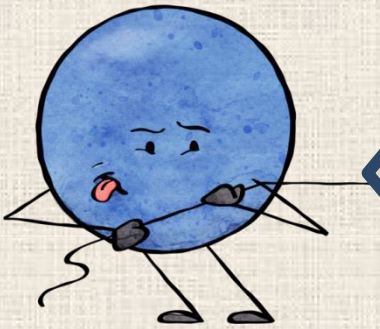

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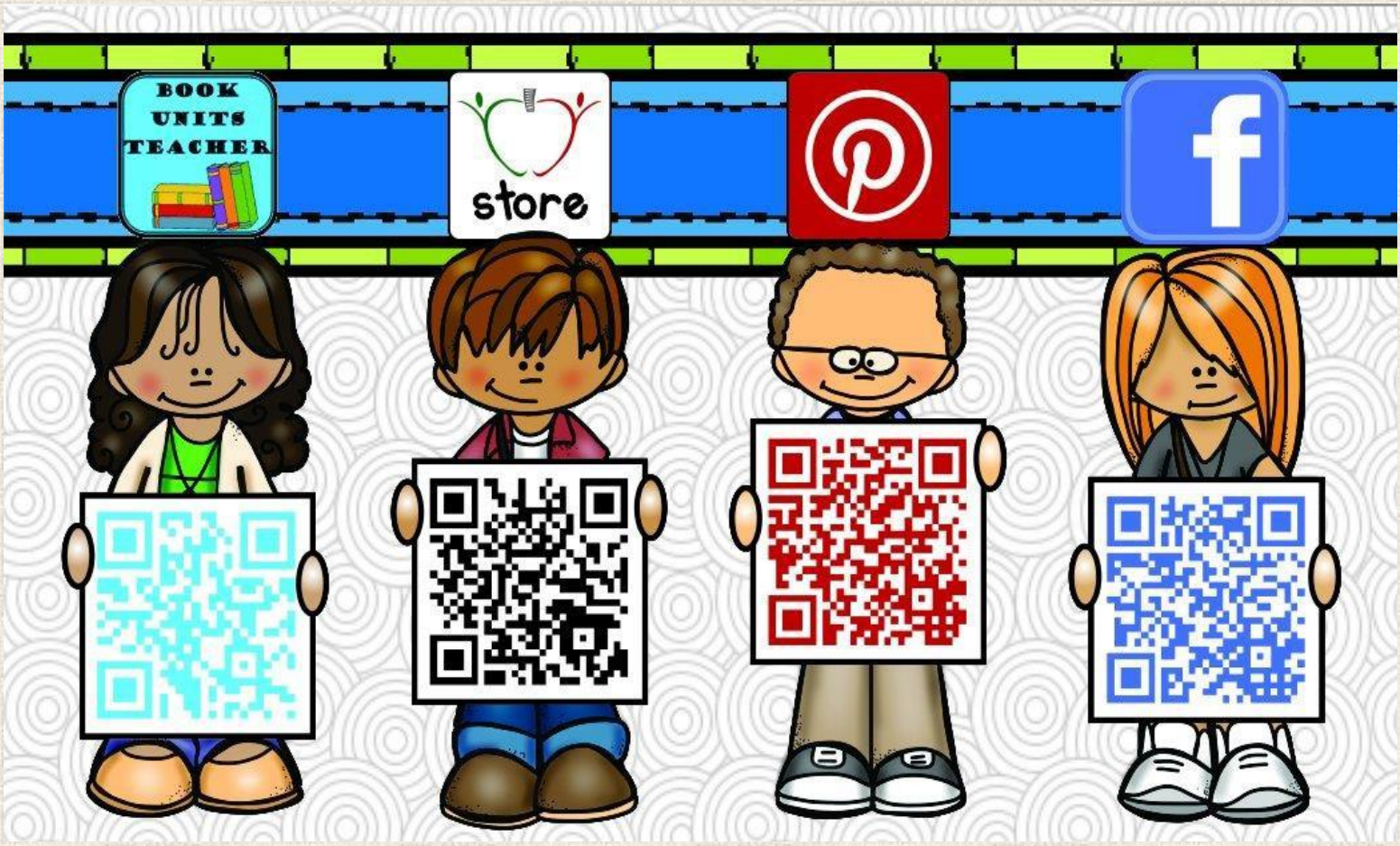

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