

Features Vocabulary & Comprehension for every 5-7 chapters.

- Book is divided into manageable chunks of reading.
- Consistent format allows for predictability and student confidence
- Variety of question types for high student engagement
- Includes "Quickwrite" free-writing prompt which relates the text to the students
- Questions range from basic comprehension to rigorous analysis

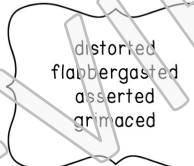
CHAPTERS 1-7

❖ **QUICKWRITE:** Write about your school, your class, and your teacher in detail.



❖ **VOCABULARY:** Fill in the blanks.

1. The toddler pressed his face up against the glass so hard that all his features were _____ which made everyone laugh.
2. I was completely _____ when I heard the shocking news.
3. After the poor kid fell on the sidewalk, he _____ in pain and went limping weakly home.
4. During the debate, I _____ my opinion confidently.



❖ **TRUE OR FALSE:** Mark T for True and F for False.

1. Bradley is popular and well-liked among his peers. _____
2. Carla is a young, new school counselor. _____
3. Jeff is terribly embarrassed when he goes into the wrong bathroom. _____
4. Mrs. Ebbel seems to enjoy Bradley. _____
5. Bradley's mother is concerned about him, but is unsure of what to do. _____

❖ **CHARACTER ANALYSIS:** Which character can you relate to the most?

❖ **COMPREHENSION AND ANALYSIS:** Answer the questions in complete sentences.

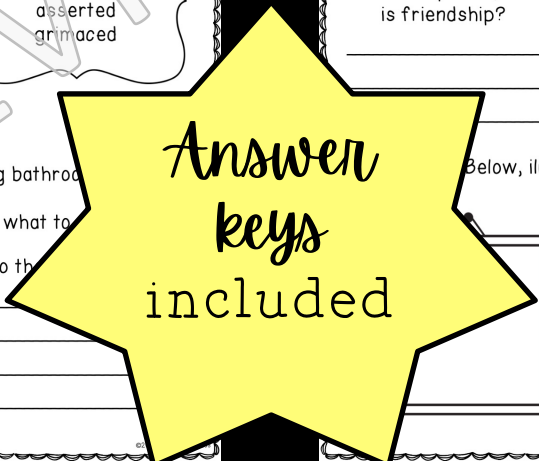
1. What is your impression of Jeff so far? Explain. Use textual evidence to support your answer.

2. Who are Bradley's only friends?

3. What does Mrs. Ebbel tell Mrs. Chalkers, and what is her response?

4. In Chapter 7, Carla and Jeff talk about what friendship is. In your opinion, what is friendship?

Below, illustrate and write about a part of these chapters that you can relate to.



Includes 12 creative ACTIVITIES & PROJECTS, too!

- Focuses include: **plot, character analysis, point of view, theme, & more**
- **Deepen and extend** student understanding

Name _____

Themes & Lessons

Think about the major themes written in the boxes below. Write related lessons that can be learned from the story, in each of the connecting boxes.

Theme:

Fear

Lesson:

Lesson:

Theme:

Acceptance

Lesson:

Lesson:

Theme:

Empathy

Lesson:

Lesson:

RL 3.2/RL 4.2/RL 5.2/RL 6.2 ©2020 Nothing but Class

Name _____

Think about each of the scenarios below. Circle your choices on the left. Then, explain your choices on the right.

Would You Rather...?

Choice #1	...have one very good, close friend? ...or have no close friends, but a lot of acquaintances?	_____ _____ _____ _____	<i>Explanation</i>
Choice #2	...be the <u>oldest</u> kid in your class? ...or be the youngest kid in your class?	_____ _____ _____ _____	<i>Explanation</i>
Choice #3	...sit in the front of the classroom? ...or sit in the back of the classroom?	_____ _____ _____ _____	<i>Explanation</i>
Choice #4	...do something that is not allowed? ...or not try at all?	_____ _____ _____ _____	<i>Explanation</i>

Common Core codes are listed on the bottom of each activity.

w 3.1/w 3.2/w 3.3/w 3.4/w 3.5/w 4.1 ©2020 Nothing but Class







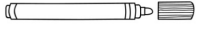
Additional Resources included:

- Culminating Project Choices to wrap up the novel study
- Accompanying Grading Sheet

Name _____

Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

<p>Author Research ☆</p> <p>Use the Internet to do research about the author, Louis Sachar. Write a biography about him. Be sure to include a Works Cited page.</p> 	<p>Playwright ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p>	<p>Louis Sachar ☆☆</p> <p>Choose another book written by Louis Sachar. Read it. Write a summary for it, and draw an illustration of it. Present your summary and picture to the class.</p> 
<p>Game On ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p>Alternate Ending ☆</p> <p>Do you wish the book had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p> 	<p>Book Commercial ☆☆☆</p> <p>Create a commercial advertising <u>There's a Boy in the Girls' Bathroom</u>. Be sure to write a script, create costumes if needed, include props, and perform in front of the class.</p> 
<p>3D Characters ☆☆</p> <p>Create 3D depictions of some chosen characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p>Paper Bag Book ☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p> 	<p>Puppet Show ☆☆</p> <p>Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.</p>

Name _____

Culminating Project Choices: Grading Sheet

<p>Project Choice #1</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #2</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #3</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Project Choice #4</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #5</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #6</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Project Choice #7</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #8</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #9</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Vocabulary Focus:

- 4 vocabulary words chosen for you for every 5-7 chapters
- Complete Vocabulary List comes with and without definitions
- Final Vocabulary Review included
- Full-color Vocabulary Word Wall cards along with black & white flashcards

Name _____

VOCABULARY WORDS AND DEFINITIONS: **THERE'S A BOY IN THE GIRLS' BATHROOM**

CHAPTERS	PAGE #	WORD	DEFINITION
	5	distorted	twisted
1-7	15	flabbergasted	taken by surprise

Name _____

THERE'S A BOY in the GIRLS' BATHROOM
VOCABULARY REVIEW #1: CHAPTERS 1-22

distorted	flabbergasted	asserted	grimaced	ferociously	thrilled	anguish
reluctantly	intently	shuddered	assured	scoffed		









1. Using a dictionary, or your notes, complete the table below.

Word	Definition	Illustration
distorted		
anguish		
reluctantly		
scoffed		

2. Complete the graphic organizer below for the word in the middle.

Synonyms	Antonyms
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">thrilled</div>	
Part of Speech	Illustration

3. Write a sentence containing the word grimaced below. Then, illustrate your sentence.

<p>Word: overwhelmed</p>	<p>Definition: swamped; loaded</p>
<p>intently (adverb) attentively</p> 	<p>shuddered (verb) trembled or quivered</p> 
<p>assured (verb) guaranteed; promised</p> 	<p>scoffed (verb) mocked; made fun of</p> 
<p>astonishment (noun) amazement and surprise</p> 	<p>stammered (verb) stumbled over one's words</p> 
<p>anticipation (noun) suspense</p> 	<p>inquisitively (adverb) curiously</p> 

SO EASY to prep and use!

- Answer keys
- Unit Map lays the whole unit out for you
- Focus standards listed for each activity
- Table of Contents & Teacher instructions

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
Ask and Answer Questions	RL 3.1/R 5.1/RL 6			
Theme	RL 3.2/R 5.2/RL 6			
Plot	RL 3.3/R 5.3/RL 6			
Character Analysis	RL 3.3/R 5.3/RL 6			
Connecting Text with Illustrations or Media	RL 3.7/R 5.7/RL 6			
Reading Comprehension	RL 3.10/4.10/RL 6.10			
Opinion Writing	W 3.1/W 5.1/W 6			

STUDENT CHAPTER PACKET ANSWER KEY

CHAPTERS 1-7

Quickwrite: Answers will vary.

Vocabulary:

1. distorted
2. flabbergasted
3. grimaced
4. asserted

True or False:

1. F
2. T
3. T
4. F
5. T

Character Analysis: I can relate to Jeff because I have been the new kid at school before, and I know how scary it feels. (Answers will vary.)

Comprehension and Analysis:

1. I think Jeff is a good kid with a big heart. He has compassion for Bradley, because, as he shares with Carla, even the teacher says something unkind about Bradley right in front of him. And he tries to reach out to Bradley, despite Bradley's intimidating behavior. On page 30, the Jeff says to Carla, regarding Bradley, "I think he needs help even more than me."
2. Bradley's only friends are his small animals that he has at home. He pretends that they talk to each other and to him.
3. Mrs. Ebbel tells Mrs. Chalkers that Bradley has very poor behavior and must see the school counselor weekly from now on. Mrs. Chalkers keeps saying that Bradley is a good boy and she agrees to let him see the counselor.
4. Friendship is when two people have a relationship in which they are equally kind, caring, and giving to one another. (Answers will vary.)

Beyond: Answers will vary.

ABOUT THE STUDENT CHAPTER PACKET

The student work for every section of reading contains both comprehension and vocabulary. Each part includes the following sections:

1. **Quickwrite**-A great idea is to have the students free-write here BEFORE reading the chapter. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
2. **Vocabulary**-The students practice with four new words that are chosen for you from every section. Synonyms, antonyms, and context clues are among the skills included.
3. **True/False, Multiple Choice, or Sequencing**-One set of these types of questions are included for each section.
4. **Standards Focus**-One question or activity is included. These focus on Reading Literature standards like main idea, character analysis, and figurative language.
5. **Comprehension and Analysis**-Four short answer questions are

THERE'S A BOY IN THE GIRLS' BATHROOM: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
 - Use some resources for the entire class, while using other resources for pull-out groups, for specialized instruction.
 - Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
 - Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
 - Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

***Note:** A larger version of this unit map is also included. It is a separate PDF that was included in the zip file you downloaded when you purchased this product.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (to be used with any chapter)	Reading Response Activities (to be used throughout the novel)
1-7	<ul style="list-style-type: none"> • distorted • flabbergasted • asserted • grimaced 				
8-14	<ul style="list-style-type: none"> • ferociously • thrilled • anguish • reluctantly 	Vocabulary Review #1: Chapters 1-22	Assessment #1: Chapters 1-22		
15-22	<ul style="list-style-type: none"> • intently • shuddered • assured • scoffed 			<ul style="list-style-type: none"> • Ask and Answer Questions • Comic Strip • Main Events • You vs. Character • Reading Strategy: Predictions • There's a Boy in the Girls' Bathroom Journal: Freewriting • Would You Rather...? 	
23-28	<ul style="list-style-type: none"> • astonishment • stammered • anticipation • inquisitively 				<ul style="list-style-type: none"> • Bradley's Obstacles • Character Cards
29-35	<ul style="list-style-type: none"> • mimicked • snickered • defiantly • dumbfounded 	Vocabulary Review #2: Chapters 23-47	Assessment #2: Chapters 23-47		
36-41	<ul style="list-style-type: none"> • overwhelmed • justified • essence • sternly 				
42-47	<ul style="list-style-type: none"> • composed • desperately • unison • beamed 				
					Reading Response Activities (to be used after finishing the novel) <ul style="list-style-type: none"> • Themes + Lessons • Character Changes • My Book Cover • Culminating Project Choices with Grading Sheet

at all levels needed. Use e. including art, require the thinking. You sers.

EXTRA Goodies:

- Student reference **bookmarks** with **original, beautiful, hand-drawn art**
- **Cover pages** for each section of the novel study
- Character Cards Creative Project for **deeper character analysis**

STUDENT CHAPTER PACKET

THERE'S A BOY IN THE GIRLS' BATHROOM

By Louis Sachar



CHARACTER CARDS: *Instructions*

Name _____

Complete the character cards below and on the following pages. Color the illustrations. When you're finished, cut along the horizontal dotted lines, and fold along the vertical dotted lines. Glue the fronts to the backs to create your own deck of character cards.

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BRADLEY

DESCRIPTION: _____

ACTIONS: _____

IMPORTANT QUOTES: _____

TRAITS: _____

RELATIONSHIPS WITH OTHER CHARACTERS: _____

A LESSON LEARNED FROM THIS CHARACTER: _____

THERE'S A BOY IN THE GIRLS' BATHROOM
By Louis Sachar
Reference Bookmark

PLOT

Nobody likes Bradley Chalkers, except for the new school counselor, Carla. Carla helps Bradley overcome his fears, give himself a chance to change, and be open to new friendships.

SETTING

The story mostly takes place at Bradley's school, where he is a fifth grader.

CHARACTERS

- Bradley-the oldest kid in fifth grade.
- Jeff-the new kid in Bradley's class.
- Carla-the new school counselor at Bradley's school.
- Mrs. Ebbel-Bradley's sister.
- Claudia-Bradley's older sister.
- Colleen-a fifth grade girl.



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TWO ASSESSMENTS included:

- Test students on **vocabulary, comprehension, and analysis skills**

❖ Part 4: Comprehension Multiple Choice

Choose the best answer for each question below.

11. Which of the following does not occur in these chapters?
 - a. Bradley tells Jeff to give him a doll.
 - b. Bradley accidentally goes into the girls' bathroom.
 - c. Jeff meets Carla.
 - d. Melinda punches Bradley.
12. Choose the best word to describe Lori.
 - a. Outspoken
 - b. Gentle
 - c. Shy
 - d. Funny
13. Choose the best words to describe Carla.
 - a. Uncaring and lazy
 - b. Cruel and harsh
 - c. Optimistic and caring
 - d. Hyper and overwhelming
14. What is Colleen's struggle?
 - a. She struggles over inviting Jeff to her party.
 - b. The other girls are mean to her.
 - c. Her parents are forcing her to see Colleen.
 - d. Colleen is not good at geography.
15. Why does Jeff stop being friends with Bradley?
 - a. Bradley tells Jeff he doesn't want to be friends with him.
 - b. Carla advises him to stay away from Bradley.
 - c. Colleen tells him he shouldn't be friends with Bradley.
 - d. Jeff chooses to be friends with the other girls.
16. Who is Ronnie?
 - a. Bradley's mother
 - b. the other school counselor
 - c. Bradley's sister
 - d. a little rabbit figurine

2

❖ Part 5: Comprehension & Analysis Written Response

Answer the following questions in complete sentences.

17. Compare and contrast yourself with one of the characters from the story. List similarities and two differences.

Name _____ Date _____

THERE'S A BOY IN THE GIRLS' BATHROOM

Assessment #1: Chapters 1-22

❖ Part 1: Vocabulary Matching

Match the words with their definitions by writing the correct letters on the lines.

- | | |
|-----------------------|-------------------------|
| 1. distorted ____ | A. argued |
| 2. flabbergasted ____ | B. taken by surprise |
| 3. asserted ____ | C. mocked, made fun of |
| 4. assured ____ | D. twisted |
| 5. scoffed ____ | E. guaranteed, promised |
| 6. grimaced ____ | F. made a face, winced |

❖ Part 2: Vocabulary Fill-in-the-Blank

Choose the word that best completes each sentence below.

7. The girls were _____ to hear that they would soon be moving to Hawaii and would be neighbors with their beloved cousins.
 - a. distorted
 - b. thrilled
 - c. shuddered
 - d. scoffed
8. My supportive sister _____ me that my haircut looked great and that I would get used to my new look quickly.
 - a. intently
 - b. flabbergasted
 - c. assured
 - d. anguish

❖ Part 3: Vocabulary Sentences

Write two sentences below, each containing one or more of the following words.

ferociously anguish reluctantly intently shuddered assured scoffed

9. _____

10. _____

1

_____ from the story. Write about at least two

_____ the girls' bathroom.

_____ Mrs. Ebbel.

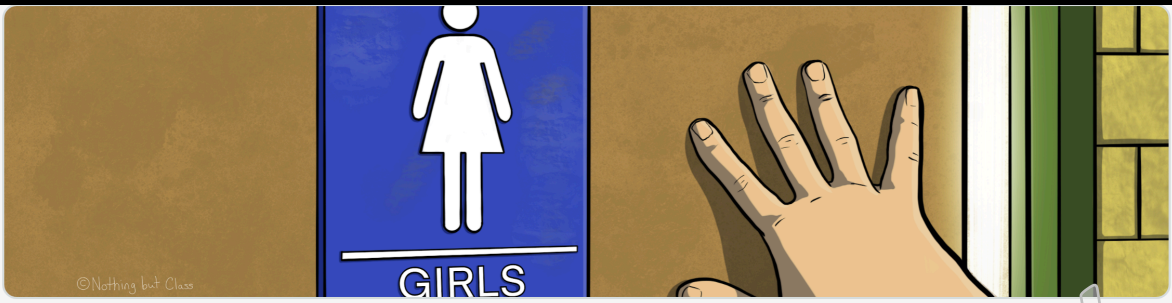
_____ the new school counselor.

_____ of the characters feels in these chapters. List each of them.

_____ the other characters in the story?

3

Self-grading version of tests included, through Google Forms:



Assessment #1: There's a Boy in the Girls' Bathroom | Chapters 1-22

Comprehension Multiple Choice

Choose the best answer for each question below.

11. Which of the following does not occur in these chapters?

1 point

- Bradley tells Jeff to give him a dollar or he'll spit on him.
- Bradley accidentally goes into the girls' bathroom.
- Jeff meets Carla.
- Melinda punches Bradley.

- Send your students a link
- Students complete the test on **computers or tablets**
- Self-grading—so fast, so easy, and **INSTANT data**
- Easy **instructions** included!

*** NOTE ***
You will need to manually grade the written responses only.

For testing, choose from 3 versions:

1. Google Forms version-Self grading for instant data!
2. Digital Google Slides version-Students type directly on the form!
3. Black and white printable version

Digital version of the unit included, through Google Drive:

CHAPTERS 1-7

❖ **QUICKWRITE:** Write about your school, your class, and your teacher in detail.

Text here



❖ **VOCABULARY:** Fill in the blanks.

1. The toddler pressed his face up against the glass so hard that all his features were Text here, which made everyone laugh.
2. I was completely Text here when I heard the shocking news.
3. After the poor kid fell on the sidewalk, he Text here in pain and went limping weakly home.
4. During the debate, I Text here my opinion confidently.

distorted
flabbergasted
asserted
grimaced

❖ **TRUE OR FALSE:** Mark T for True and F for False.

1. Bradley is popular and well-liked among his peers. T/F
2. Carla is a young, new school counselor. T/F
3. Jeff is terribly embarrassed when he goes
4. Mrs. Ebbel seems to enjoy Bradley. T/F
5. Bradley's mother is concerned about him, but

❖ **CHARACTER ANALYSIS:** Which character

Text here

Your purchase includes both the PAPER version and the GOOGLE version of this resource.

- Eye-catching digital version contains **full-color, interactive adaptations** of all resources.
- **Text boxes** are already placed everywhere students must type.
- Works for **distance learning**. Students can access the digital version from home OR school.
- Teachers and students can easily send this back and forth using **Google Drive or Google Classroom!**
- **Easy instructions** included!

** IMPORTANT NOTE **

The digital Google Drive version contains mostly the same content as the printable version. However, some assignments, such as drawing activities, have been replaced with more **digitally friendly assignments**, which may include such features as **movable or drag-and-drop pieces**.

New to digital learning? Don't worry. Easy instructions are included. If you have more questions, feel free to reach out!

Instructions

for Digital Version/Google™ Drive Document

Instructions for SELF-GRADING TESTS ON GOOGLE™ FORMS

VERY IMPORTANT-PLEASE READ!

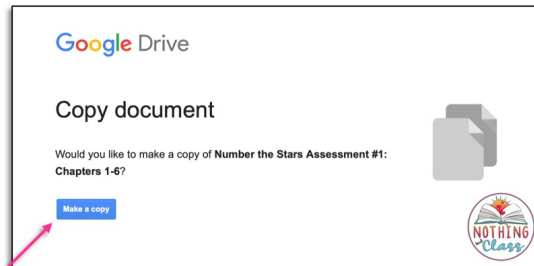
- The following instructions are for accessing the convenient, self-grading assessments that can only be used on Google.
- The Google forms documents are only for the novel study assessments. (If you're looking for other parts of the product you purchased, please look in the other included PDFs that you received upon originally downloading.)
- If you do not wish to use this version of the assessments, you have two other choices. You can use the Google Slides version, which contains text boxes for students to type into and is not self-grading. OR you may use the black and white printable version.
- All assessments are mirrors of one another as far as content is concerned, they are just given to you in different formats so you may choose which is best for you. (When you purchased this product, you would have downloaded multiple PDFs. Please see the other PDFs for the other formats.)

1. To get started, you will need to have access to the Internet and a Google account (which is free). In order to share the tests out with your students, your students will either need their own Google accounts with accompanying e-mail addresses OR you will need to have Google Classroom. Before moving on, be sure you are signed into the Google account that you want the assessments to transfer into.
2. Then, click on each of the yellow link buttons below. Notice there are multiple buttons, one for each separate assessment. When you click each button, a window will pop up that says, "Would you like to make a copy of ___?" Click "Make a copy." Do this once for each assessment.

[Assessment #1: Holes Ch. 1-25](#)

[Assessment #2: Holes Ch. 26-50](#)

[Final Vocabulary Assessment: Holes](#)



Click on "Make a copy"

3. At this point, you should have a copy of each assessment saved into your Google™ Drive.

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

Your purchase includes both the PAPER version and the GOOGLE version of this resource.