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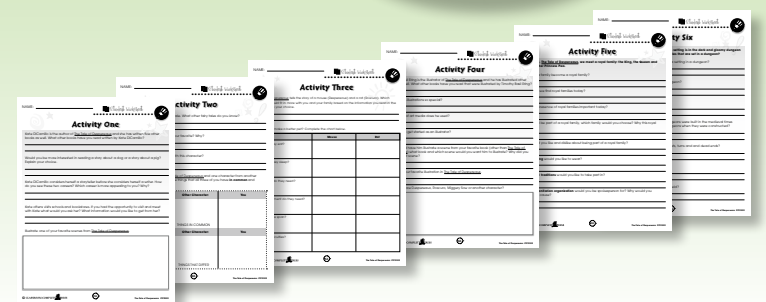
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Kate DiCamillo

Just like in her books, Kate DiCamillo has traveled too. She was born on March 25 in Philadelphia, Pennsylvania. When she was five years old, along with her mother and her older brother, she moved to Clermont, Florida. Her health was fragile and the warm air would be better for her.



She attended College in Florida and even had a job at Walt Disney World in Florida. She moved more to the north to Minneapolis, Minnesota where she worked on the third floor of a second-hand bookstore.

She has always had a fascination with words and stories. She considers herself extremely lucky to be able to be a storyteller and write stories for a living.

Since the year 2000 she has been very busy. She has been honored and rewarded for her work. Her novel *Because of Winn-Dixie* won a Newbery Honor. Then, her following

book, *The Tiger Rising* was nominated for the National Book Award. Two years later *The Tale of Despereaux* received the Newbery Medal. Then, in 2005, *Because of Winn-Dixie* came out as a movie! Today she continues to write, tells stories, speaks to students and fellow writers.

Did You Know?

- Kate lives and writes in Minneapolis, Minnesota.
- *The Tale of Despereaux* won the 2003 Newbery Award.
- Kate has no children of her own but she is an aunt to Luke, Roxanne and Max.



Chapters Thirty-four to Forty

1. What do you think the fate of Roscuro, Despereaux, Mig, Furlough, the Princess and the King will be?

2. Dreams and nightmares are experienced when we are in a deep sleep. Do you often dream? What meanings, if any do they have? What was your favorite dream?

Vocabulary

You be the teacher! A student has matched the words to their definitions. Use a dictionary to look up the meaning of the word. Then, put a check mark next to the word if it is matched to the correct definition. If it is not, use a straight line to match the word to its definition.

1	Cover	Ability to feel what others feel	A
2	Defiant	Secret or hidden	B
3	Empathy	Waste material or garbage	C
4	Ignorant	To resist boldly	D
5	Rubbish	Thankfulness	E
6	Gratitude	Not knowing, or lack of education	F



Chapters Thirty-four to Forty

Part A

1. Answer each question with one of the characters from the list.

Cook Despereaux	Louise Princess Pea	Mig Head Mouse	Gregory Lester	Roscuro Mouse Council
--------------------	------------------------	-------------------	-------------------	--------------------------

- a) Who died?
- b) Who cut off Despereaux's tail?
- c) Who wore the lovely gown?
- d) Who took a comfortable spot in Mig's apron pocket?
- e) Who didn't care about Mig's fate?
- f) Who ordered Despereaux's death?
- g) Who asked for forgiveness?
- h) Who mistook Despereaux for a ghost?
- i) Who was ignored?
- j) Who lost his tail?

2. Do you agree or disagree with each of the statements below? Circle your answers, and be ready to justify your opinions.

- | | | |
|-------|----------|--|
| Agree | Disagree | a) Mig is slow-witted. |
| Agree | Disagree | b) The cook's philosophy with mice is a good one: "If they're alive, kill them. If they're dead, kill them". |
| Agree | Disagree | c) Soup is the best comfort food. |



Chapters Thirty-four to Forty

Part B

Answer each question with a complete sentence.

1. What do you think motivated Gregory to help Despereaux hide in the napkin?

2. Who was the knight that Despereaux dreamt of? What conclusion did this discovery lead him to make?

3. Why was Mig so angry with the Princess? Did that give her the right to be so mean? Explain your answers.

4. Why was the plan that Roscuro presented to Mig so ridiculous? Why did she believe it anyway?

5. Describe, in your own words, how the Princess was empathetic toward Mig.



Journal Activity

Many of the characters in this novel have strong personalities; some are kind and open-hearted, while others are cruel. Think about a character that brings out strong feelings for you such as dislike, annoyance, anger, etc. You may choose Despereaux, Roscuro, Mig or another character. Write down at least five different points telling how you feel about him or her.



Chapter 34 to Coda

Imagine that you are in the middle of a natural disaster such as a fire, an earthquake or a flood. All of the characters in *The Tale of Despereaux* are caught in the disaster with you. Fortunately, you realize that you can save yourself and **one other creature** (human or animal). You decide to rescue one of the characters from the story! Which one will you choose?

Your task is to write about this scene.

Describe the natural disaster and the destruction it makes. Then, tell about which character's life you will save, and why you chose him or her in particular. You will also need to describe how you went about saving this character's life.



Chapter 34 to Coda

Imagine that you are a librarian, and it is your job to recommend a novel for *The Book of Month*. You have chosen Kate DiCamillo's *The Tale of Despereaux*.

Your task is to create a poster to promote this novel.

Your poster should have a catchy title, and be colorful so that others will want to read the book.

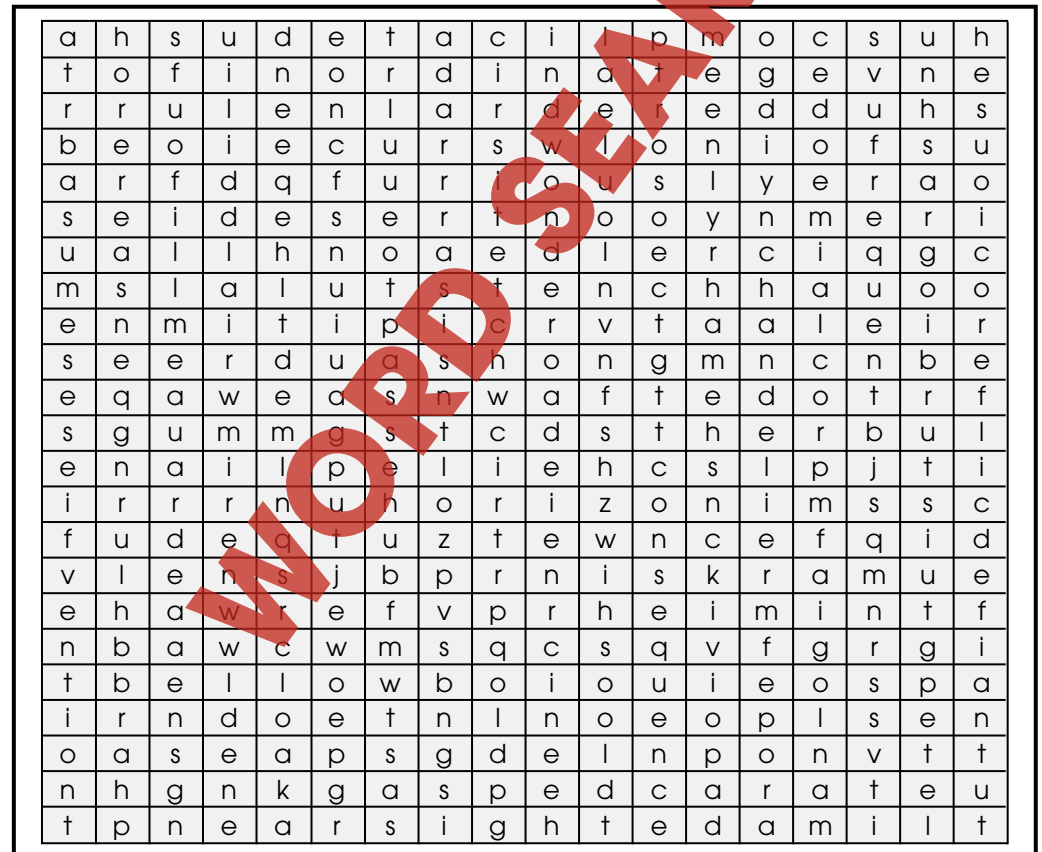
To help get students excited about reading the novel, you will need to include a summary of the story **without revealing the ending!** Your summary should be one paragraph in length, and be sure to make it interesting. An excellent book should have an excellent summary! Be neat and creative!



Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

brilliance	outrage	chandelier	defiant
dungeon	shuddered	consequence	complicated
maiden	flawless	resemble	waffled
velvet	inordinate	frequent	nearsighted
rodent	gasped	horizon	squint
furiously	cloak	ferocious	proclaim
wonder	banquet	stench	bellow



Comprehension Quiz

Answer each question in a complete sentence or short paragraph.

- Who were the members of the Tilling family? The Royal family? What other characters form a family in the novel? 40
- What was so special about Despereaux when he was born? List three things. Could he change any of these things if he wanted to? 4
- What did Despereaux's brother and sister try to teach him? 4
- What gift did Despereaux have? How did this make him different from the other mice? How else was he not like the others? List two ways. 2
- How did Despereaux get himself in trouble? What two things did he do that were against the Council rules? 2
- Who saw Despereaux and reported it? What did the Council want Despereaux to do? 2
- What happened to Despereaux? Who is Roscuro? 2
- When was Roscuro first attracted to light? Who is Roscuro's friend? 2
- Who was the new prisoner? What crimes did he commit? 2

SUBTOTAL: /22

Causes and Effect

Choose **one** important event that happened in the story. Write the **effect** on the backbone of the fish. Write the four most important **causes** on the fish bones. (If there are more than four important causes, add more bones to the fish!) In the fish's tail, record the names of the **characters** who were touched by these causes and effect.



NAME: _____

After You Read 



Chapters Eleven to Fifteen

Part B

Answer each question with a complete sentence.

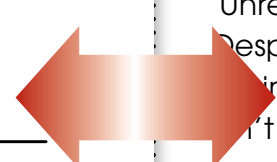
- Do you believe that there is such a thing as **Happily Ever After**? Give good reasons for your answer.

- How would you feel if you were in Despereaux's situation? Try to list five words that describe how you would feel.

- What do you think about Despereaux's fate? Is it reasonable or unreasonable? Explain your answer.

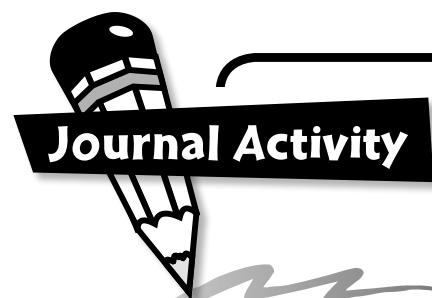
- If you were on the Mouse Council, what would your verdict be? Why?

- In what ways does the setting of the story (time and place) make it interesting?



EASY MARKING

ANSWER KEY



Journal Activity

We have read what Furlough, Lester, Antoinette and Despereaux think. We don't know what the Most Very Honored Head Mouse thinks. Rewrite Despereaux's trail from the point of view of the Head Mouse. Include new details and evidence that only the Head Mouse would know. Will your verdict be the same? Why or why not?

1.
Answers will vary

2.
Answers will vary

3.
Unreasonable - Despereaux isn't a criminal and he didn't harm anyone

4.
Answers will vary

5.
Answers will vary

1.
Answers will vary

2.
Answers will vary

Vocabulary

- 1 E
- 2 D
- 3 F
- 4 B
- 5 A
- 6 C

- 1.**
- a) rope
 - b) Botticelli Remorso
 - c) red tablecloth
 - d) Roscuro
 - e) prisoner

2.
a) 1

- b) 5
- c) 2
- d) 4
- e) 3

1.
Answers will vary

2.
Trading his daughter for a red tablecloth, a hen and a handful of cigarettes; Answers will vary

3.
Answers will vary

4.
Answers will vary

5.
Possible answer: Some people might appreciate the direct note from the author and others might find it distracting.

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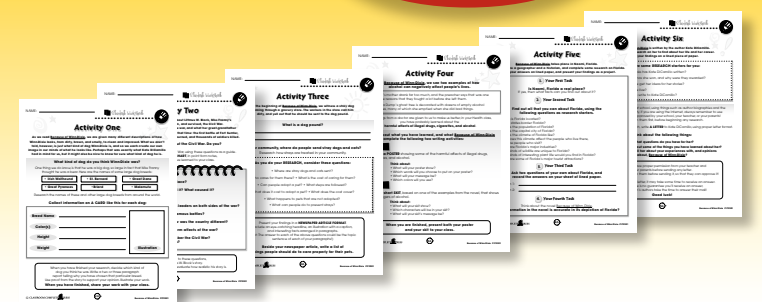
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- Enter pass code CC2301D for Activity Pages





Kate DiCamillo

Kate DiCamillo writes in an easy-to-read manner, using carefully chosen words to create realistic characters and settings.

Since she published her first novel, *Because of Winn-Dixie*, Kate DiCamillo has been sharing her fine writing style and sensitive stories with us all. *Because of Winn-Dixie* was recognized as a Newbery Medal Honor Book, and *The Tale of Despereaux* won the Newbery Medal, as the best children's book of 2004!



Kate DiCamillo has introduced us to a wonderful world of characters with whom we can all make connections. The characters in her novels all deal with similar feelings. The themes of abandonment, sadness, longing, and eventual love for the things around us, bring her characters to life with a richness that makes them seem so believable to us. In *Because of Winn-Dixie*, India Opal Buloni searches for the reason why her mother left her and her father. She longs for an answer, but instead is faced with her father's silence on the matter. It is only after she rescues Winn-Dixie from the grocery store that events begin to unfold that show her that it is all right to remember things that have passed, but that it is more important to love those around you in the present, and to move on. Strangely, it is through her developing relationship with Winn-Dixie that she opens up to her father, and he to her. And it is through Winn-Dixie, whether he is running through a

grocery store, entering a library or a pet store, or bringing India Opal and others, all of whom have some sense of being left out or abandoned, together as friends, that India Opal at last finds contentment and a place where she truly feels she belongs.

Kate DiCamillo writes in an easy-to-read manner, using carefully chosen words to create realistic characters and settings. Her books are easy to enjoy, because we each can find a little bit of ourselves in the actions, situations, thoughts, and feelings that her characters experience.

Did You Know?

- Kate DiCamillo grew up in Florida, the setting of *Because of Winn-Dixie*!
- *Winn-Dixie* is a real grocery store!
- *Because of Winn-Dixie* has been made into a movie!



Chapters Eight to Ten

Answer the questions in complete sentences.

1. Before you begin the next few chapters, think about Opal and Winn-Dixie. Before Opal found Winn-Dixie, she was alone most of the time. Now that she has Winn-Dixie as a pet, she has discussed her mother with the preacher and she has made her first friend in Naomi. Explain, in your own words, how Winn-Dixie has helped Opal do these things.

2. Have you ever been to a pet store? Which one was it? Which part of the store is your favorite? Explain.

Vocabulary

Using a dictionary, find the meaning of each of the following words. In the boxes, write each word's part of speech (noun, verb, adjective, etc.). You may illustrate your definitions if you wish.

1. gerbil
2. furious
3. installment
4. trustworthy
5. overgrown
6. crinkly



Chapters Eight to Ten

Part A

1. Number the events from 1 to 5 in the order they occurred in the chapters.

- a) Sweetie Pie Thomas laughed at the bird on Winn-Dixie's head, and then invited Opal to her birthday party with the theme of pink.
- b) Opal went to Gertrude's Pets to get Winn-Dixie a collar and a leash. At the store she met Otis, and asked to pay for Winn-Dixie's new collar and leash by working part-time at the pet store.
- c) Opal met Gloria Dump, and shared some peanut butter sandwiches with her. Gloria Dump and Opal planted a tree, and Opal began to feel much better about living in Naomi.
- d) Gertrude, the parrot, flew over and landed on top of Winn-Dixie's head, so Otis hired Opal to work in the pet store, because Gertrude and Winn-Dixie get along.
- e) Dunlap and Stevie Dewberry, the brothers who looked like two bald-headed babies, warned Opal about going into the "witch's" garden.

2. Which answer best describes...

- | | |
|--|--|
| a) Gloria Dump? | b) Gloria Dump's eyesight? |
| <input type="radio"/> A a scary witch | <input type="radio"/> A perfect vision |
| <input type="radio"/> B an old woman without teeth | <input type="radio"/> B like an eagle |
| <input type="radio"/> C a mean woman | <input type="radio"/> C very poor, so that she can only see the shapes of things |
| c) the way in which Gloria Dump listens to Opal? | d) the reason Opal and Gloria Dump planted the tree? |
| <input type="radio"/> A with her heart | <input type="radio"/> A The garden was bare. |
| <input type="radio"/> B attentively | <input type="radio"/> B The tree was there. |
| <input type="radio"/> C quietly | <input type="radio"/> C Opal might have a green thumb like her mother. |



Chapters Eight to Ten

Part B

Answer the questions in complete sentences.

1. When Opal meets Otis, he seems shy and nervous. Give two examples from the chapters that show this character trait.

2. If you were Otis, what questions would you ask Opal in an interview for the job at the pet shop? Think of the three most important.

3. Gloria Dump says that she has to rely on her heart to know people. What does she mean by this, and what does she ask Opal to do to help her get to know her?

4. When Opal gets home that night, she is very excited about her past day. Summarize everything she tells her father, and tell why it excites her.

Journal Activity

Gloria and Opal plant a tree together in the garden. It is like they are planting a new friendship together. Think about one of your best friends. What have you done together to help your friendship grow?



Chapters 1 to 5

In the early chapters of the novel, we are introduced to Opal and her father, and the relationship they have. Into this family comes Winn-Dixie, and things begin to change for Opal. Pretend you are Opal, and write a diary of the first few days that you have Winn-Dixie, from the first time you see him in the grocery store, to the time he catches the mouse in the Open Arms Baptist Church.

For each diary entry, consider:

- what your family situation is, and your relationship with the preacher;
 - what events happen because of Winn-Dixie;
 - how your relationship with the preacher begins to change;
- how Winn-Dixie begins to change both yourself and the preacher.



Chapters 6, 7, 15, 16 and 17

Opal's first friend in Naomi is Miss Franny Block, the librarian at the Herman W. Block Memorial Library. Think about Miss Franny, and the stories she tells, and pretend you are writing a chapter in a nonfiction four book about the famous people and history of Naomi, Florida.

Write the chapter about Miss Franny, her library, and her family's history. Include as many details from the novel as you can.

For example, you may wish to begin in this way:

One of Naomi's oldest living residents is Miss Franny Block, the librarian at the Herman W. Block Memorial Library, and heiress to the Block family fortune.



Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

jungle	knuckle	apologize	lizard
melancholy	pathological	slither	weight
wrappers	neighborhood	lozenge	hollered
trustworthy	whistling	whimpering	memorize
department	vegetables	thunderstorm	surprise
squawked	peculiar	everybody	wagging
orphan	swollen	echoed	tongue

g	f	e	d	c	b	a	o	p	e	o	h	e	d	m	x	w	
a	c	b	d	o	p	e	t	h	m	e	m	o	r	i	z	e	r
b	o	q	r	s	l	m	p	e	e	u	i	a	r	l	n	a	
c	s	t	u	o	q	e	v	e	r	y	b	o	d	y	d	o	p
d	w	h	i	s	t	l	i	n	g	a	c	e	g	o	b	c	p
e	o	i	j	k	l	a	t	u	a	p	o	l	o	g	i	z	e
f	l	l	k	o	k	n	u	c	k	l	e	q	a	b	c	d	r
t	l	o	p	q	r	c	m	y	e	g	e	t	a	b	l	e	s
u	e	w	e	i	g	h	t	s	u	r	p	r	i	s	e	a	i
r	n	s	o	m	r	o	t	s	r	e	d	n	u	h	t	n	n
e	g	n	e	z	o	l	i	j	k	l	m	n	c	o	n	u	g
q	u	a	v	e	g	y	l	m	n	q	o	e	h	l	e	b	p
a	c	w	a	g	g	i	n	g	m	i	o	i	o	l	m	c	a
m	b	d	o	t	w	u	z	x	t	a	b	g	q	e	t	d	t
m	s	m	n	a	l	i	z	a	r	d	l	h	u	r	r	e	h
s	m	q	b	a	b	m	a	s	o	x	y	b	e	e	a	d	o
l	s	j	u	n	g	l	e	a	r	c	d	o	s	d	p	q	l
i	t	u	v	a	o	m	e	e	p	g	t	r	g	m	e	u	o
t	r	u	s	t	w	o	r	t	h	y	o	h	g	m	d	r	g
h	i	j	l	e	f	k	l	l	a	y	n	o	o	t	p	m	i
e	m	l	m	g	j	k	e	l	n	v	g	o	n	h	e	l	c
r	o	m	c	d	h	s	q	d	m	v	u	d	a	f	n	m	a
c	w	h	i	m	p	e	r	i	n	g	e	n	a	m	t	m	l



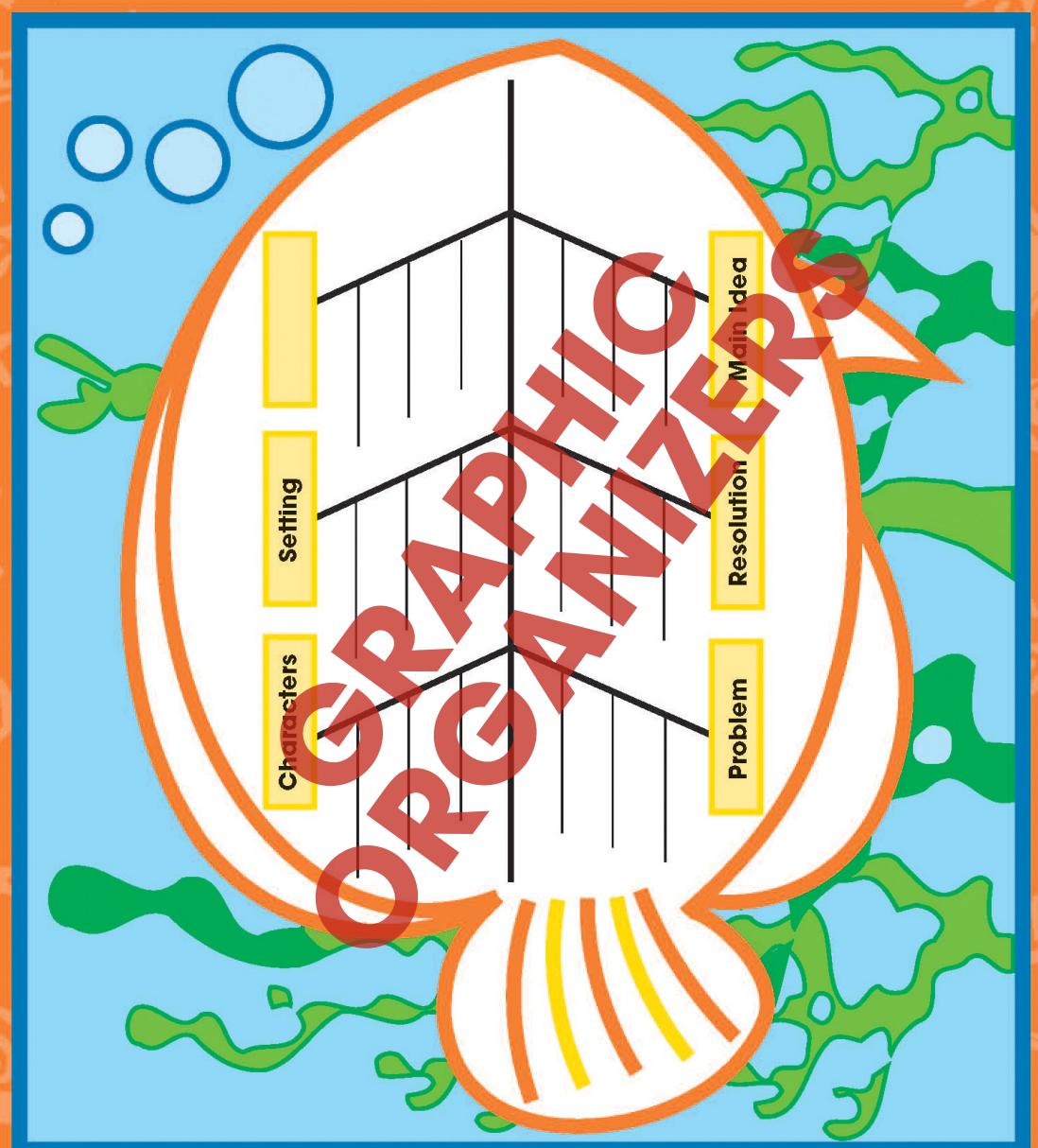
Comprehension Quiz

Answer the questions in complete sentences.

- Where does Opal first see Winn-Dixie? What is he doing, and what does she do to save him? 24
- What important things does Opal learn about her mother when she asks the preacher to tell her ten things about her? 2
- What does Opal think of the Dewberry boys, Stevie and Dunlap? How does her opinion of them slowly change throughout the novel? 2
- At first, Opal thinks that Amanda Wilkinson is pinch-faced and unfriendly. How does her opinion of Amanda change, and why? 2
- Why does the story of Amanda's brother Carson affect Opal so much? How is Amanda's loss like the situation with Opal's mother? 2
- How does Gertrude the parrot help Opal get a job in Gertrude's Pet Shop? How does she help Otis decide to hire Opal? 2

SUBTOTAL: /12

Fishbone Organizer



NAME: _____

After You Read 



Chapters Twenty-One to Twenty-Three

Part B

Answer the questions in complete sentences.

1. Look at Gloria Dump's words in question 2 c) of the previous page. We know she is talking about Winn-Dixie here, but how might her words also be about Opal's mother? Explain your thoughts.

2. What can we infer about Opal from her reaction to forgetting about Winn-Dixie? Why did she feel like crying?

3. Evaluate Opal as a pet owner. Has she done a good job of caring for Winn-Dixie? Support your opinions with proof from the story.

4. Think about all of the people invited to Opal and Gloria Dump's garden party. What do they all have in common? Compare three of the guests.

Journal Activity

Pretend you are Opal, just at the moment that she realizes that Winn-Dixie is missing. How would you feel? Why would you feel this way? Write Opal's journal entry showing her feelings at this moment.

1.

Since Opal's mother wanted to go, there was nothing anyone could've done to stop her. Answers will vary.

2.

Very responsible, feels she let him down when he needed her most; felt like crying because she thought she had failed, let him get away, just like her mother

3.

Answers will vary

4.

Possible answers: all are lonely, have suffered a loss, need friends

37

1.

Answers will vary; Yes, it would have helped her cope better

2.

Answers will vary

3.

Answers will vary

Vocabulary

1. (n.) business part of a city or town

2. (n.) rear light on a car

3. (v.) commit to memory

4. (n.) light rain with small raindrops

5. (v.) be aware of/ recognize something

38

1.

a) 5

b) 3

c) 2

d) 1

e) 4

2.

a) T

b) T

c) T

d) T

e) T

39

1.

He is very sad about losing his wife, tried to keep her; She tried to comfort him, loves him even more

2.

Has learned to live in the present, love those around her

3.

Answers will vary

4.

Answers will vary

40



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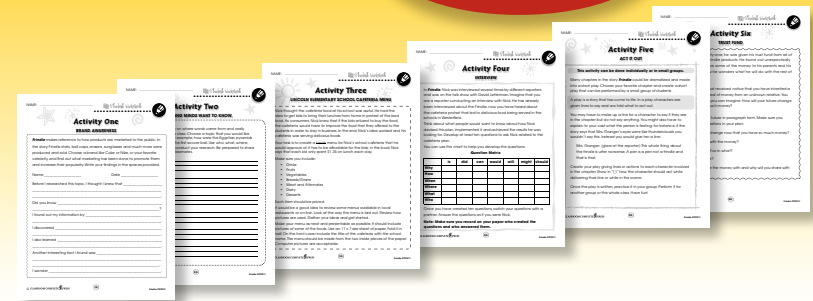
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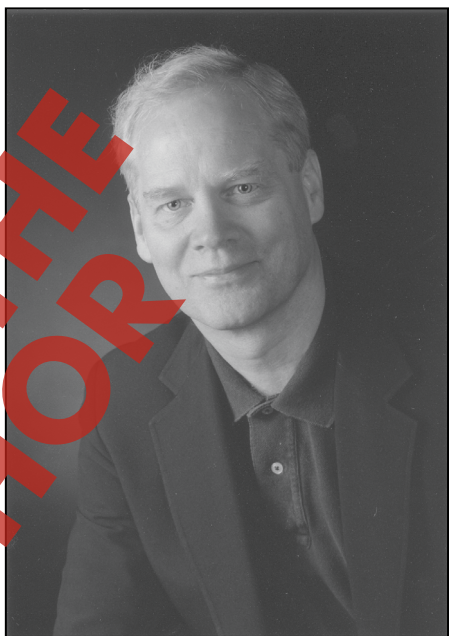




Andrew Clements

Andrew Clements was born in Camden, New Jersey in 1949.

He credits his parents who were avid readers with passing on their love of books and reading to him and his siblings. He now lives in Massachusetts with his wife.



Andrew earned a Masters of Arts in Teaching at National Louis University, and then taught primarily English in the public schools north of Chicago for seven years in junior and senior classes. He loved getting to know students and introducing them to good books and thinking about big ideas together. He left teaching to pursue a job as a singer-songwriter in New York. He learned to make himself sit and think and write things down - a discipline that's important for every writer. After the songwriting came his first job in publishing. While working for a publishing company, he began writing picture books.

In 1990, he began trying to write a story about a boy who makes up a new word. That book eventually became his first novel, *Frindle*, published in 1996. *Frindle* became popular and it had the eventual effect of turning him into a full-time writer.

Kids sometimes ask him how he has written so many books. His answer is simple: one word at a time.

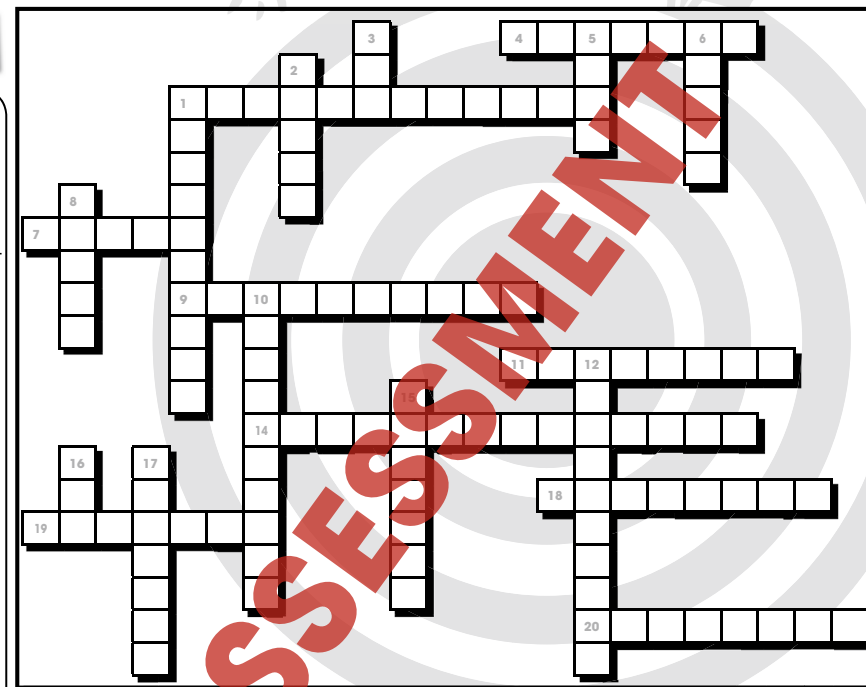
Did You Know...?

- Andrew spent his early summers in a small cabin in Maine.
- Andrew was once a singer-songwriter in New York.
- Andrew writes in a small shed in his backyard - that has no TV, no phone, no doorbell and no email.

Chapter Eight

Vocabulary

- Word List**
- Janet
 - Frindle
 - Reputation
 - Announcement
 - Auditorium
 - Pen
 - Punishment
 - Promise
 - Badge
 - Honor
 - Nicholas
 - Conference
 - War
 - General
 - Oath
 - Spark
 - Replaced
 - Superintendent
 - Granger
 - Complain



Across

- Sharing information with a big crowd.
- When you give your word to keep a secret.
- A girl Nick respects.
- Something you build among your peers.
- He invented the word frindle.
- A person with a lot of responsibility.
- Changed.
- Another word for pen.
- When parents are upset, they _____.

Down

- Big meeting place for special events.
- Synonyms include respect and admiration.

- A writing instrument or tool.
- A pledge or vow.
- You can't start a fire without a _____.
- An award or symbol.
- _____ is given when you break the rules.
- A big meeting where issues are discussed.
- The students thought she had x-ray vision.
- A battle or struggle.
- The leader of one side of a battle.



Chapter Eight

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Every kid said, "cheese" when their class picture was taken.
- T F b) The kids really wanted to make the teachers mad because they wouldn't let them have fun.
- T F c) Mrs. Granger made the students stay after school if she caught them using the word *frindle* instead of pen.
- T F d) The word *pen* came from the word *pin* a meaning *pin needle*.
- T F e) Parents started to complain when eighty students were kept after school for asking to borrow a *frindle*.
- T F f) Nick had the idea to get everyone to ask to borrow a frindle.

2. Number the events from 1 to 6 in the order they occurred in the chapter.

- a) The principal goes to Nick's house to talk to his parents.
- b) Mrs. Granger posted a notice on the main bulletin board.
- c) The whole fifth grade asks to borrow a frindle.
- d) The school bus drivers threatened to go on strike.
- e) Two hundred kids were kept after school.
- f) Mrs. Granger asks Nick to talk to her after school.

Chapter Eight

Answer each question with a complete sentence or short paragraph using examples from the text to support your answers.

- Why did the school bus drivers threaten to go on strike?

- Do you agree with Nick that Mrs. Granger "likes this war and she wants to win real bad?" Why or why not?

- Why are parents starting to complain?

- What choice would you have made if you were a fifth grade student at Lincoln Elementary - follow the crowd or decide for yourself?

- What inference can you make about the letter that Mrs. Granger has written to Nick given that she wants him to sign his name across the back to show that she hasn't changed it?

- Why did the superintendent and school board get involved?

Journaling Prompt

Imagine you are one of the fifth grade students of Lincoln Elementary. Write a journal entry about having to stay after school with the Lone Granger because you used the word *frindle*.



Chapter 14

Nick had lots of other adventures not described in the story. Write about one of his other adventures. Describe what you think happened and who was involved in the adventure with Nick.

Write the adventure in a narrative format. Be sure to include enough details to make the story exciting.



Chapter 15

Dear Mrs. Granger

Imagine that you are Nick. Write a letter to Mrs. Granger expressing your thoughts and feelings in response to her letter. Describe why you feel as you do and how she influenced you as a student and young man.

You might tell her about what you have done with your life since you last saw her. You might also mention your aspirations for the future.

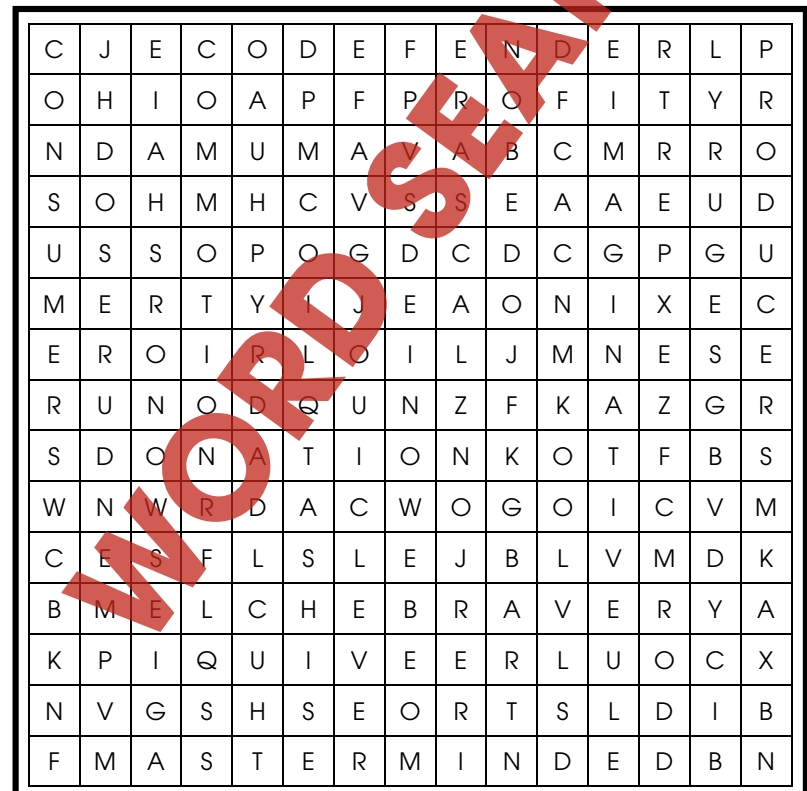
Your letter should be in standard letter format and at least a full page in length.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

BRAVERY	COMMOTION	DONATION	IMAGINATIVE	PROFIT
CHAMPION	CONSUMERS	ENDURES	MASTERMINDED	RASCAL
CLEVER	DEFENDER	EXPERT	PRODUCERS	VILLAIN



Comprehension Quiz



1. Put a check mark (✓) next to the answer that is most correct.

- a. How long did Mrs. Granger teach fifth-grade language arts?
- A twenty years
 - B thirty-five years
 - C forty years
 - D forty-five years
- b. Who made a lot of money off of the frindle?
- A Mr. and Mrs. Allen
 - B Bud Lawrence
 - C Mrs. Granger
 - D Nick Allen
- c. Who took the oath with Nick about the Frindle?
- A Allen, Nancy, Amy, Bob, Doug
 - B Pete, Nancy, Bob, Chris, Judy
 - C John, Pete, Dave, Chris, Janet
 - D Judy, Janet, John, Chris, Ted
- d. Mrs. Granger loved the dictionary because it:
- A had words in it.
 - B it endured.
 - C it was heavy.
 - D made kids angry.



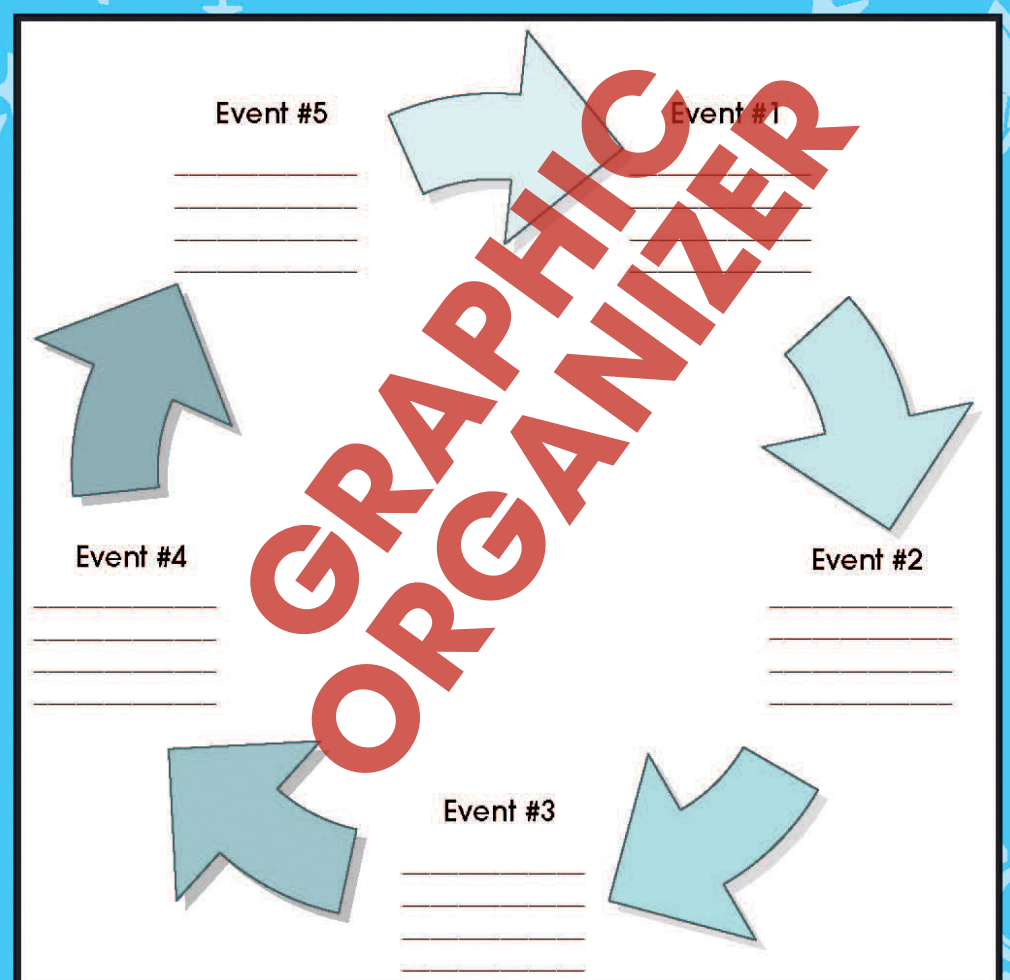
2. Circle T if the statement is TRUE or F if it is FALSE.

- T F a) The Westerfield Gazette was the name of the local paper.
- T F b) Judy Morgan was the first reporter to write a story about the frindle.
- T F c) Mrs. Granger worried that she would be fired for opposing the frindle.
- T F d) Nick Allen made up the frindle so that he could get rich.
- T F e) Frindle is not a real word.
- T F f) Nick totally changed after the Frindle incident and never had another good idea.
- T F g) Mrs. Chatham wanted the frindle incident to go away.
- T F h) Ted Bell sent the picture of the fifth grade students to the Gazette.
- T F i) Mrs. Granger's opposition to frindle made it so popular.
- T F j) Alice Lunderson was the lady who bought the frindle trademark.



One Event Leads to Another

Choose specific events from the story that influence each other and put them in order in the cycle graphic organizer below. Be sure to describe the event and how it influences the next one.





Chapter Twelve

Answer the questions in complete sentences.

- When the article is published, all of the adults seem to blame each other for talking to Judy Morgan. Describe a time when you have been unfairly blamed for doing something and how the situation was resolved.
- Suppose you were a detective and could solve mysteries. What would you do to find out who had sent the fifth-grade class photo to Judy Morgan?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- citizen
- preliminary
- controversial
- war
- disruption
- claim
- lawsuit
- permission

- Provoking strong disagreement.
- Maintain that something is true.
- Unwanted break or suspension.
- Legal resident of the country.
- Court case between individuals.
- Agreement to allow something to happen.
- A serious struggle or conflict.
- Introductory activity, coming before.

1. Answers will vary.

- invented
- Dairy Queen, McDonald's
- controversial

2. Answers will vary.

- lawsuit
- Children
- Quiz

Vocabulary

- D
- H
- A
- G
- C
- B
- E
- F

- reporters
- complications
- trust
- profits
- tool
- fine

1. Nick's parents were proud of him. They were pleased that he was being recognized for his cleverness and intelligence. They were a little bit uncomfortable with the situation, but happy none-the-less.

2. Alice Lunderson, a small town reporter, used the frindle story to get herself a national news coverage story. It was her very first chance to reach over twenty million viewers. It was a very big opportunity for her career.

3. Nick's mom wanted to make sure that Nick did not say anything that would upset the town or the school or the teachers. She wanted him to make sure that he was respectful and followed good rules of behavior when being interviewed. She knew that if people were offended by something said, it would be difficult to remain living in the town with these people.

4. Bud made money off of the frindle by filling a preliminary trademark so that he could market products. He sold cheap plastic pens, took orders for t-shirts etc. and made 70% of the profits, only giving 30% to the inventor of the word, Nick.

5. Answers will vary. Nick was watched by all of the adults in his school. People noticed him wherever he was and whatever he was doing. He was expected to be funny and clever all of the time.

6. Answers will vary. Mr. Allen only gets 30% of the profits, but doesn't have to use any of his own money to create or market the products.

1. Answers may vary.

2. Answers may vary.

Vocabulary

- Forbidden: not allowed by order of somebody or by law.
- Celebrity: someone who is famous during his or her own lifetime.
- Imported: to bring something in from another country for commercial purposes.
- Rascal: one that is playful or mischievous.
- Commotion: an agitated disturbance.
- Remarkable: attracting notice as being unusual or extraordinary.

Best Sellers Lit Kit Set – Gr. 3-4

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.