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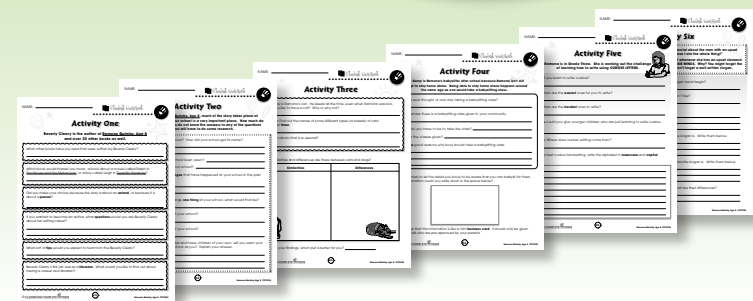
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Beverly Cleary

Beverly Cleary is an author you are likely to hear and read a lot about. She was born on April 12, 1916 in the small town of McMinnville, located in Yamhill County, Oregon. She lived with her family on a farm. The town was so small that it didn't even have a library.

When she was old enough to go to school, her family moved to Portland, Oregon. At school, she had a hard time learning to read, yet she loved books anyway.

Beverly soon realized that she wanted to write books when she grew up. There were lots of stories she wanted to read. She looked for books about the people she knew, the place she lived, and the funny things that happened there. But she could not find any stories like this. She decided she would have to write them herself some day!

She finished high school and decided to learn how to become a librarian. She went to school for a few more years, first to college and then university. Finally, all of her hard work paid off, and she became a librarian in Yakima, Washington. She worked with many different children as a librarian. They gave her great inspiration, and in 1950, her first book, *Henry Huggins* was published.

Beverly is married to Clarence Cleary. They have two twins – a girl named Marrienne



Elizabeth and a boy named Malcolm James. The twins were born in 1955. By the time Beverly wrote the story, *Ramona Quimby, Age 8*, her twins were twenty-six years old.

If you enjoy reading *Ramona Quimby, Age 8*, other stories about Ramona such as *Beezus and Ramona*, *Ramona and Her Father*, *Ramona and Her Mother* and *Ramona the Pest* will surely entertain and delight you too.

Did You Know?

- Beverly Cleary has won more than 35 awards voted by young readers.
- Beverly Cleary has also written books for adult readers.



Chapter Four

Answer the questions in complete sentences.

1. If you were Ramona, how would you have explained the egg on your head to your mother?

2. In your opinion, who is to blame in the unfortunate incident: Ramona, her mother, or the other children? What could be done to prevent this from happening again?

Vocabulary

Complete each sentence with a word from the list.

rueful dagger defiant plight scowled seized

1. The _____ of deciding where to go was a difficult one.
2. Ramona _____ her cutlery and angrily cut her meat.
3. By refusing to go to sleep, the baby showed that he was _____.
4. Ramona _____ her disappointment to Yard Ape.
5. In his apology letter, Peter said that he felt very _____.
6. The hunter took out his _____ just in case.



Chapter Four

Part A

1. Answer each question with a character from the list.

Mrs. Kemp Mrs. Whaley Mr. Wittman Mrs. Larson Mrs. Hanna

- a) Who is the secretary? _____
- b) Who is the grade three teacher? _____
- c) Who is the bus driver? _____
- d) Who is the principal? _____
- e) Who is the babysitter? _____

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

- T F a) Ramona's mother took the wrong egg by mistake.
T F b) Beezus had come home from a sleepover terribly sick.
T F c) Daddy and Ramona spent some time trying to draw their toes.
T F d) Ramona liked her meat with a lot of gravy and fat.
T F e) The pot roast they were eating was in fact tongue.
T F f) Because of their big argument, the girls have to make breakfast.



Chapter Four

Part A

Answer the questions in complete sentences.

1. How do you handle being upset with one of your parents?

2. Do you think it was good for the sisters to argue as they did?

3. If you were Ramona, would you have handled the situation in the same way? Explain.

4. Do you believe the consequences are fair or not? Explain your answer.

5. If you were the parents, what would you have done?

Journal Activity

The pot roast that the Quimby family was eating was really tongue. Have you ever had a meal where your parents (or another family member) told you the meal was one thing but it really turned out to be something else? How did you react? Was the meal good? If you have never had an experience like this, how do you think you would react if someone tried it on you?



Chapter 1

Do you know these three **acronyms** about quiet reading time?

SSR – Sustained Silent Reading
USSR – Uninterrupted Sustained Silent Reading
DEAR – Drop Everything And Read

Write acronyms for the different activities in your weekly schedule.
 Then, rewrite them on a weekly schedule grid.

Examples: BAD – Bath A Day
 SALEN – Study A Little Every Night FYH – Feed Your Hamster



Chapter 3

In Chapter Three, Mrs. Whaley filled up small jars with blue oatmeal and larvae. She wanted her students to study fruit flies. Write about your favorite science experiment and share it with a friend. Record the stages of the experiment in the following steps:

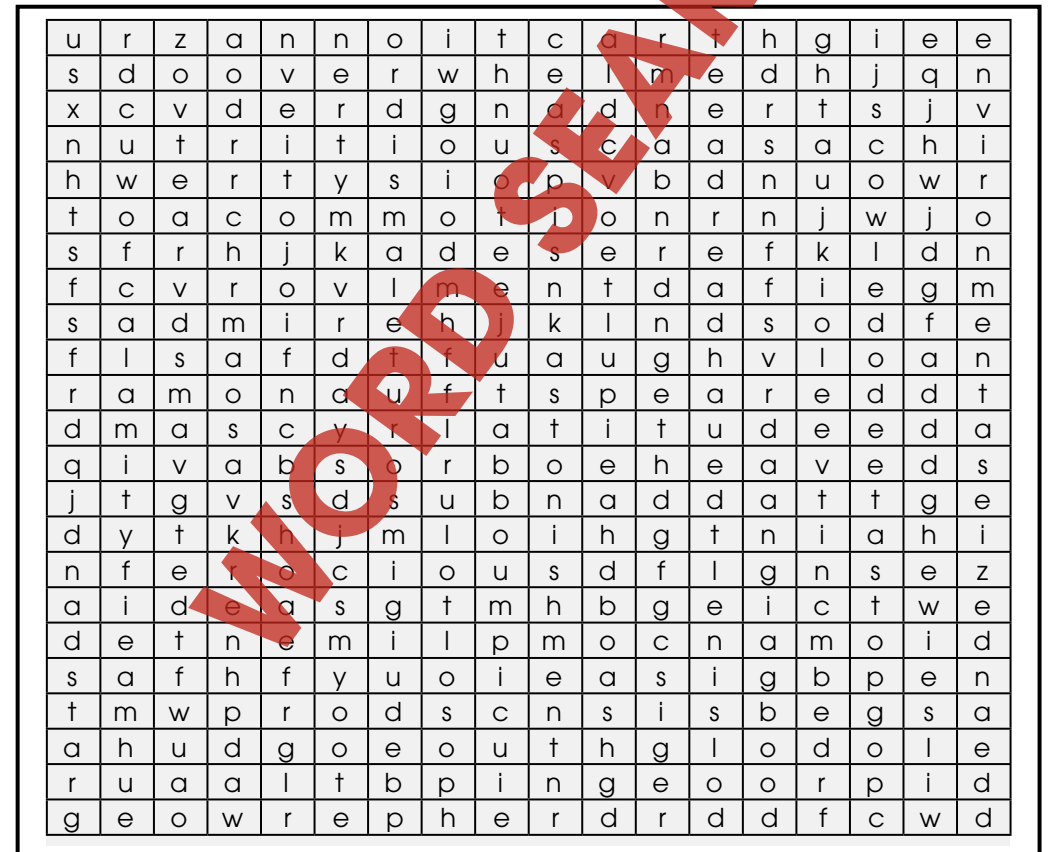
- 1. Pre-experiment:** What question did you investigate? What materials did you use?
- 2. During the experiment:** What steps did you take? What things did you see?
- 3. Post-experiment:** Based on your observations, what was the answer to your question? Did the experiment work?



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!

dodged	dawdle	dismal	wound
horrid	fad	heaved	throb
overwhelmed	eight	complimented	sop
admire	commotion	nutritious	speared
cross	wobble	seized	thaw
Ramona	calamity	astonishment	dread
scowled	ferocious	glimpse	absorb



Comprehension Quiz

Answer the questions in complete sentences.

- How did Ramona feel about going to a new school? Did she feel the same about where she was going after school? Why?

- How did Ramona get away from playing with Willa Jean? What did Beezus do at the Kemp's house?

- What was the latest fad at Ramona's school? How did Ramona participate in this fad?

- Where did Mrs. Larson forget Ramona? What did Ramona overhear Mrs. Whaley say when Ramona was behind the door?

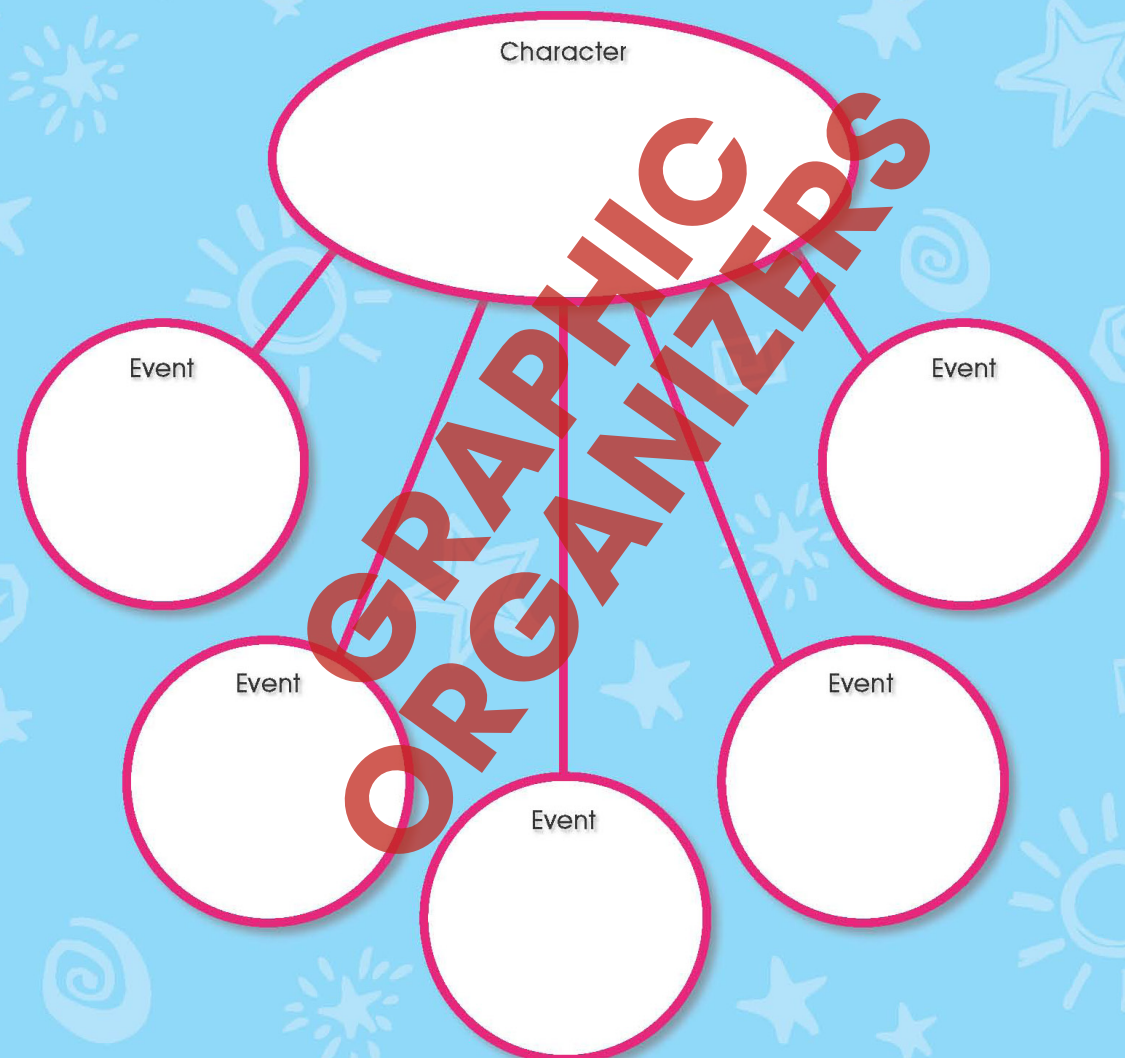
- What special moment did Ramona and her father share? Why did he have to do this?

- What happened at the Quimby household? How did the parents solve it?

SUBTOTAL: /12

Character Web

Choose a character from the novel.
 Write down FIVE different events that he or she experienced.
 Tell how you came to know the character better through these events.



NAME: _____

After You Read 



Chapter Three

Part B

Answer the questions in complete sentences.

1. What is your opinion of Ramona whacking an egg on her head?

2. What might have happened to Ramona if the egg had been hard-boiled instead of raw?

3. What other ways could they learn more about larvae and fruit-flies?

4. Describe the relationship between Danny and Ramona.

5. List two different feelings that Ramona felt that day. When have you felt like this?

Journal Activity

The new fad at Ramona's school is to whack a hard-boiled on their heads to help break the shell. What fad is there at your school right now? What mishaps can happen that would ruin this fad? Do we really need to participate in fads like this? Write about your position on fads at school. Do you follow them? Why or why not?

1.

Answers will vary

2.

Less of a mess

3.

Answers will vary

4.

Ramona and Danny (Yard Ape) have a good relationship.

5.

Possible answers: Happy, excited, eager, disgusted, proud, embarrassed, ashamed, angry, grateful, sad, stunned, shocked, upset, decisive, dumb

1.

- a) S
- b) A
- c) S
- d) S
- e) A
- f) S
- g) S
- h) A
- i) S
- j) S

Vocabulary

- b) the Quimby family's
- c) daughters'
- d) Ramona's
- e) house
- f) children
- g) Beatrice's

1.

Answers will vary

2.

Answers will vary

Vocabulary

- 1. plight
- 2. seized
- 3. defiant
- 4. scowled
- 5. rueful
- 6. dagger

1.

- a) Mrs. Larson
- b) Mrs. Whaley
- c) Mrs. Hanna
- d) Mr. Whitman
- e) Mrs. Kemp

2.

- a) T
- b) F
- c) F
- d) F
- e) T
- f) F

EASY MARKING ANSWER KEY

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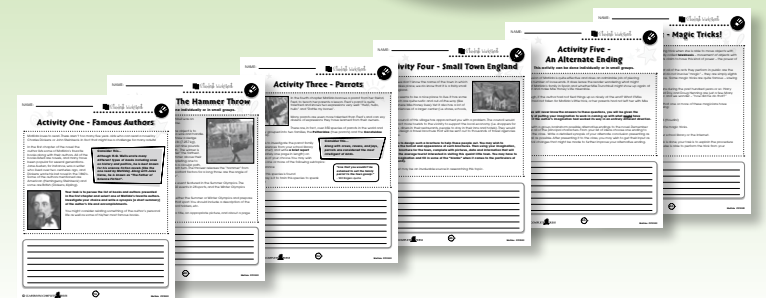
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Roald Dahl (1916-1990)

Roald Dahl is regarded as one of the finest children's authors in the English language.

Many of his novels, such as Charlie and the Chocolate Factory, Danny the Champion of the World and James and the Giant Peach are now classics of this genre.

Shortly before his death the top five selling children's books in Great Britain were all authored by Dahl. Matilda is one of his most original and finest creations - one of the few Dahl stories which feature a female protagonist.

Roald Dahl was born in Llandaff, Wales, in 1916 to Norwegian immigrants. When his father died, Roald was only four years old, yet despite this tragic event, Roald claimed his childhood to be happy and eventful. Roald was not a particularly good student, but he was a very good athlete.



When World War II broke out he joined the Royal Air Force and was badly injured when he crashed his fighter plane during a dangerous mission.

Dahl married the actress **Patricia Neal** in 1953. Together they had five children but were divorced after thirty years of marriage. He began his writing career as a short story writer, and didn't write his first children's novel until 1961 - James and the Giant Peach. This was followed by several bestsellers, including Matilda (1988) - one of his last books.

Roald Dahl passed away in 1990 at the age of 74. In Great Britain, the anniversary of Dahl's birthday on 13 September has recently become widely celebrated as **Roald Dahl Day**.

Did You Know?

- Roald served as a fighter pilot in the Royal Air Force during World War II.
- Roald was good friends with President Franklin Roosevelt and his wife Eleanor.
- The Gremlins (1943) was his first children's book and was published Walt Disney - The Gremlins.



Chapter Eleven to Twelve

Answer the questions in complete sentences.

1. It is said that everybody loves an underdog. What is meant by an **underdog**?

2. From your own experience, do you think it is true that people do love an underdog? Defend your answer.

Vocabulary

Choose a word from the list to complete each definition.

apprehension	obvious	perseveres	peculiar	crafty
wary	highwayman	shriveled	exploit	formidable

1. When something is *as plain as the nose on your face*, it is quite _____.
2. To be suspicious of someone or something is to be _____.
3. To be filled with stress is to be filled with _____.
4. A _____ is a thief.
5. Someone who is shrunk up quite a bit is _____.
6. Someone who is _____ is probably a sly person.
7. If a thing is odd it is _____.
8. When you don't give up easily, you are said to be one who _____.
9. Someone who uses a person or situation to his/her own purposes is probably someone who likes to _____.
10. An opponent who is tough and resourceful is no doubt a _____ foe.



Chapter Eleven to Twelve

Part A

1. **Circle T** if the statement is **TRUE** or **F** if it is **FALSE**.
 - T F a) Matilda believed Trunchbull's secret was never doing things by halves.
 - T F b) Matilda also believed that the headmistress was mad.
 - T F c) Trunchbull told Bruce that if he didn't eat a piece of the chocolate cake he would be insulting the cook.
 - T F d) Many of the children thought the cake had been filled with pepper or castor-oil.
 - T F e) From the very beginning Matilda knew that Bruce could eat the whole cake without any trouble.
 - T F f) Bruce finally passed out after the headmistress broke a platter over his head.
2. **Number the events from 1 to 6 in the order they occurred in the chapters.**
 - _____ a) The students all give Bruce a standing ovation.
 - _____ b) The cook presents Bruce Bogtrotter with a huge chocolate cake.
 - _____ c) Bruce Bogtrotter is called to the front during Assembly.
 - _____ d) Trunchbull breaks a platter over Bruce's head.
 - _____ e) Bruce Bogtrotter is accused of stealing a slice of Trunchbull's chocolate cake.
 - _____ f) Bruce cuts into the cake and eats his first slice.



Chapter Eleven to Twelve

Part B

Answer each question with a complete sentence.

1. Do you believe that Bruce stole the piece of cake? Do you have any evidence to support your answer?

2. What responsibility was Lavender given for Trunchbull's first visit to their classroom?

3. Which two students inspired Lavender to come up with her *brilliant plot*?

4. Describe what Lavender did to get back at Trunchbull.

5. What had Rupert Entwistle told Lavender about newts? Do you believe this to be true?

6. Predict what you think will happen next.

Journal Activity

Imagine you are Lavender. Just before Miss Trunchbull joins her class, Miss Honey gives the students an opportunity to make an entry in their personal journals. What might Lavender write in her journal at that moment?



Chapters 9 to 12: A Comic Strip

This activity is especially for students with an artistic flair or who love comic books! It can be done for events included in Chapters 9 – 12, or from Chapters 1 to 12. The first step is to decide on the length of your comic strip (6 to 12 frames is suggested); next consider what events you will include. You may wish to highlight a brief incident (i.e. Trunchbull forcing Bruce Bogtrotter to eat the chocolate cake), or encompass the highlights of the novel to this point. You may even want to provide an alternate ending to your scene.

A quick sketch of the comic strip can first be accomplished in a storyboard format before a final, good copy is attempted. The strip should include a title, dialog, and color. It should be neat and imaginative.



Chapters 13 to 16: Poor Old Newt

Lavender plays a rather successful trick on Miss Trunchbull in this section – at the expense not only of the headmistress, but a poor, innocent newt as well. Fortunately for both creatures they end up none the worse for wear – the newt being returned to his home in the pond at the end of the day.

In the whole adventure of the newt we don't really learn whether this little creature might in fact make for a good pet. Perhaps one day in the future every family will wish to have a newt for a household pet – who knows?

Your task is to do an investigation of the newt. From your research uncover five interesting things about this delightful and misunderstood little fellow. As a concluding statement, determine (in your opinion) whether it would make for a good household pet – and why you came to that conclusion.



Word Search

Find the 15 words from the Word Box in the Word Search Puzzle. The words are in a straight line, but can be forwards, backwards, or even diagonal.

Agatha	Honey	parrot	sarcasm
arithmetic	maniac	platinum	Trunchbull
cottage	Matilda	repulsive	Wormwood
difficulty	miracle	revolting	

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



Comprehension Quiz

Answer each question in a complete sentence.

- What did Mr. Wormwood do for a living?

- Describe one of the three tricks that Matilda played on her parents.

- Why did Matilda play these tricks on her parents?

- Why did Miss Honey visit Matilda's parents after school?

- What did Trunchbull make Bruce Bogtrotter do at Assembly?

- Describe the trick that Lavender played on Miss Trunchbull?

- Describe the "first miracle" that Matilda performed.



SUBTOTAL: /14

Describing Wheel

Choose a subject dealt with in *Matilda* (i.e. used cars, newts, parrots, famous authors, magic tricks, Olympics, England). Place the name of the subject in the center of the wheel and add describing words about your topic between the spokes. You may have to do some research on your chosen topic to come up with some good describing words.



NAME: _____

After You Read 



Chapters Nine to Ten

Part B

Answer each question with a complete sentence.

1. What was one thing that Miss Honey found astonishing about Matilda's parents?

2. What was **ironic** about Mrs. Wormwood telling Miss Honey, "You chose books. I chose looks" ?

3. Describe how Matilda got along with the other children in her class.

4. Why didn't the parents of the children in Matilda's school complain about Trunchbull?

5. Describe **The Chokey**. Why was it so feared among the students?

6. Describe one of the tricks that Hortensia played on Trunchbull.

EASY MARKING

Journal Activity

Imagine you are one of the following students and write a journal entry describing what happened to you as described in the last chapter: Amanda Thripp, Julius Rottwinkle, or Hortensia.

1.
They had no idea how gifted Matilda was.

2.
Mrs. Wormwood wasn't very good looking.

3.
She got along well with them all.

4.
_____ were afraid of _____ and they found it hard to believe their children's stories.

5.
It was a small closet into which children were put for punishment.

6.
She put syrup on her chair and itching powder in her shorts.

1.
Answers will vary

2.
Answers will vary

Vocabulary

1. obvious
2. wary
3. apprehension
4. highwayman
5. shriveled
6. crafty
7. peculiar
8. perseveres
9. exploit
10. formidable

1.
a) **T**

b) **F**

c) **T**

d) **T**

e) **F**

f) **F**

2.

a) **5**

b) **3**

c) **1**

d) **6**

e) **2**

f) **4**

1.
Answers will vary. He did acknowledge to Trunchbull that her cake was very good.

2.
Bringing a jug of water an a clean empty glass.

3.
Hortensia and Matilda.

4.
She put a newt in the water jug.

5.
If you chopped off a newt's tail it would grow another newt ten times as big.

6.
Answers will vary.



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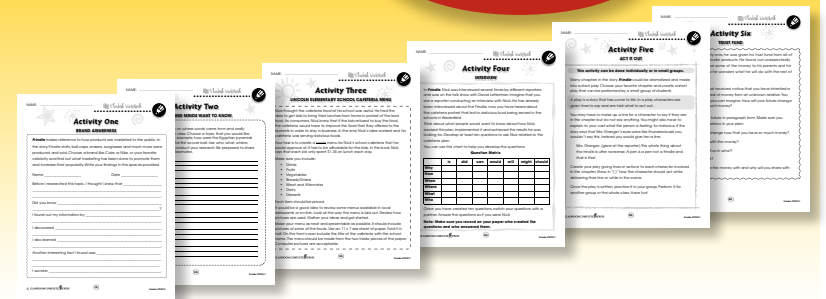
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Andrew Clements

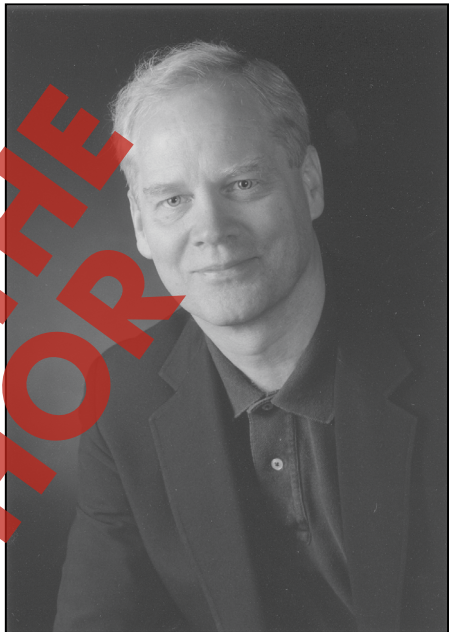
Andrew Clements was born in Camden, New Jersey in 1949.

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...?

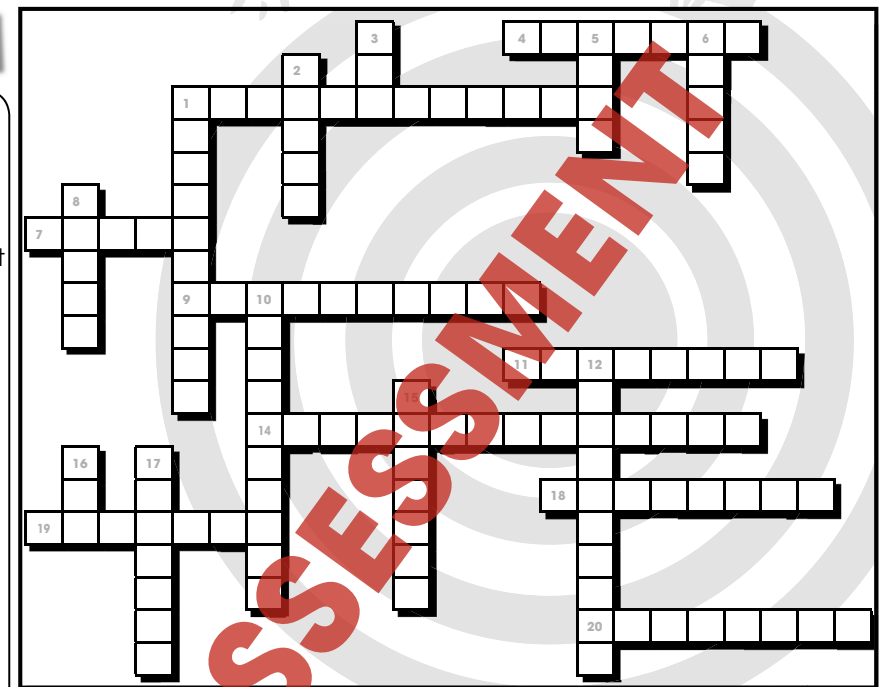
- Andrew spent his early summers in a small cabin in Maine.
- Andrew was once a singer-songwriter in New York.
- Andrew writes in a small shed in his backyard - that has no TV, no phone, no doorbell and no email.

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.

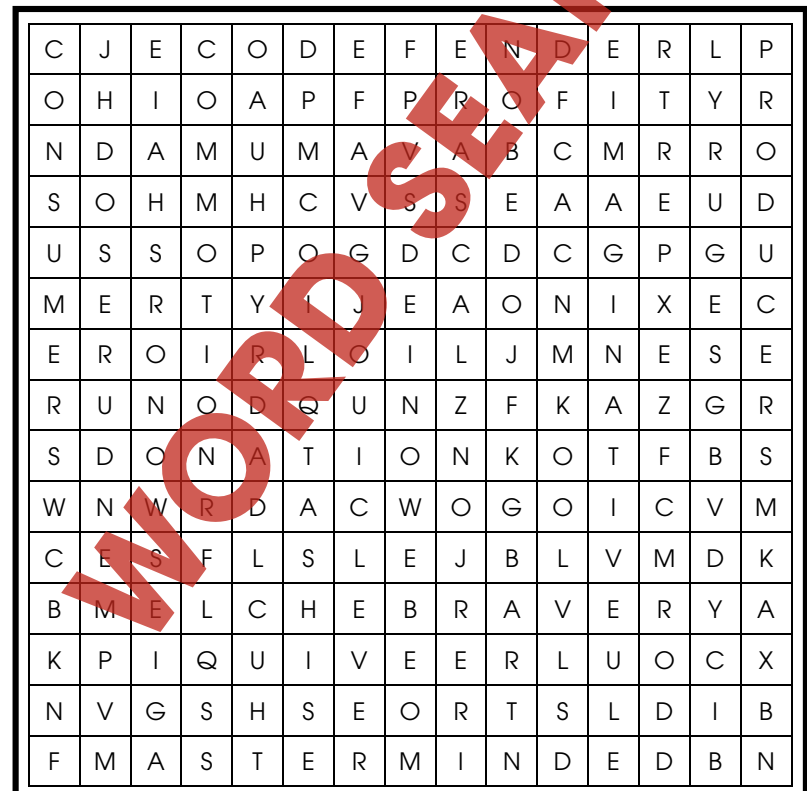
Your letter should be in standard letter format and at least a full page in length.



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? | b. Who made a lot of money off of the frindle? |
| <input type="radio"/> A twenty years | <input type="radio"/> A Mr. and Mrs. Allen |
| <input type="radio"/> B thirty-five years | <input type="radio"/> B Bud Lawrence |
| <input type="radio"/> C forty years | <input type="radio"/> C Mrs. Granger |
| <input type="radio"/> D forty-five years | <input type="radio"/> D Nick Allen |
| c. Who took the oath with Nick about the Frindle? | d. Mrs. Granger loved the dictionary because it: |
| <input type="radio"/> A Allen, Nancy, Amy, Bob, Doug | <input type="radio"/> A had words in it. |
| <input type="radio"/> B Pete, Nancy, Bob, Chris, Judy | <input type="radio"/> B it endured. |
| <input type="radio"/> C John, Pete, Dave, Chris, Janet | <input type="radio"/> C it was heavy. |
| <input type="radio"/> D Judy, Janet, John, Chris, Ted | <input type="radio"/> D made kids angry. |



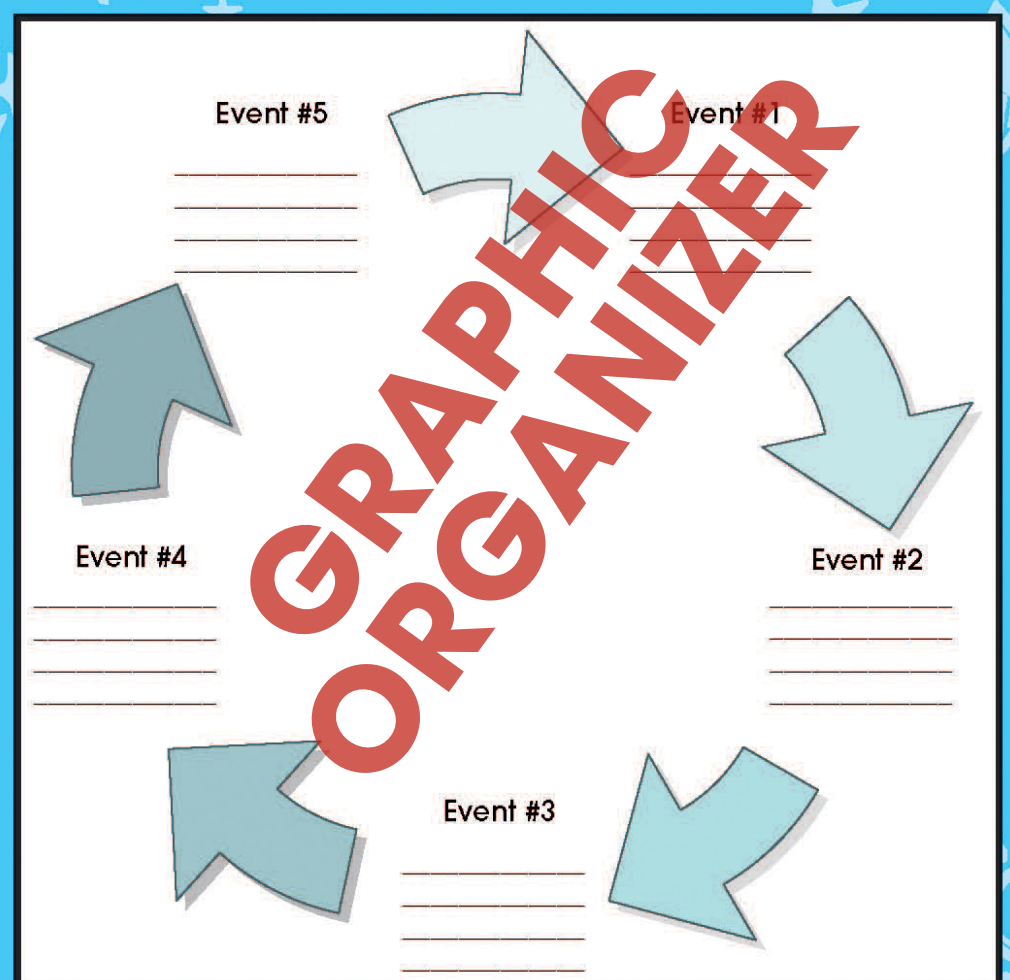
2. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- 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.

School Stories 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.