Sadie’s Big Day at the Office

Tonya Trappe

Summary

Pages 1–7: Mr. and Mrs. Meyer are the bosses of a company. They arrive at work and tell the doorman, Jeff, that the day is going to be a big day for the office. They can’t say why because it is a secret. All they can say is that they want happy people in the office. The office workers start arriving for the day’s work. All of them are perplexed as to what Jeff is talking about. Sadie arrives late and Jeff tells her it is not going to be a good day. Sadie is as confused as the rest of the team. He then informs the bosses that Sadie was late for work.

Pages 8–14: Everybody wants to know why today is going to be a big day. There is the possibility that a famous person is visiting the office. In the cafeteria, Alvin and Liz listen to their bosses’ conversation and pass the information down the line. As the information is passed from person to person the original message gets jumbled up and the result is that they all think Sadie, their team leader, is going to leave the office and they are upset. Later, the bosses ask for a meeting. Before they can speak, the workers give their support for Sadie and say they will leave if she goes. The bosses don’t understand. They then announce that everybody is to get a pay raise and a vacation. Everyone is happy.

Background and themes

Office politics: The book is about the gossip and misunderstandings that occur in a typical office. Jeff, probably the least senior employee, starts a rumor that Sadie is going to get fired and the others believe him. Turns out, the bosses have only good news for the workers.

Discussion activities

Pages 1–7

While reading (p. 4, after “She’s sometimes late in the morning because she works late in the evening!”)

1 Role play: Put the students in pairs and tell them they are going act out a conversation between Jeff and Dylan. Jeff says bad things about Sadie and Dylan says good things. See discussion activities key for an example start.

After reading

2 Write and guess: Write Mrs. Meyers says “We want quiet workers here.” on the board. Elicit which word is wrong from the students (happy not quiet). Now students choose a sentence from pages 1–7 and rewrite it changing one word. Students walk around the classroom, reading out their sentences and the other students have to identify and correct the mistake.

Pages 8–14

After reading

3 Write: Put the students in pairs. Tell them there are fourteen words in pages 8–14 that are adjectives. Tell them to find the words as quickly as they can. Then put the words on the board and tell each pair of students to choose two of the words and make two sentences with them. The students then read out their sentences to the class.

4 Describe and draw: Students work in pairs. Student A chooses one of the drawings in the book and describes the scene to Student B. Student B tries to draw the picture from Student A’s description. Then they reverse roles. How accurate are the pictures?