

Frindle

LitPlan Teacher Pack

A Complete Teacher's Manual



Teacher's Pet Publications



Teacher's Pet Publications

LITPLAN TEACHER PACK
for
Frindle

Based On The Book By
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INTRODUCTION - *Frindle*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Frindle*. It includes 20 lessons, supported by extra resource materials.

In the **introductory lesson**, students are introduced to the novel through a series of activities which discuss the English language, explore the dictionary, and develop a better understanding of root/base words, prefixes, and suffixes. Students will respond to questions giving their opinions on the need to create new words and then rethink their opinions after reading a direct quote from the novel. In Activity #3 they will review root/base words, prefixes, and suffixes, and participate in an ongoing activity.

The **reading assignments** are approximately twenty-two pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

Many sections of the book have a **Points To Ponder** discussion guide in the daily lessons, to point out and discuss figurative language, allusions, idioms, background knowledge, or other elements within the chapter that are not necessarily essential elements of the story but will further students' education or skills.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

One lesson is devoted to **critical thinking questions**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. In the first assignment, students write an informative essay based on their non-fiction assignments. In the second writing assignment, students write a letter to the editor stating if they agree or disagree with using the word *frindle*, and why. For the third writing assignment, students explore characterization and write a new chapter for *Frindle* focusing on one of the minor characters in the novel and more fully developing that character.

There is also a **non-fiction assignment**. Students will research a topic related to words and language and share the information they gather with their classmates.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit.

The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES - *Frindle*

LESSON ONE

- Students will discuss English language usage.
- Students will practice their dictionary skills.
- Students will identify root/base words.

LESSON TWO

- Students will be introduced to an author's use of characterization in a work of literature.
- Students will identify characterization, record their findings, and summarize what they learn about the character.
- Students will be given books and other materials related to the unit.
- Students will preview the study questions and vocabulary for Chapters 1-3.

LESSON THREE

- Students will review some best practices for improving their oral reading.
- Students will practice oral reading and have their oral reading evaluated as they read Chapters 1-3.
- Students will identify characterization for Nick Allen and Mrs. Granger as they read Chapters 1-3.

LESSON FOUR

- Students will review the main ideas and events in Chapters 1-3.
- Students will practice inferring information from stated facts and passages.
- Students will identify and discuss characterization in Chapters 1-3.
- Students will be introduced to and discuss cause and effect.

LESSON FIVE

- Students will preview the study questions for, do the vocabulary work for, and read Chapters 4-6.
- Students will select a location for the classroom transformation project.
- Students will examine how Nick Allen transformed his classroom into a tropical island.
- Students will as a class brainstorm ideas and topics related to their selected destination.
- Students will be assigned to their work groups and topic for the classroom transformation project.

LESSON SIX

- Students will review the main ideas and events in Chapters 4-6.
- Students will identify and discuss characterization in Chapters 4-6.
- Students will identify and discuss cause and effect in Chapter 4-6.
- Students will practice inferring information from stated facts and passages.
- Students will write an informative report based on their non-fiction reading.

LESSON SEVEN

- Students will preview the study questions for, do the vocabulary work for, and read Chapters 7-9.
- Students will take on the persona of Mrs. Granger and write a letter to Nick Allen to be read at the end of this unit.
- Students will meet in their groups to work on the transformation project.

LESSON EIGHT

- Students will review the main ideas and events in Chapters 7-9.
- Students will identify and discuss characterization in Chapters 7-9.
- Students will identify and discuss cause and effect in Chapter 7-9.
- Students will practice inferring information from stated facts and passages.
- Students will demonstrate their understanding of the events in Chapters 1-6 through taking a multiple choice quiz.

LESSON NINE

- Students will preview the study questions for, do the vocabulary work for, and read Chapters 10-12.
- Students will practice writing to persuade in a letter to the editor of *The Westfield Gazette*.

LESSON TEN

- Students will review the main ideas and events in Chapters 10-12.
- Students will identify and discuss characterization in Chapters 10-12.
- Students will identify and discuss cause and effect in Chapter 10-12.
- Students will practice inferring information from stated facts and passages.

LESSON ELEVEN

- Students will preview the study questions for, do the vocabulary work for, and read Chapters 13-15.
- Students will meet in their groups to work on the transformation project.

LESSON TWELVE

- Students will review the main ideas and events in Chapters 13-15.
- Students will practice inferring information from stated facts and passages.
- Students will identify and discuss characterization in Chapters 13-15.
- Students will identify and discuss cause and effect in Chapter 13-15.
- Students will demonstrate their understanding of characterization by developing the character of one of Nick Allen's classmates and writing a new chapter for *Frindle*.

LESSON THIRTEEN

- Students will demonstrate their understanding of the events in Chapters 7-12 through taking a multiple choice quiz.
- Students will meet in their groups to work on the transformation project.

LESSON FOURTEEN

- Students will transform the classroom and share their presentations with the class.

LESSON FIFTEEN AND SIXTEEN

- Students will practice public speaking and demonstrate their knowledge by presenting their non-fiction assignment.

LESSON SEVENTEEN

- Students will analyze *Frindle* through a series of questions designed to explore the book in depth and exercise students' critical thinking skills.

LESSON EIGHTEEN

- Students will review all of the vocabulary work done in the *Frindle* unit.

LESSON NINETEEN

- Students will review the content of the *Frindle* unit.

LESSON TWENTY

- Students will demonstrate their understanding of the main ideas, characters, and themes in *Frindle*.

READING ASSIGNMENTS - *Frindle*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Chapters 1-3	
	<i>Assignment 2</i> Chapters 4-6	
	<i>Assignment 3</i> Chapters 7-9	
	<i>Assignment 4</i> Chapters 10-12	
	<i>Assignment 5</i> Chapters 13-15	

UNIT OUTLINE - *Frindle*

1 Introduction - Using the dictionary Root/Base Words	2 Characterization Materials PV Chapters 1-3	3 Read Chapters 1-3 Oral Reading	4 Study's Chapters 1-3 Discussion Cause/Effect Mini Lesson	5 PVR Chapters 4-6 Transform Your Classroom Project
6 Study's 4-6 Discussion Writing Assignment #1 Non-Fiction Assignment	7 PVR Chapters 7-9 Quick Writing Mrs. Granger's letter Transformation Groups Meet	8 Study's Chapter 7- 9 Discussion Quiz - Chapters 1-6	9 PVR Chapters 10- 12 Writing Assignment #2	10 Study's Chapters 10-12 Discussion
11 PVR Chapters 13- 15 Transformation Groups Meet	12 Study's Chapters 13-15 Discussion Writing Assignment #3	13 Quiz - Chapters 7- 12 Transformation Groups Meet	14 Classroom Transformation Day Presentations	15 Non-Fiction Presentations
16 Non-Fiction Presentations	17 Critical Thinking Questions Discussion	18 Vocabulary Review	19 Unit Review	20 Unit Test

Key: P = Preview Study Questions V = Vocabulary Work R = Read

ABOUT THE AUTHOR - *Frindle*

Andrew Clements

Andrew Clements was born in 1949 in Camden, New Jersey. His family lived in Cherry Hill and Oaklyn until the middle of his sixth grade year and then moved to Springfield, Illinois.

Clements credits his parents, who were avid readers, for giving him and his brothers and sisters that same love of books and reading. He also credits spending the summers at a cabin in Maine where every night there was time to read, too, with helping him to think like a writer.

While attending Northwestern University, a professor at a nearby college saw some of his writing and invited him to teach creative writing at a series of summer high school workshops. There he learned how hard it was to be a teacher, but also how much fun and rewarding it could be.

After graduating with a Bachelor of Arts in English Literature from Northwestern and a Master of Arts in Elementary Education from National Louis University, he taught elementary, middle, and high school in the public school system in Illinois.

Clements married his wife during his first year of teaching, and they later had a son. Unable to maintain a steady job due to declining school enrollment, the Clements family packed up and moved to New York City. In New York, he eventually went to work for several publishing companies where he published, edited, marketed, and developed children's books.

In 1990 Andrew Clements started work on a picture book about a boy who makes up a new word. The book eventually became his first novel, *Frindle*, which was published in 1996. Since then he has published eighty books.

As of the date of this publication, Mr. Clements lives in Maine with his wife Rebecca and four sons.

Visit www.andrewclements.com for additional information about the author including his books, a personal biography, questions and answers, and information for teachers.

LESSON ONE - *Frindle*

Objectives

Students will discuss English language usage.
Students will practice dictionary skills.
Students will identify root/base words.

NOTE: Each student will need a dictionary for the activities in this lesson and unit.

Activity #1

This introductory lesson is designed to open a discussion with students about the English language and the exploration of the dictionary.

Tell your students they are about to read a book about a fifth-grader who has an active imagination and is very creative. He creates and introduces a new word to his classmates which causes controversy at his school and then gains national attention.

Ask students to respond in writing to the following journal prompts:

- Do you think it is a good idea to change a word that is already used for a known/common item and is defined in the dictionary?
- Does a word have to be in the dictionary for people to know and understand the meaning? Explain your response.
- Are there times when a new word is needed? What are some examples?

Post the following quote for your students to consider and give them time to think about it:

“Clear thinking requires a command of the English language, . . .”

Mrs. Granger - Fifth-grade language arts teacher

Open a discussion, asking students to share their initial responses to the journal prompts and to tell if their thoughts or opinions changed after reading Mrs. Granger’s quote.

Activity #2

Show students a picture of a horse and a chair. Have your students look up chair and horse in the dictionary and write the definitions on the board. They will see that both words have multiple meanings. A horse is an animal, a frame used for support or to hold something, and a piece of gymnasium equipment. A chair is a piece of furniture with legs, seat, back rests and sometimes has arm rests. A chair is also defined as a position of authority. Ask students if they can think of any way in which the definitions for each word could be related or could have evolved.

Now ask your students to look up the word “pen” in their dictionaries and have them give you the definition. Depending on the dictionary they will see that “pen” is listed several times with different definitions.

1. pen - writing instrument (first written around 1289 in Middle English, but at the time was spelled *penne* for the Latin word for feather)
2. pen - small enclosed or fenced-in area (written in 957 in Old English)
3. pen - informal definition of a penitentiary (written in 1884 in American English)

Ask students to respond in writing to the following journal prompt:

- After reading the definitions for a pen, why do you suppose there are multiple definitions?
- Are there any clues as to why there might be multiple definitions?
- If one word can have two different meanings, wouldn't it make sense to create a word for each meaning?

Open a discussion and ask students to share their responses. Listen to your students responses but guide the discussion as needed. Be sure they understand that words change over the course of history and time and usage. And in the example of a pen, the use of the word changed at different times in history.

If time allows have your students look through their dictionaries to find other examples of words that have multiple meanings and note when they were first written.

You could also assign this as homework and discuss their discoveries in your next class or have them write down what they find and revisit the activity when time allows.

Activity #3

Root Words for the Day

This will be an ongoing activity to help students learn to identify root/base words, the origin of some words, and to understand how a word's meaning can change by adding combinations of prefixes and suffixes.

Explain to students that knowing different root/base words and prefixes and suffixes will help them to understand what the word means even if they don't know the word.

Distribute the **Root/Base Words - Prefixes - Suffixes Worksheet** and explain the directions. Do the first word ACTION to show students how to complete the worksheet. Ask students to identify the root/base word and the prefix or suffix used to change the root/base word. Ask them to look up the definition for the root/base word and then to define how the prefix or suffix changes the meaning of the word.

Assign each student a word (or words, depending on your class size) in which they are to identify the root or base word, prefix or suffix, or the origin of the word and the definition of the word. Instruct your students to start by using their dictionaries, then look the word up on the Internet to find any additional information on the uses and origins of the word.

Let each student know when they will be presenting their Root Word(s) for the Day to the class.

A list of words is included in this unit. This list consists of common words used in fifth grade literature. You may also select words that you deem appropriate for your students.

ROOT/BASE WORDS - PREFIXES - SUFFIXES WORKSHEET - *Frindle*

Read the word in the first column and write the root/base word in the second column. Identify the prefix or suffix used to change the word and enter it in the third column; write a P for prefix or S for suffix to identify. Use your dictionary to find the definition of the root/base word and then in the definition column, tell how the prefix or suffix changes the meaning of the root/base word.

Word	Root	Prefix/Suffix	Definitions
Action			
Happiest			
Lovelier			
Unfriendly			
Misuse			
Careless			
Kindly			
Rewritten			
Thankful			

SUGGESTED ROOT WORDS FOR THE DAY - *Frindle*

<p>abolish abusive achievement aggressiveness alternative altitude antagonist anxiousness apparently approximation astoundingly unavailable</p> <p>blandness budge bungle</p> <p>cautiously challenge character combination companionship crave compassionate compensate noncompliance decompose conception confident convert course courteous</p>	<p>debating decline dedication deprive detective dictate documentation duplicate</p> <p>inedible endanger escalation evade exasperation excavate exertion exhibit exultation</p> <p>feeble frigid</p> <p>gigantic gorge guardian</p> <p>hazy heartly</p> <p>identical illuminate immense impressive independently industrious intense intercept</p>	<p>major miniature minor mischievous monarch nonmoral myth</p> <p>narrator navigate negative nonchalantly numerous</p> <p>oasis obsolete occasional overthrow</p> <p>pardon pasture pedestrian perish petrify portable prefix preserve protagonist provide purchase</p> <p>realistic reassure reign reliable require resemble retaining retired revert routing</p>	<p>saunter seldom senseless sever slither sluggish soar solitary soloist sparse spurt strategy suffix suffocation summit suspend</p> <p>taunt thrifty translation tropical</p> <p>visibility visual vividness</p> <p>wilderness withdrawing</p>
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ROOT/BASE WORD FOR THE DAY WORKSHEET - *Frindle*

Enter your word(s) into column one. In column two identify the root/base word. Use column three to identify any prefix or suffix; write a P for prefix or S for suffix. In column four enter the dictionary definition of the word, the origin of the word, and how the prefix or suffix changes the meaning. **Be aware that there may not be a prefix or suffix. In those instances be sure to find all the definitions for the word and its origin.**

Word	Root/Base Word	Prefix/Suffix	Definition(s)/Origin

LESSON TWO - *Frindle*

Objectives

Students will be introduced to an author's use of characterization in a work of literature.

Students will identify characterization, record their findings, and summarize what they learn about the character.

Students will be given books and other materials related to the unit.

Students will preview the study questions and vocabulary for Chapters 1-3.

Activity #1

Distribute the **Characterization Worksheet** and discuss the worksheet in detail. Take a few minutes to talk about characterization. Give your students ample time to complete the worksheet. Review the worksheet as a class. Be sure your students have a good understanding of characterization.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Books

Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school. Preview the book.

Reading Assignment Sheet

You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side board or bulletin board and leave it there for students to see each day, or you can make copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Study Guides

Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test. **Preview the study questions for Assignment 1 while you're looking at the study guides.**

Vocabulary

Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test. **Do Assignment 1 together orally to show students how to do the vocabulary worksheets.**

Extra Activities Center

The Unit Resource Materials portion of this LitPlan contains suggested topics for an extra library of related books and articles in your classroom, as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for use when they finish reading assignments or other class work early. Note that students may need to continue working on the puzzles throughout the unit, as they contain clues and answers from the whole book.

Non-fiction Assignment Sheet

Explain to students that they each are to read at least one non fiction piece from the in-class library (or elsewhere if you don't have an in-class library for this purpose) at some time during the unit. Students will fill out a Non fiction Assignment Sheet after completing the reading to help you (the teacher) evaluate their reading experiences and to help the students think about and evaluate their own reading experiences.

WRITING ASSIGNMENT #1 - *Frindle*

PROMPT

Your assignment is to write an informative essay on the topic you selected for your non-fiction assignment and to share that information with your classmates in an oral presentation.

PREWRITING

- Research your topic using reliable sources. You will need to record your research and take notes. You can use the following worksheet, index cards, or note paper. Choose what works best for you.
- Review the information you have found. Decide what information needs to be included and create an outline to organize your research information.
- Complete the **Non-Fiction Assignment Sheet** for at least one of your sources.

DRAFTING

Using your outline and your notes, begin with an opening paragraph that states the main idea or focus (the thesis) of your report. Continue with the body paragraphs by grouping your research information together, arranging it in a logical order from beginning to end. Write a closing paragraph that sums up or reviews your main points. Make sure each of your paragraphs has a meaningful topic sentence.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

Since you will be reading your report to your class, it is a good idea to practice reading it out loud. Ask a parent or friend to listen and ask them to suggest ways you can improve your report.

Be prepared to present your report on the assigned day.

WRITING ASSIGNMENT # 1 RESEARCH WORKSHEET - *Frindle*

RESEARCH TOPIC: _____

SOURCE:	NOTES:	QUOTES:
SOURCE:	NOTES:	QUOTES:

NON-FICTION ASSIGNMENT SHEET - *Frindle*

Your Name _____ Date _____

Title of Article/Book Read: _____

Written by _____ Publication Date _____

Factual Summary:

Write a short summary of what you read.

Vocabulary:

Which vocabulary words in your reading were difficult? How did you resolve your lack of understanding with these words?

Interpretation:

What was the main point the author wanted you to get from reading his/her work?

Criticism:

With which points of the piece did you agree or find easy to accept? Why?

With which points of the piece did you disagree or find difficult to believe? Why?

Personal Response:

How does this piece influence your ideas?

11. How does Mrs. Granger help Nick get back to his normal self? Why does she do that?
12. Why don't Nick's parents and brother want to accept any money from him?
13. Mrs. Granger admits she was angry to see the word "pen" pushed aside. Why does she change her mind? Provide examples from the text to support your response.
14. One book reviewer says, ". . . I love what these kids do in the story, with a little motivation, ownership, and confidence to make a difference." Support this statement with evidence from the story.
15. How do the descriptions of Mrs. Granger's eyes add to the story?
16. Compare and contrast Nick and Mrs. Granger.
17. Give three examples of cause and effect in the novel *Frindle* (three causes and their respective effects).

Critical/Personal Response

1. Miss Deaver had only been a teacher for six months and found Nick's creativity and transformation of her classroom delightful. How do you think Mrs. Granger would have reacted to Nick's efforts to transform her classroom?
2. Nick launches what he thinks is a "perfect thought-grenade" to delay Mrs. Granger's homework assignment, but it bombs, pardon the pun. The author tells us that Mrs. Granger knows what Nick is trying to do. What evidence in the text tells the reader how Mrs. Granger knows what Nick is trying to do?
3. Nick watches what happens when Janet (the fifth kid) asks the woman at the Penny Pantry for a frindle. When she asks if Janet wants blue or black one, Nick realizes "frindle" has become a word. Do you think he would have taken his efforts further if this had not happened? What in the text leads you to believe so or not?
4. After Nick and his friends sign the oath to only use the word "frindle" for "pen," why does Nick think that his plan will work and then thank Mrs. Granger?
5. What kind of a person do you think Mrs. Granger was in fifth-grade? Would she have been like Nick or different? Explain your opinion based on the story's details.
6. Mrs. Granger points out how the word "pen" has a long, rich history and that the origin of the word comes from the Latin word *pinna* for feather and it simply makes sense. How does Nick respond? Do you think he has a valid argument? Why or why not?

18. "I don't think Nick would want to talk to you now. He might say something stupid and get himself in trouble." (p.63)
19. "I mean, I learned a lot about words, and without her, I wouldn't have." (p.76)
20. "When will it be over?" (p.91)
21. "I've noticed that you've been very quiet for the past few months." (p.92)
22. "And don't forget to buy some new frindles for the next year." (p.93)
23. "Words are used to think, to write with, to dream with, to hope and pray with." (p.100)

STUDY GUIDE QUESTIONS - *Frindle*

Assignment 1: Chapters 1-2

1. What kid in Lincoln Elementary School does not fit in to any of the normal lists of bad, smart, or good kids?
2. What brings the third-grade trip to the South Seas to a sudden end?
3. What successful scientific experiment do Nick and Janet perform in Mrs. Avery's fourth-grade class?
4. Why is the fifth-grade different than second, third, or fourth-grade?
5. Describe the fifth-grade teacher, Mrs. Granger.
6. What is Mrs. Granger's battle cry?
7. How does Nick find the meaning of a word he does not know?
8. How does Nick sidetrack the teacher long enough to delay or wipe out the homework assignment?
9. How does Mrs. Granger react to Nick's teacher-stopper question?
10. What is Nick's reaction to Mrs. Granger's extra research assignment?

MULTIPLE CHOICE QUESTIONS *Frindle*

Assignment 1

Chapters 1-3

1. What kid in Lincoln Elementary School does not fit in to any of the normal lists of bad, smart, or good kids?
 - A. Nick Allen does not fit any of the normal lists of being a bad, smart, or good kid.
 - B. Andrew Clements does not fit any of the normal lists of being a bad, smart, or good kid.
 - C. Janet Fisk does not fit any of the normal lists of being a bad, smart, or good kid.
 - D. Sam Deaver does not fit any of the normal lists of being a bad, smart, or good kid.

2. What brings the third-grade trip to the South Seas to a sudden end?
 - A. The principal brings the trip to a sudden end because the kids are making so much noise, it is annoying other classes.
 - B. The principal brings the trip to a sudden end after she follows the trail of sand to Miss Deaver's room and sees what is going on.
 - C. The principal brings the trip to a sudden end when parents complain about the children getting their summer clothes out of storage in February.
 - D. The principal brings the trip to a sudden end because the kids get sick from the ninety degree temperature in the room.

3. What successful scientific experiment do Nick and Janet perform in Mrs. Avery's fourth-grade class?
 - A. Nick and Janet imitate the "croak" of tree frogs in Mrs. Avery's class. When she is unable to determine where the sound is coming from, Nick considers the experiment a success.
 - B. Nick and Janet imitate the "peeps" of baby chickens in Mrs. Avery's class. When she is unable to determine where the sound is coming from, Nick considers the experiment a success.
 - C. Nick and Janet imitate the call of the red-tailed hawk in Mrs. Avery's class. When she is unable to determine where the sound is coming from, Nick considers the experiment a success.
 - D. Nick and Janet imitate the high pitched "peeeeps" of the red-wing blackbird in Mrs. Avery's class. When she is unable to determine where the sound is coming from, Nick considers the experiment a success.

4. Why is the fifth-grade different than second, third, or fourth-grade?
 - A. Fifth-grade is the year to get ready for middle school. It means passing classes, no morning recess, real letter grades on report cards, and most of all it means students will have Mrs. Granger.
 - B. Fifth-grade is the year to get ready for middle school. It means more homework, no afternoon recess, real letter grades on report cards, and most of all it means students will have Mrs. Granger.
 - C. Fifth-grade is the year to get ready for middle school. It means passing classes, making new friends, real letter grades on report cards, and most of all it means students will have Mrs. Granger.
 - D. Fifth-grade is the year to get ready for middle school. It means passing classes, no morning recess, real letter grades on report cards, and most of all it means students will have Mrs. Chatham.

5. Describe the fifth-grade teacher, Mrs. Granger.
 - A. Mrs. Granger is tall, has gray hair, X-ray vision, drives a black car, and teaches social studies.
 - B. Mrs. Granger is small, has brown hair, wears pant suits, and likes to crack jokes.
 - C. Mrs. Grange is small, has white hair, dark gray eyes, wears two different skirt and jacket outfits, and can crack funny jokes.
 - D. Mrs. Granger is tall, has white hair, dark gray eyes, and no sense of humor.

6. What is Mrs. Granger's battle cry?
 - A. Mrs. Granger's battle cry is, "Look it up! That's why we have the dictionary."
 - B. Mrs. Granger's battle cry is, "Think clearly! Use the dictionary."
 - C. Mrs. Granger's battle cry is, "Everyone's home needs a dictionary."
 - D. Mrs. Granger's battle cry is, "Look it up! Check spelling and definitions."

7. How does Nick find the meaning of a word he does not know?
 - A. Nick always looks it up in the dictionary.
 - B. Nick asks his brother or his dad or whoever is handy.
 - C. Nick tries to figure out the meaning of a word from the context in which it is written.
 - D. Nick asks his teacher the meaning of a word he doesn't know.

8. How does Nick sidetrack the teacher long enough to delay or wipe out the homework assignment?
- A. Nick yells, "Hey, who did that?" in the split second between the end of the day's class work and the announcement of tomorrow's homework. By the time the teacher gets the class settled down there is no time to make the homework assignment.
 - B. Nick asks a question in the split second between the end of the day's class work and the announcement of tomorrow's homework. By the time his question is answered or discussed there is no time to make the homework assignment.
 - C. Nick pretends to be sick in the split second between the end of the day's class work and the announcement of tomorrow's homework. By the time the teacher checks on him there is no time to make the homework assignment.
 - D. Nick doesn't sidetrack his teachers. He likes school and always does his homework.
9. How does Mrs. Granger react to Nick's teacher-stopper question?
- A. Mrs. Granger says, "That's enough of that, Nick."
 - B. Mrs. Granger smiles sweetly and tells Nick to research the subject and give an oral report to the class the next day.
 - C. Mrs. Granger tells Nick she will answer his question in their next class.
 - D. Mrs. Granger tells the class to research the subject and write an essay to be handed in the next day.
10. What is Nick's reaction to Mrs. Granger's extra research assignment?
- A. Nick barely hears the homework assignment. He is embarrassed and worries that there may now be a black mark next to his name on the seating chart.
 - B. Nick listens carefully to the homework assignment. He wants to complete his homework and report so he doesn't get a black mark next to his name on the seating chart.
 - C. Nick barely hears the homework assignment. He is too busy thinking about having to do an oral report and worries that there may now be a black mark next to his name on the seating chart.
 - D. Nick barely hears the homework assignment. He is angry and busy planning his next move to get back at Mrs. Granger. He doesn't care if he gets a black mark next to his name on the seating chart.

VOCABULARY ASSIGNMENT 1 *Frindle*

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. . . . Nick put his heart and soul into the highest and most annoying chirp of all: "Peeeeep!"

2. In language arts, Mrs. Granger had a monopoly—and a reputation.

3. In language arts, Mrs. Granger had a monopoly—and a reputation.

4. “. . . Check those syllable breaks.”

5. And then there was a list of the dictionaries that Mrs. Granger thought would be “acceptable for home study.”

6. . . . he had seen fifth graders . . . noses stuck in their dictionaries, frantically trying to finish their vocabulary sheets before English class.

7. After that there was a review paper about cursive writing,

8. “Nicholas, will you do some research on the subject and give a little oral report to the class?”

9. Nick barely heard the assignment.

Frindle Vocabulary Worksheet Assignment 1 Continued

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

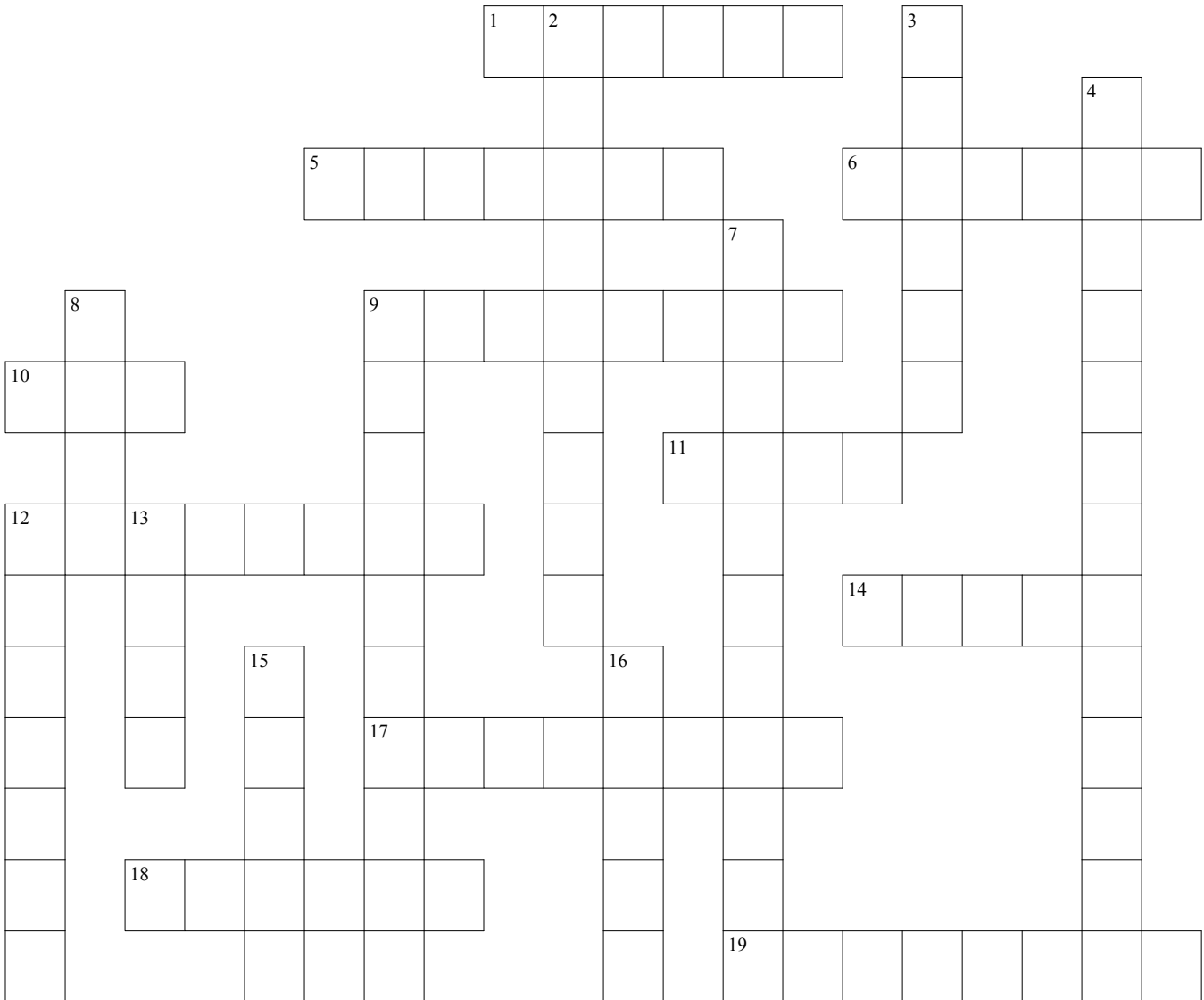
- | | |
|--------------------|--|
| ___ 1. Annoying | A. causing irritation; disturbing |
| ___ 2. Monopoly | B. by word of mouth |
| ___ 3. Reputation | C. total control of something because there are no other choices |
| ___ 4. Syllable | D. written with the letters joined |
| ___ 5. Acceptable | E. able to be agreed on; suitable |
| ___ 6. Frantically | F. almost not |
| ___ 7. Cursive | G. done in an excited, wild, anxious way |
| ___ 8. Oral | H. a unit of pronunciation having one vowel sound forming the whole or part of a word. |
| ___ 9. Barely | I. general opinions or beliefs held by others about someone |

WORD SEARCH - *Frindle*

S	L	A	W	R	E	N	C	E	K	D	M	F	L	O	R	E	L	E	I
A	Q	M	H	M	L	R	D	Q	Y	W	O	B	P	R	C	T	G	N	B
E	L	B	I	B	K	H	I	H	V	M	R	C	L	C	W	F	R	C	E
V	Q	L	T	V	H	S	C	S	L	K	G	M	P	A	T	Q	A	Y	L
E	C	L	E	M	E	N	T	S	L	J	A	N	E	T	C	M	N	C	L
R	S	F	M	N	A	L	I	S	W	O	N	T	F	A	H	K	G	L	J
Y	G	A	R	K	G	N	O	P	G	H	K	T	R	V	A	C	E	O	O
O	L	O	N	E	W	W	N	G	E	N	T	O	I	E	T	O	R	P	H
N	S	R	L	D	E	L	A	Y	I	N	G	M	N	R	H	N	P	E	N
E	F	W	O	D	B	D	R	G	J	N	N	G	D	Y	A	S	B	D	S
Y	Q	P	N	R	S	S	Y	P	A	B	N	Y	L	T	M	U	T	I	O
R	G	S	E	Y	T	C	P	W	E	L	J	Y	E	B	H	M	B	A	N
L	U	N	C	H	E	S	H	L	X	T	A	D	E	A	V	E	R	Q	J
J	M	N	K	J	R	W	H	W	W	X	E	Q	D	H	C	R	R	Y	G
L	U	N	D	E	R	S	O	N	J	A	M	E	S	F	C	S	V	O	F

- Author of Frindle (8)
- Being a ___ isn't a free ride. It has a price. (4)
- Brings national attention to the frindle (9)
- Caused the 3rd grade South Seas trip to end (4)
- Color of the fountain pen Nick sends Mrs. Granger (4)
- Custodian at Lincoln Elementary (5)
- Dreaded 5th grade language arts teacher (7)
- Got blamed for chirping in class (5)
- Her class is transformed into a tropical island. (6)
- It's his idea to have all the 5th graders ask Mrs. Granger for a frindle. (4)
- Janet handed Nick a gold ___ she found on the street. (3)
- Local 5th Grader Says, 'Move Over Mr. ___' (7)
- Maker of the official frindle (8)
- Mrs. Allen is the ___ Queen (5)
- Mrs. Chatham is the ___ Queen. (5)
- Mrs. Granger's first name (7)
- Mrs. Granger's nickname--The ___ Granger (4)
- Nick did the blackbird experiment in her class. (5)
- Nick didn't say 'pen.' Instead, he said ___. (7)
- Nick is an expert at asking the ___ question. (8)
- Nick used this to gather information for his report. (12)
- Nick's brother (5)
- Nick's father (3)
- Nick's last name (5)
- Nick's mother (5)
- Offers to lend Nick a frindle in Mrs. Granger's class (4)
- People who buy stuff (9)
- Principal of Lincoln Elementary School (7)
- Reading the first page of this was like reading the ingredients on a shampoo bottle. (10)
- Reporter for The Westfield Gazette (6)
- Samuel ___'s dictionary had 43,000 words in it. (7)
- School secretary (5)
- School store name ___ Pantry (5)
- Sells advertisements for the newspaper (4)
- She can't keep ___ after school, can she? (8)
- Subject of Nick's next great idea after frindles (7)
- Word Nick invented when he was little (7)

VOCABULARY CROSSWORD - *Frindle*



Across

1. Almost not
5. Said suddenly without careful thought
6. Brownish-red color
9. Causing irritation; disturbing
10. Something for which enthusiasm is short-lived
11. By word of mouth
12. Laughed quietly
14. A stage in a process
17. Intensely busy or occupied
18. In a stiffly formal and respectable way
19. Unit of pronunciation having one vowel sound forming the whole or part of a word

Down

2. Power; person or group in charge
3. Stared in a fierce way
4. Likely to cause public disagreement
7. Substances combined to make another, different substance
8. Solemn promise
9. Able to be agreed on; suitable
12. Written with the letters joined
13. Force moving one to do something
15. TV, newspapers, radio, Internet, etc.
16. Property held to be used by another