



A **Literature Kit™** FOR

# Frindle



*By Andrew Clements*

Written by Staci Marck

**GRADES 3 - 4**



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# Critical Thinking Skills

Frindle

Skills For Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers	
		1-2	3-4	5	6-7	8	9	10-11	12	13-14	15			
LEVEL 1 Remembering	<ul style="list-style-type: none"> <li>Identify Story Elements</li> <li>Recall Details</li> <li>Match</li> <li>Sequence Events</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> <li>Compare &amp; Contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> <li>Classify</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying	<ul style="list-style-type: none"> <li>Plan</li> <li>Interview</li> <li>Infer Outcomes</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Identify Supporting Evidence</li> <li>Motivations</li> <li>Identify Cause &amp; Effect</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating	<ul style="list-style-type: none"> <li>State &amp; Defend An Opinion</li> <li>Make Judgements</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating	<ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy

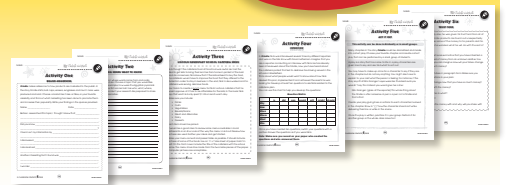
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# Assessment Rubric



## Frindle



Student's Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Level: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Comprehension of Novel</b>	Demonstrates a limited understanding of the novel	Demonstrates some understanding of the novel	Demonstrates a considerable understanding of the novel	Demonstrates a thorough understanding of the novel
<b>Content</b> • Information and details relevant to focus	Elements are incomplete; key details missing	Some elements are complete; details missing	All required elements are complete; key details contain some description	All required elements are complete; enough description for clarity
<b>Style</b> • Effective word choice and originality • Precise language	Little variety in word choice. Language vague and imprecise	Some variety in word choice. Language somewhat vague and imprecise	Good variety in word choice. Language precise and quite descriptive	Writer's voice is apparent throughout. Excellent choice of words. Precise language
<b>Conventions</b> • Spelling, language, capitalization, punctuation	Errors seriously interfere with the writer's purpose	Repeated errors in mechanics and usage	Some errors in convention	Few errors in convention

**STRENGTHS:**

**WEAKNESSES:**

**NEXT STEPS:**



# Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

## Introduction

**O**ur study guide is designed to give the teacher a number of helpful ways of making the study of this novel a more enjoyable and beneficial experience for the students. The guide features a number of useful and flexible components, from which the teacher can choose. It is not expected that all of the activities will be completed. An advantage to this approach to the study of a novel is that the student can work at his or her own pace, and the teacher can assign activities that match the student's abilities and interests.



The study guide generally divides the novel by chapters and features reading comprehension and vocabulary questions. Themes include family relationships, teacher-student relationships, peer pressure, friendship, self-awareness, entrepreneurship, altruism and rebellion against authority. Frindle provides a wealth of opportunity for classroom discussion because of its vivid portrayal of a ten-year-old boy's belief in himself and his ideas; the fine line between sticking up for what you believe in and rebelling against authority; and what happens when an idea ceases to be one's own and becomes everyone's, removing the control from the creator.

## How Is Our Literature Kit™ Organized?

### STUDENT HANDOUTS

**Chapter Activities** (in the form of reproducible worksheets) make up the majority of this resource. For each chapter or group of chapters there are BEFORE YOU READ activities and AFTER YOU READ activities.

- The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapter(s) are also presented.
- The AFTER YOU READ activities check students' comprehension and extend their learning. Students are asked to give thoughtful consideration of the text through creative and evaluative short-answer

questions and journal prompts. Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills, and analysis of the text. (See page 6 for suggestions on using the Graphic Organizers.) The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to the Writing Tasks and Graphic Organizers.

### PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



#### Teacher Guide

- Information and tools for the teacher



#### Student Handout

- Reproducible worksheets and activities

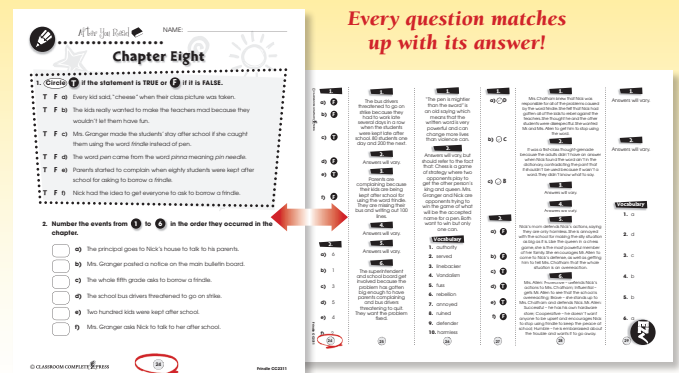


#### Easy Marking™ Answer Key

- Answers for student activities

### EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

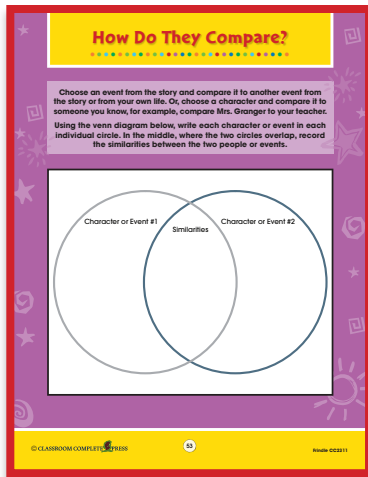




# 1,2,3

## Graphic Organizers

The three **Graphic Organizers** included in this **Literature Kit™** are especially suited to a study of **Frindle**. Below are suggestions for using each organizer in your classroom, or they may also be adapted to suit the individual needs of your students. The organizers can be used on a projection system or interactive whiteboard in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



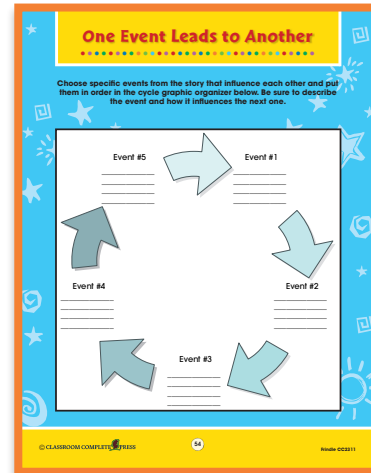
### • • • • HOW DO THEY COMPARE?

Frindle features an array of interesting characters, from clever ten-year-old Nick Allen; quiet reserved Mr. Allen; protective, loyal Mrs. Allen; entrepreneurial Bud Lawrence; to sly Mrs. Granger. In addition, it has a plot filled with memorable events. Students are asked to choose any two characters or events from the novel – and compare them. The venn diagram is an excellent organizer for comparing two things highlighting unique characteristics of each in the outer circles while grouping similarities in the overlapping centerpiece. **Found on Page 53.**

### ONE EVENT LEADS TO ANOTHER

The plot of Frindle is filled with memorable events. This organizer is meant to focus on how one event in a novel leads to another, then another and another until it reaches its climax. There are several minor events that happen within the text that illustrate the casual nature of the text – one action always leads to a reaction. Demonstrate for students how this organizer is used, focusing on one chapter in the text and breaking it down into its smaller events. Eventually, it can be used as a summarizing tool for the whole story.

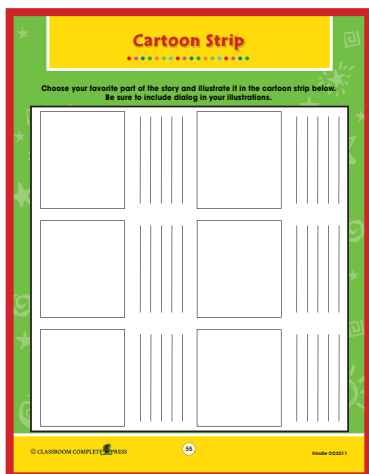
**Found on Page 54.**



### • • • • CARTOON STRIP CREATION

Students are asked to choose their favorite part of the text and illustrate it in a cartoon strip format. Comic strips are a series of cartoons that tell a story, they are often humorous or adventurous. Students are asked to make their illustrations large enough to fill the boxes and to ensure that dialogue is added to the strip to explain what is happening in the story.

**Found on Page 55.**

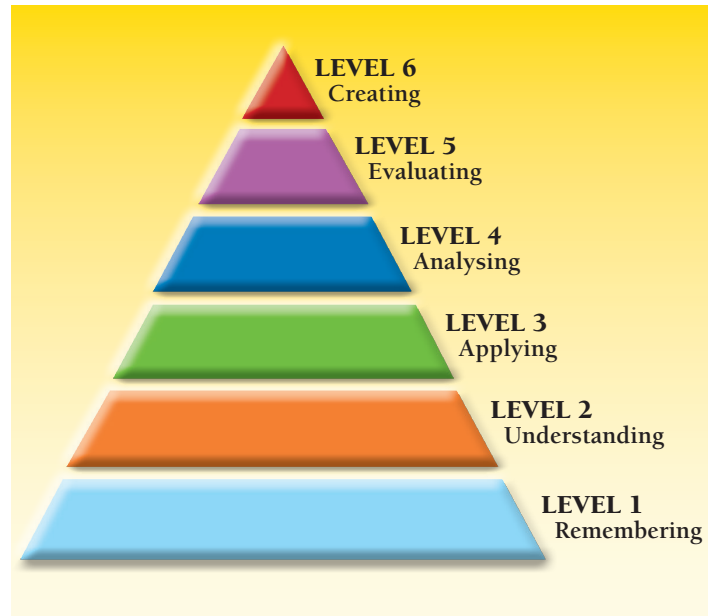




## Bloom's Taxonomy\* for Reading Comprehension

The activities in this resource engage and build the full range of thinking skills that are essential for students' reading comprehension. Based on the six levels of thinking in Bloom's Taxonomy, questions are given that challenge students to not only recall what they have read, but to move beyond this to understand the text through higher-order thinking. By using higher-order skills of applying, analyzing, evaluating and creating, students become active readers, drawing more meaning from the text, and applying and extending their learning in more sophisticated ways.

This **Literature Kit™**, therefore, is an effective tool for any Language Arts program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask, inspiring students' interest and creativity, and promoting meaningful learning.



### BLOOM'S TAXONOMY: 6 LEVELS OF THINKING

*\*Bloom's Taxonomy is a tool widely used by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.*

## Teaching Strategies

### WHOLE-CLASS, SMALL GROUP AND INDEPENDENT STUDY

This study guide contains the following activities:

**Before Reading Activities:** themes are introduced and thought-provoking questions put forward for the students to consider.

**Vocabulary Activities:** new and unfamiliar words are introduced and reviewed.

**After Reading Questions:** the first part of this section includes short answer questions dealing with the content of the text. The second part features questions that are more open-ended and feature concepts from the higher order of Bloom's Taxonomy.

**Writing Tasks:** creative writing assignments based on Bloom's Taxonomy that relate to the plot of the particular chapters.

A **comprehension quiz** is also included comprised of multiple-choice, true/false and short-answer questions.

**Graphic Organizers:** three full-page reproducible sheets have been included and can be used for teaching purposes throughout the text.

**Bonus Sheets** are also available online.

The study guide can be used in a variety of ways in the classroom depending on the needs of the students and teacher. The teacher may choose to use an independent reading approach with students capable of working independently. It also works well with small groups, with most of the lessons being quite easy to follow. Finally, in other situations, teachers will choose to use it with their entire class.

Teachers may wish to have their students keep a daily reading log so that they might record their daily progress and reflections.



# Summary of the Story

**F**rinkle is the story of a clever, time-wasting schemer’s innovative plan to create his own word for the dictionary.

Ten-year-old Nick Allen has a reputation for developing ingenious plans that distract teachers. For the first time ever, his diversions fail to create the desired results in Mrs. Granger’s fifth-grade language arts class. Instead of distracting her, he ends up with an extra assignment and oral presentation on how new entries are added to the dictionary. Surprisingly, the boring assignment leads to Nick’s most clever idea ever when he decides to create his own new word – *frindle*.

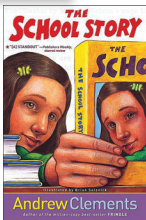
Nick recruits five fellow students to support his efforts in changing the name of pen to *frindle*.

Their insistence on referring to pens as *frindles* causes a major commotion when Mrs. Granger’s passion for vocabulary and strict emphasis on the correct use of language result in a battle of wills that threatens to disrupt the whole school. Their war of words spreads beyond the school resulting in after-school punishments, a home visit from the principal, national publicity, economic opportunities for local businessmen, and, eventually, inclusion in the dictionary.

The book has received more than 35 awards and honors, including the Christopher Award, the Georgia Children’s Book Award, the Sasquatch Children’s Book Award, the Massachusetts Children’s Book Award, the Rhode Island Children’s Book Award, and the Year 2000 Young Hoosier Book Award.

## Suggestions for Further Reading

### OTHER BOOKS BY ANDREW CLEMENTS



- No Talking** © 2009
- Lost and Found** © 2008
- Things Hoped For** © 2008
- Lunch Money** © 2007
- Things Not Seen** © 2006
- The Report Card** © 2005
- A Week in the Woods** © 2004
- The Jacket** © 2003
- The School Story** © 2002
- The Landry News** © 2000





# List of Vocabulary

## CHAPTERS 1 TO 2

- jolt • construction • creative • pounced • stomp • fault • thermostat • ignore • tropical • spiking
- high-pitched • liven • gradually • monopoly • reputation • speck • uniform • cameo • worshipped • expanded

## CHAPTERS 3 TO 4

- acquainted • period • business • vocabulary • barely • procedures • assignment • expert • delaying
- guaranteed • sidetracked • shutdown • graduated • hardly • spilled • complex • modern
- imaginative • unparalleled • ingredients

## CHAPTER 5

- crunched • maximum • inventions • jumble • fluorescent • carnival • ticks • glanced • primly
- interrupted • concentration • shushed • yawn • linoleum • alert • adjusted • fascinating • creature
- jammed • identify

## CHAPTERS 6 TO 7

- curb • fancy • concrete • unbreakable • cassette • fair • absorbed • clattered • aimed • oath • agent
- launch • historical • emphasized • disrupted • performance • bravery • fountain • maroon • narrowed

## CHAPTER 8

- auditorium • punishment • instead • film • furious • badge • honor • conference • war • general • spark
- replaced • bunch • promise • signed • abruptly • halfway • arrange • superintendent • involved

## CHAPTER 9

- served • committee • twilight • forbidding • ruined • rebellion • respected • vandalism • standards
- linebacker • overreaction • authority • fuss • annoyed • reaction • harmless • defender • vision • safe
- disrespectful • harmless

## CHAPTERS 10 TO 11

- rowdy • code • council • notice • press • free • invent • useless • merely • bragged • waste • battle
- statement • headline • champion • masterminded • cleverly • identified • awful • taxpayer • banging

## CHAPTER 12

- war • issue • impressed • disruption • investment • citizen • preliminary • trademark • subscribed
- controversial • trademark • lawsuit • claim • squinted • producers • marketers • media • profit
- guardian • permission

## CHAPTERS 13 TO 14

- forbidden • usual • habit • calm • hopping • celebrity • imported • created • settle • check • recall
- consumers • cafeteria • rascal • clever • curiosity • believe • behaved • remarkable • commotion

## CHAPTER 15

- legally • whole • gently • confess • drama • villain • satellites • recorders • endures • enclosed
- oblong • rooting • permanent • prank • impatiently • engraved • glared • donation • thin • forgive



# Andrew Clements

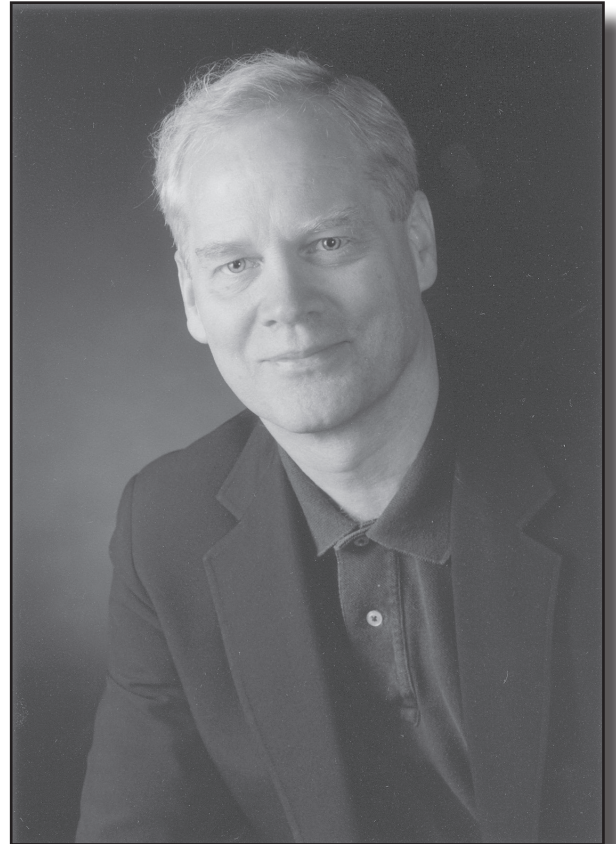
**Andrew Clements was born in Camden, New Jersey in 1949.**

**H**e 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.

NAME: \_\_\_\_\_



# Chapters One to Two



Answer the questions in complete sentences.

1. In the story *Frindle*, some would consider Nick Allen to be a troublemaker. Assuming that Nick is a troublemaker, what do you think Nick will be like in the story?

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2. Think about the people you know in your school. Who would you consider to be a troublemaker? Describe with specific examples why you would consider them a troublemaker.

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## Vocabulary

Complete each sentence with a word from the list.

jolt

creative

pounced

stomp

fault

ignore

high-pitched

liven

gradually

expanded

1. She was very \_\_\_\_\_ in her drawings.
2. The bird gave a \_\_\_\_\_ squeal as it flew.
3. His body gave a \_\_\_\_\_ when the lightning struck him.
4. Clap your hands and \_\_\_\_\_ your feet.
5. The cat \_\_\_\_\_ on the mouse.
6. It wasn't my \_\_\_\_\_!
7. We have \_\_\_\_\_ our house by adding another room.
8. The car \_\_\_\_\_ gained speed as it went up the hill.
9. It is hard to \_\_\_\_\_ my sister when she is bugging me.
10. "\_\_\_\_\_ up!" he cried, "you're asleep on your feet!"



# Chapters One to Two

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

a) Nick's school was called:

- A South Seas Academy.
- B New Hampshire Elementary.
- C Granger Academy.
- D Lincoln Elementary.

b) What about Mrs. Avery's appearance reminded Nick of a hawk?

- A clawed fingers
- B beady eyes
- C curved nose
- D protruding belly

c) The state where Nick Allen lived was:

- A New York.
- B New Hampshire.
- C New Jersey.
- D New Port.

d) What about Mrs. Granger made her seem like a giant?

- A her voice
- B her height
- C her shadow
- D her eyes

e) What fifth-grade subject did Mrs. Granger teach?

- A language arts
- B mathematics
- C science
- D social studies

## Journaling Prompt

Imagine you are Nick and want to liven up your school. Make an entry in your journal describing your plan.

NAME: \_\_\_\_\_

After You Read 



# Chapters One to Two

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

1. You have been asked to find a list to put Nick on. What is the name of Nick's list and why did you place him on this list?

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2. Why did Nick apologize to Janet Frisk?

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3. What makes the blackbird's chirp a warning signal of danger to other blackbirds while preventing the predator from finding it?

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4. Outline the steps in Nick's plan to turn Mrs. Deaver's room into a Tropical Island.

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5. Describe Mrs. Granger in your own words. Use examples from the text to support your descriptions.

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6. How would you prove that Mrs. Granger loved dictionaries? Use examples from the text to support your answer.

---

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## Journaling Prompt

Imagine you are one of Mrs. Granger's fifth grade students and your parents have just received her summer letter. What other information about fifth grade will the letter have besides the information about having a good dictionary?



# Chapters Three to Four

Answer the questions in complete sentences.

1. Most kids are nervous about going back to school in the fall while on summer vacation. Describe what makes you nervous and how you deal with it.

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2. You have been given the opportunity to choose your next teacher. What questions would you ask in an interview with him or her?

---

---

---

## Vocabulary

Circle the correct word that does NOT match the meaning of the underlined word.

- There was a handout about class procedures.  
a) protocols      b) events      c) practices      d) happenings
- The students worked hard to finish their vocabulary sheets.  
a) words      b) algebra      c) dictionary      d) terminology
- He was guaranteed to sidetrack the teacher with his questions.  
a) hopeful      b) certain      c) assured      d) sure
- Schoolwork never spilled over into his free time.  
a) trickled      b) wet      c) talked      d) cut
- The dictionary is a very complex document.  
a) difficult      b) multifaceted      c) simple      d) intricate
- The imaginative talents of others are a part of the dictionary.  
a) unimaginative      b) creative      c) inventive      d) original

NAME: \_\_\_\_\_



# Chapters Three to Four

## 1. Fill in the blank with the correct word(s) from the chapters.

- a) The first thing the class did in seventh period was \_\_\_\_\_.
- b) Nick was famous for asking the right \_\_\_\_\_.
- c) The rule at Nick's house was: \_\_\_\_\_.
- d) After reading the dictionary, Nick only \_\_\_\_\_ about half of what he read.
- e) Nick decided that giving this \_\_\_\_\_ could actually be fun.

## 2. Complete each sentence with a word from the list.

**black**

**letter**

**struggled**

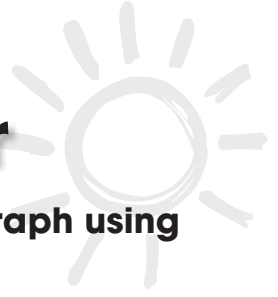
**business**

**frustrated**

- a) Mrs. Granger's class was all \_\_\_\_\_.
- b) Nick worried that he had a little \_\_\_\_\_ mark next to his name on the seating chart.
- c) Nick's brother's \_\_\_\_\_ was the proof his parents needed to turn a rule into a law at their house.
- d) Nick was very \_\_\_\_\_ after he read the dictionary introduction.
- e) Nick \_\_\_\_\_ to imagine himself giving a report on the boring dictionary.



# Chapters Three to Four



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

1. What was Nick an expert at?

---

---

2. How did Mrs. Granger shut down Nick’s attempt to delay the homework assignment?

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3. Do you agree with Mrs. Granger that if you find out the answer to a question yourself it is more meaningful? Why or why not?

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4. How would you test the Allen’s law about “Homework First” from September to June?

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5. What do you think Nick’s idea is that will make giving the report about the dictionary something special? What makes you feel this way?

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6. What would happen if Nick did not give the oral report about the dictionary? Use examples from your own experience and the text to support your answer.

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## Journaling Prompt

Imagine that you are Nick and have just read the introduction to the dictionary. Describe how you feel. What would you do to better understand the information?



NAME: \_\_\_\_\_



# Chapter Five



Answer the questions in complete sentences.

1. What would be difficult about writing a report about a topic that you did not understand? Include at least three ideas.

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2. How would you overcome these difficulties to write the report? Write a sentence to show how you would address each of your ideas in question one.

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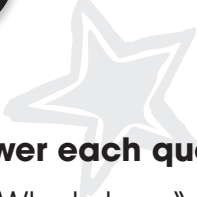
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## Vocabulary

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

1	<b>maximum</b>	To mix into a confused or disordered mass.	A
2	<b>jumble</b>	A floor covering.	B
3	<b>glanced</b>	Quick to perceive and act.	C
4	<b>primly</b>	The greatest quantity attained.	D
5	<b>linoleum</b>	To take a quick look at.	E
6	<b>concentration</b>	Stiffly formal and proper.	F
7	<b>alert</b>	To break in with questions or remarks.	G
8	<b>interrupted</b>	Direction of attention to a single object.	H



# Chapter Five



**1. Answer each question with a complete sentence.**

**a)** What does “punch power” mean in the sentence, “and Mrs. Granger’s eyes would be cranked up to maximum punch power”?

\_\_\_\_\_  
\_\_\_\_\_

**b)** What does the fact that Nick continued with his plan, even though he was worried that it couldn’t possibly work earlier in the day, show about his character?

\_\_\_\_\_  
\_\_\_\_\_

**c)** How do you think Nick’s classmates felt about Nick’s report? Use examples from the text to support your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Conduct some research on the dictionary on your own using the 5 Ws. Did Nick present the real facts to his classmates and Mrs. Granger? Can you discover any additional information about how the dictionary was developed and by whom? Be prepared to share your research with your classmates.**

Who? \_\_\_\_\_  
\_\_\_\_\_

What? \_\_\_\_\_  
\_\_\_\_\_

Where? \_\_\_\_\_  
\_\_\_\_\_

When? \_\_\_\_\_  
\_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_



# Chapter Five

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

1. How did Nick feel before going to seventh period? Provide proof from the text to support your answer.

---

---

2. What did Nick mean when he thought, *This lady plays for keeps*?

---

---

3. What evidence from the text shows that Mrs. Granger was using Nick to teach a lesson to the class?

---

---

4. Do you agree with Nick's actions in trying to waste the class time on his report? Why or why not?

---

---

5. Do you think that Mrs. Granger was deliberately trying to make Nick seem like a teacher's pet? Why or why not?

---

---

6. Predict what Nick will do next, now that he has failed to stop Mrs. Granger for a second time.

---

---



**Imagine that you are one of Nick's classmates. How do you feel while Nick is giving his report? What are you thinking about? Record your thoughts from this perspective.**



# Chapters Six to Seven

Answer the questions in complete sentences.

1. If you were in Mrs. Granger’s class, how would you try to stop her from being all business? Include at least three ideas.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In the text, Nick asks Mrs. Granger, “Who says *dog* means dog?” She says that people in each country have to agree on what to call a particular thing like dog. For example in Germany they say *hund*, while in France they say *chien*. Choose three common words and find a different word that this creature or thing is called in another place. Record the word, the other name, and the country where it is called this.

English Word	Other Name	Country
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

## Vocabulary

Use your dictionary to find the meaning of each of the following words:

- Oath: \_\_\_\_\_  
\_\_\_\_\_
- Concrete: \_\_\_\_\_  
\_\_\_\_\_
- Agent: \_\_\_\_\_  
\_\_\_\_\_
- Maroon: \_\_\_\_\_  
\_\_\_\_\_
- Fountain: \_\_\_\_\_  
\_\_\_\_\_
- Historical: \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_



## Chapters Six to Seven

**Complete the paragraphs by filling in each blank with the correct word from the chapters.**

Six days later \_\_\_\_\_ stood at the counter of the \_\_\_\_\_  
\_\_\_\_\_. Same store, same \_\_\_\_\_. John had come in the  
day \_\_\_\_\_, and \_\_\_\_\_ the day before that, and  
\_\_\_\_\_ the day before that, and \_\_\_\_\_ the day before  
that. Janet was the \_\_\_\_\_ kid that \_\_\_\_\_ had sent  
there to ask that woman for a \_\_\_\_\_.

And when she asked, the lady reached right for the \_\_\_\_\_ and  
said, "Blue or \_\_\_\_\_?"

Nick was standing one \_\_\_\_\_ away at the candy racks, and he  
was \_\_\_\_\_. \_\_\_\_\_ was a real word. It meant  
\_\_\_\_\_. Who says \_\_\_\_\_ means \_\_\_\_\_? "You  
do, Nicholas."

"You know what I mean, Nicholas. I am talking about the \_\_\_\_\_  
that you and \_\_\_\_\_ gave at the start of the class. I am talking  
about this," and she held up her \_\_\_\_\_, an old maroon  
\_\_\_\_\_ pen with a blue \_\_\_\_\_.

"But I really didn't have a \_\_\_\_\_ with me," said Nick, amazed at  
his own \_\_\_\_\_. And hiding behind his \_\_\_\_\_, Nick kept  
his eyes wide and blank.

Mrs. Granger's eyes flashed, and then \_\_\_\_\_, and her lips formed  
a thin, hard \_\_\_\_\_. She was quiet for a few seconds, and then she  
said, "I see. Very well. Then I \_\_\_\_\_ we have nothing more to  
\_\_\_\_\_ today, Nicholas. You may go."



# Chapters Six to Seven

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

1. What three things happened after Nick gave his report on the dictionary?

---

---

2. What facts or ideas from the story show that Nick got the idea to change the meaning of a word from his own experiences?

---

---

3. How would you get others to use your new word if you were Nick besides using it in a store?

---

---

4. Why do you think that Nick thought the school was the perfect place to launch a new word?

---

---

5. How would you evaluate John and Nick's performance in class, was it successful? Why or why not?

---

---

6. How do you think Nick felt during his conversation with Mrs. Granger? Use examples from the story to support your thoughts.

---

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## Journaling Prompt

Imagine that you are Mrs. Granger and Nick has just left the classroom. Review the class events. Record how you think she would feel and what she might do in class the next day.

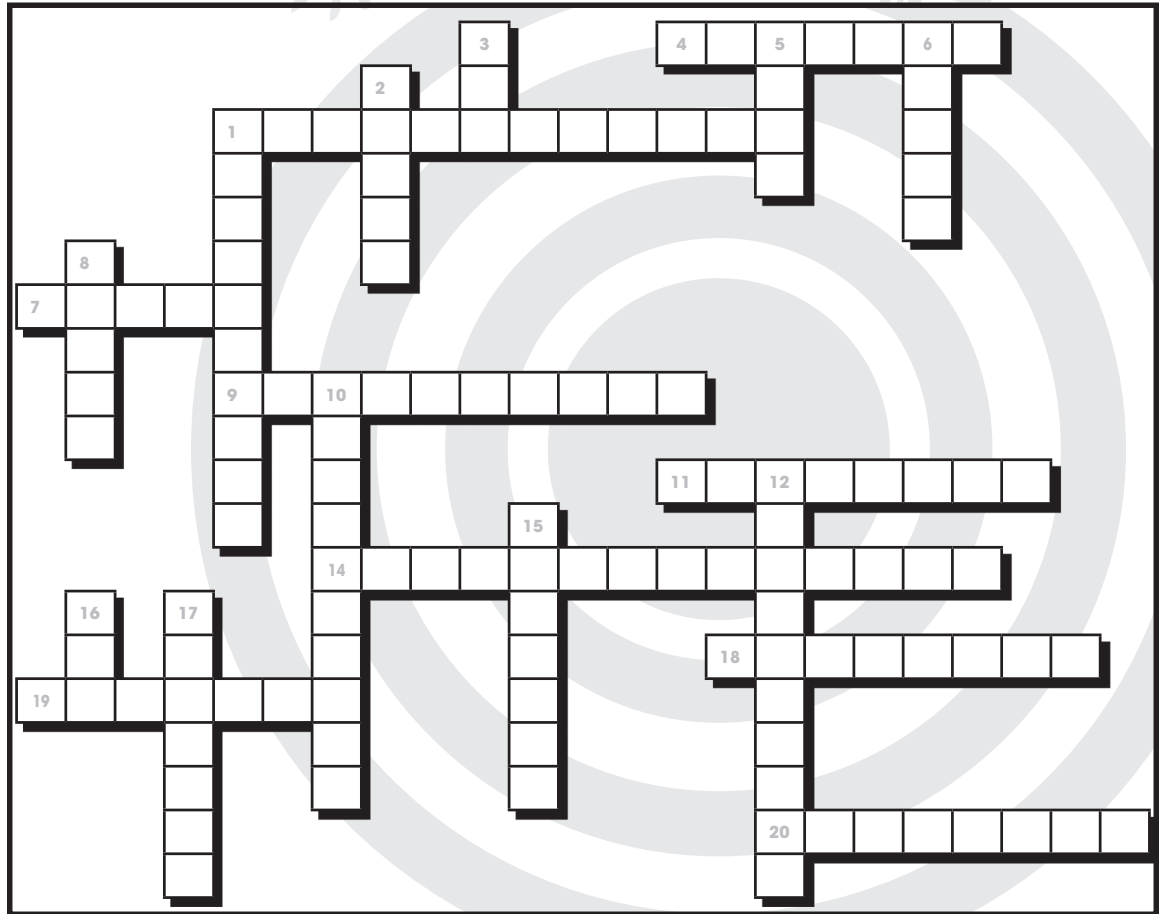


# Chapter Eight

## Vocabulary

### Word List

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



### Across

1. Sharing information with a big crowd.
4. When you give your word to keep a secret.
7. A girl Nick respects.
9. Something you build among your peers.
11. He invented the word frindle.
14. A person with a lot of responsibility.
18. Changed.
19. Another word for pen.
20. When parents are upset, they \_\_\_\_\_.
3. A writing instrument or tool.
5. A pledge or vow.
6. You can't start a fire without a \_\_\_\_\_.
8. An award or symbol.
10. \_\_\_\_\_ is given when you break the rules.
12. A big meeting where issues are discussed.
15. The students thought she had x-ray vision.
16. A battle or struggle.
17. The leader of one side of a battle.

### Down

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



# 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 *pinna* 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.



NAME: \_\_\_\_\_



# Chapter Eight

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

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

---

---

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

---

---

3. Why are parents starting to complain?

---

---

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

---

---

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

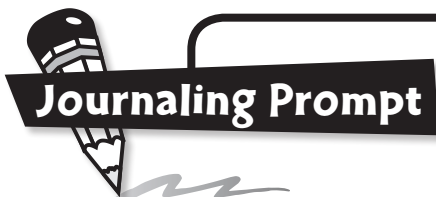
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---

6. Why did the superintendent and school board get involved?

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---



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 Nine

Answer the questions in complete sentences.

1. The title of the last chapter was, "Mightier than the Sword." Why do you think it was called this? Was this a good name for the chapter? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. This chapter is called "Chess." Thinking about the game of chess, why do you think the author might have chosen this title?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

Complete each sentence with a word from the box.

- |            |          |           |         |           |
|------------|----------|-----------|---------|-----------|
| served     | ruined   | rebellion | fuss    | authority |
| linebacker | defender | vandalism | annoyed | harmless  |

- You have to respect the \_\_\_\_\_ of adults.
- The waitress \_\_\_\_\_ the food to us.
- The \_\_\_\_\_ is an important player on a football team.
- \_\_\_\_\_ is against the law.
- The lady made a \_\_\_\_\_ over the baby.
- The country is having a \_\_\_\_\_.
- The girl was \_\_\_\_\_ that she had to write the word fifty times.
- The mud \_\_\_\_\_ my coat.
- The \_\_\_\_\_ tries to prevent the other team from scoring.
- Playing with words is a \_\_\_\_\_ thing to do.



# Chapter Nine

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

a) Mrs. Allen was:

- A Nick's mom.
- B the white queen.
- C annoyed with Mrs. Granger.
- D All of the above.

b) The kids are using the word frindle because:

- A it makes the teachers mad.
- B it is disrespectful.
- C it is fun.
- D it is a real word.

c) Mr. and Mrs. Allen worked with Mrs. Chatham on:

- A the school council.
- B the building committee.
- C the breakfast program.
- D the graduation committee.

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

- T F a) Mrs. Chatham had been the principal of Westerfield Academy for eighteen years.
- T F b) Mrs. Allen completely agreed with the school.
- T F c) Nick was scared of Mrs. Chatham.
- T F d) Mrs. Chatham thought that Nick was responsible for the trouble at school.
- T F e) Nick did not think that he or his friends had been disrespectful.
- T F f) Nick called Mrs. Chatham the black knight.



# Chapter Nine



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

1. What is Mrs. Chatham’s perspective on the difficulties at school?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why was Nick’s statement about the word – *ain’t*, a “first-class thought-grenade?”  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you think that Nick could stop others from using the word *frindle* now if he really wanted to? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
4. What judgment would you make about Mrs. Granger’s use of Mrs. Chatham to end the game? Was this really what she was trying to do?  
\_\_\_\_\_  
\_\_\_\_\_
5. How is Nick’s mom related to the white queen in a chess game?  
\_\_\_\_\_  
\_\_\_\_\_
6. List three characteristics of Mr. or Mrs. Allen, citing evidence from the text to support your ideas. (Eg. creative – Nick invented the word *frindle*.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Journaling Prompt

Imagine that you are Nick. Plan your strategy for the rest of the game. What will your next move be? What will be Mrs. Granger’s next move? Record at least three moves for each team.

NAME: \_\_\_\_\_



# Chapters Ten to Eleven

Answer the questions in complete sentences.

1. What do you predict will happen next in the story?

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---

---

2. The game is on in the story. Do you think it is better to win or enjoy playing the game? Explain your answer.

---

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---

## Vocabulary

**Circle** the word that best matches the meaning of the underlined word.

- He was the mastermind behind the plot.  
a) brains      b) builder      c) teacher      d) culprit
- This plot raises issues about free speech and academic rules.  
a) plans      b) fingers      c) numbers      d) questions
- The crowd was awful to the band.  
a) brutal      b) respectful      c) unpleasant      d) great
- Every statement in the paper was true.  
a) question      b) declaration      c) concern      d) exclamation
- It is useless to fight the law.  
a) important      b) futile      c) wonderful      d) wasteful
- The kids were rowdy at the party.  
a) noisy      b) happy      c) excited      d) tired



# Chapters Ten to Eleven

## 1. Fill in the blank with the correct word(s) from the chapters.

- a) The headline on the story read: \_\_\_\_\_  
\_\_\_\_\_.
- b) Mrs. Granger was the \_\_\_\_\_ of the forces of order and authority.
- c) The superintendent was worried about the \_\_\_\_\_ reaction to the article.
- d) No one could \_\_\_\_\_ out how Judy Morgan got the fifth-grade class picture.
- e) Mrs. Granger thought that all this \_\_\_\_\_ should stop.

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

a) **How many times did a student have to write the sentence, "I am writing this punishment with a pen" as a punishment for Mrs. Granger?**

- A forty-five times
- B six hundred times
- C five times
- D one hundred times

b) **What paper did Judy Morgan work for?**

- A The Westerfield Gazette
- B The New Hampshire Times
- C The Lincoln Press
- D The Winifred Journal

NAME: \_\_\_\_\_

After You Read 



# Chapters Ten to Eleven

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

1. Using examples from the text to prove your answer, decide whether or not Mrs. Chatham was comfortable talking to Judy Morgan about the problem.

---

---

2. What does Mrs. Granger's prediction that "this fad will fade" mean?

---

---

3. List three people who weren't happy when Judy Morgan's article was published in the paper.

---

---

4. What was Mrs. Chatham worried about happening as a result of the article?

---

---

5. What about the way that Judy Morgan told the truth got things hopping around town?

---

---

6. Who do you think sent Judy Morgan the fifth-grade class picture? What makes you suspect this person?

---

---



Imagine that you are a reporter like Judy Morgan. Write an article about the fifth-grade students at Lincoln Elementary.



# Chapter Twelve

Answer the questions in complete sentences.

1. 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.

---

---

---

2. 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.

- 1 citizen
- 2 preliminary
- 3 controversial
- 4 war
- 5 disruption
- 6 claim
- 7 lawsuit
- 8 permission

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



NAME: \_\_\_\_\_



# Chapter Twelve

## 1. Fill in the blank with the correct word(s) from the chapter.

- a) He is the boy who \_\_\_\_\_ the new word.
- b) Bud Lawrence owned a \_\_\_\_\_ and \_\_\_\_\_ in Westerfield.
- c) Nick and his parents did not want to say anything \_\_\_\_\_.
- d) Bud Lawrence's lawyer was afraid of a \_\_\_\_\_.
- e) \_\_\_\_\_ need to understand that there are rules about words and language.
- f) \_\_\_\_\_ is the only word in English that was invented for no particular reason until now.

## 2. Use the words in the box to answer each question.

**trust      reporters      profits      tool      fine      complications**

- a) Mrs. Allen did not trust \_\_\_\_\_.
- b) Bud Lawrence ran into some \_\_\_\_\_ with his orders.
- c) Mr. Allen set up a \_\_\_\_\_ account for Nick.
- d) The contract gave Nick thirty percent of the \_\_\_\_\_.
- e) Mrs. Granger thought that the dictionary was the finest \_\_\_\_\_ ever made for educating young minds.
- f) Nick feels that Mrs. Granger is a really \_\_\_\_\_ teacher.



# Chapter Twelve

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

1. What can you say about the way Nick’s parents feel about the frindle controversy and Nick?

---

---

2. How did Alice Lunderson capitalize on the frindle story?

---

---

3. Why do you think that Nick’s mom told him to mind his P’s and Q’s during the interview?

---

---

4. How did Bud Lawrence benefit from the frindle story?

---

---

5. What price did Nick have to pay for being a local hero? Was it worth the price? Why or why not?

---

---

6. Did Mr. Allen make the right decision when he signed the contract with Bud Lawrence? Why or why not?

---

---



## Journaling Prompt

Imagine that you are Nick, Mrs. Allen, Mrs. Granger, or Bud Lawrence, and you have just seen your interview on TV. Write a diary entry describing how you feel. Did you like the way you looked? Do you wish you would have said more? Explain.

NAME: \_\_\_\_\_



# .....

## Chapters Thirteen to Fourteen

Answer the questions in complete sentences.

1. What might have happened if Mr. Allen had refused to sign Bud Lawrence's contract?

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---

---

2. How would you market a product like the frindle? What products would you design to sell? Where would you sell them? Who would you sell them to?

---

---

---

### Vocabulary

Use your dictionary to find the meaning of each of the following words:

1. Forbidden: \_\_\_\_\_

---

2. Celebrity: \_\_\_\_\_

---

3. Imported: \_\_\_\_\_

---

4. Rascal: \_\_\_\_\_

---

5. Commotion: \_\_\_\_\_

---

6. Remarkable: \_\_\_\_\_

---



# ..... Chapters Thirteen to Fourteen

**Complete the paragraphs by filling in each blank with the correct word from the chapters.**

All the kids and even some of the \_\_\_\_\_ used the new word. At first it was on \_\_\_\_\_. Then it became a \_\_\_\_\_, and by the middle of February, \_\_\_\_\_ was just a word, like *door* or *tree* or *hat*. People in Westerfield barely \_\_\_\_\_ it anymore.

\_\_\_\_\_ couldn't have been happier. There were frindle shirts and sunglasses and erasers and \_\_\_\_\_ and paper and dozens of other items. The new \_\_\_\_\_ of frindles \_\_\_\_\_ from Japan were a big hit, and now there was talk of selling them in Japan and \_\_\_\_\_, as well. The \_\_\_\_\_ that went into Nick's trust fund got bigger and bigger.

Mrs. Granger \_\_\_\_\_ Nick start to leave. But before he got to the door, he turned and said, "\_\_\_\_\_, Mrs. Granger. You have a great summer, too." Then he grinned and said, "And don't forget to buy some new \_\_\_\_\_ for next year."

Thanks to his little \_\_\_\_\_ with Mrs. Granger - along with a \_\_\_\_\_ dose of summer vacation - Nick made a full \_\_\_\_\_. He was \_\_\_\_\_ that he had made up a new word, and he enjoyed thinking about all the \_\_\_\_\_ it had stirred up. That one little word had made fifth grade a year to \_\_\_\_\_.

Before he started \_\_\_\_\_ grade Nick was Nick again, and all through junior high and \_\_\_\_\_ and college, he proved it.

NAME: \_\_\_\_\_



# Chapters Thirteen to Fourteen

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

1. How would you explain to someone who hasn't read the book what Frindle-mania is?

---

---

2. Why do you think that Mrs. Granger continued to ask students to spell pen every week on their spelling tests?

---

---

3. In your opinion, who benefited the most from Frindle-mania?

---

---

4. Why do you think that Nick's behavior changed?

---

---

5. Why do you suppose Mrs. Granger cared about the changes in Nick and wanted to help him?

---

---

6. What might have happened if Mrs. Granger had not spoken to Nick on the last day of fifth grade?

---

---



Imagine that you are Mrs. Granger and Nick has just left the classroom. Make a diary entry recording what you think Nick will do in the future. Predict what career he will have when he grows up, where he will live, etc.



# Chapter Fifteen

Answer the questions in complete sentences.

1. At the beginning of Chapter fourteen, Nick felt very different from what he used to feel like. Describe a time when you didn't feel like yourself. Explain what happened to cause you to feel this way, what you did about it if anything, and who helped you through this situation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. When do you think Mrs. Granger will send the letter to Nick? How will she know when it is over?

\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

With a straight line, connect each word on the left with its antonym on the right. (An antonym is a word having a meaning opposite to that of another word.)

- 1 whole
- 2 gently
- 3 confession
- 4 thin
- 5 mistake
- 6 endures
- 7 impatiently
- 8 villain
- 9 permanent
- 10 forgive

- A protest
- B temporary
- C accuracy
- D heroine
- E blame
- F half
- G roughly
- H dies
- I thick
- J patiently



# Chapter Fifteen

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

**T F** a) Nick was in college before he received the letter from Mrs. Granger.

**T F** b) Nick had to apply for scholarships to go to college.

**T F** c) Mrs. Granger gave Nick her pen because she wanted him to forgive her.

**T F** d) A scholarship called The Mrs. G Students' Fund was set up with a donation of a million dollars.

**T F** e) Mrs. Granger was a teacher for forty-five years before she decided to retire.

**T F** f) Mrs. Granger had been rooting for Frindle the whole time.

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

a) Mrs. Granger receives a gold fountain pen from Nick.

b) Nick gave his brother money for his daughter's education.

c) Nick received his trust fund when he turned twenty-one.

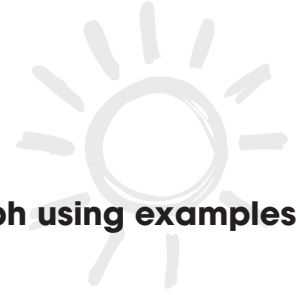
d) Nick received a package from Mrs. Granger when he was in college.

e) Mrs. Granger is told that a scholarship has been set up in her name.

f) Mrs. Granger tells Nick about the role she played in the Frindle incident.



# Chapter Fifteen



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

1. What three things were included in the package from Mrs. Granger?

---

---

2. What is the dictionary definition of the word frindle?

---

---

3. What do you think Mrs. Granger would have done with the letter if frindle had not been added to the dictionary? Explain your reasoning.

---

---

4. Why do you think that Mrs. Granger chose to play the villain in this story? What would have happened if she hadn't played this role?

---

---

5. How would you evaluate Mrs. Granger as a teacher? Explain your reasoning.

---

---

6. Create a new ending for the story that does not include Nick giving Mrs. Granger a gold fountain pen and a scholarship set up in her name.

---

---



## Journaling Prompt

Imagine that you are Mrs. Granger and you have just received your gift from Nick Allen. Write a diary entry about how you would feel receiving your gifts.





## Chapters 1 to 5

Nick decided to try making the high-pitched chirping sounds of the blackbirds in Mrs. Avery's class after watching a TV show.

Describe a time when seeing something in the media has given you the idea to try something yourself. In your description of the event, include what you did, how it felt, and how people responded to you. Include information about where you got the original idea from – when did you see it, what caught your interest about the topic, etc.

Your response should be at least two paragraphs in length.



## Chapters 2 to 8

A simile is a figure of speech that draws a comparison between two different things, especially a phrase containing the word "like" or "as" (eg. "as white as a sheet"). Similes and metaphors are both forms of comparison—similes allow the two ideas to remain distinct in spite of their similarities, where as metaphors compare two things without using "like" or "as."

Andrew Clements uses many similes and metaphors in **Frindle**.

Similes:

"But Mrs. Granger seemed like a giant."

Metaphors:

"Nick could feel a homework assignment coming the way a farmer can feel a rainstorm."

Write 3 similes and 3 metaphors using the events in chapters 2-8 for inspiration.



## Writing Task # 3

# Chapters 5 to 8

An oath is a formal or legally binding pledge to do something. Nick writes an oath asking five of his friends to promise to never use the word pen again; instead they will use frindle. They will also do everything they can to get others to use the word frindle as well.

Write an oath like the one Nick wrote, asking your peers to do something that is respectful of others' rights and doesn't hurt anyone. Be sure to include a spot where you will have them sign it.



## Writing Task # 4

# Chapters 9 to 13

**“Mrs. Granger said that all the words in the dictionary were made up by people, and that they mean what they mean because we say they do.”**

Make up your own word and design an ad campaign to promote your word to your classmates and/or your school.

Your campaign should include your new word, a brief speech introducing it, and at least two posters promoting its usage.



## 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 |

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

NAME: \_\_\_\_\_



# 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 endured.
- C 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 was 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 the frindle made it so popular.
- T** **F** j) Alice Lunderson was the lady who bought the frindle trademark.





# Comprehension Quiz



Answer each question in a complete sentence.

- 1. Do you think that Nick’s invention of the frindle helped or hurt his hometown? Explain your answer.




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- 2. Summarize the events in the story that led to the town putting the sign below their name that said, “Home of the Original Frindle”.




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- 3. How would you compare Mrs. Granger and Nick? (4 pts) In your opinion, were the opponents evenly matched? (2 pts) Why or why not? (2 pts)




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**SUBTOTAL: /16**

**1.**  
Answers will vary.

**2.**  
Answers will vary.

**Vocabulary**

- 1. creative
- 2. high-pitched
- 3. jolt
- 4. stomp
- 5. pounced
- 6. fault
- 7. expanded
- 8. gradually
- 9. ignore
- 10. liven

11

**1.**  
a)  D

b)  C

c)  B

d)  D

e)  A

12

**1.**  
Answers will vary.

**2.**  
Nick apologized because he felt bad that Mrs. Avery blamed Janet for making the annoying chirping sounds of the red-winged blackbird when it was Nick.

**3.**  
The blackbird's chirp is very high-pitched and because of the way sound travels, predators cannot tell where the chirp is coming from.

**4.**  
On the first day, he got everyone to make palm trees and tape them on their desks. On the second day, the girls wore paper flowers in their hair and the boys wore sunglasses and beach hats. On the third day, he turned the thermostat up and spread white sand on the floor. The kids wore shorts and t-shirts and played volleyball.

**5.**  
Answers will vary, but should include at least two of the following: - Mrs. Granger was an older teacher; - she had white hair that she wore in a bun; - she was very dedicated as is evident by her perfect attendance record; - she was very experienced as she had taught for 35 years; - she had x-ray vision because she never missed anything; - she was short because some of the fifth-graders were taller than her; - she had very little clothing as she always wore one of two uniforms; - some may say she was mean because she made kids wear their gum around their necks all day if they got caught chewing it.

**6.**  
Answers will vary. She wrote a letter in the summer asking parents to purchase good dictionaries for their homes. She had a class set of 30 dictionaries. She placed her large dictionary in a special place in the classroom and treated it like a bible on an altar. Weekly vocabulary list of 35 words. Daily "Word for the Day" she gave kids to look up in the dictionary.

13

**1.**  
Answers will vary.

**2.**  
Answers will vary.

**Vocabulary**

- 1. d
- 2. b
- 3. a
- 4. b
- 5. c
- 6. a

14

- 1.**
- a) take vocabulary pretest
  - b) question
  - c) Homework First
  - d) understood
  - e) report

- 2.**
- a) business
  - b) black
  - c) letter
  - d) frustrated
  - e) struggled

15

**1.**  
Nick was an expert at asking the delaying question - also known as the "teacher-stopper;" or the "guaranteed-time-waster."

**2.**  
Mrs. Granger shut down Nick's attempt to delay the homework assignment by asking him to research the answer to his question, and then present his findings to the rest of the class.

**3.**  
Answers will vary.

**4.**  
Answers will vary.

**5.**  
Answers will vary.

**6.**  
Answers will vary.

16

**1.**  
Answers will vary.

**2.**  
Answers will vary.

**Vocabulary**

- 1. d
- 2. a
- 3. e
- 4. f
- 5. b
- 6. h
- 7. c
- 8. g



17



1.

a) Mrs. Granger's eyes were very direct when she looked at a person. They seemed to look directly through you and hit you with everything they had.

b)

Nick persevered and never gave up on a plan. He saw it through to the end.

c)

Nick's classmates supported his plan to delay the day's lesson. John and several other kids said that they hadn't had the red dictionary, so they couldn't read it on their own. Despite the boring topic, they were all focused to see if Nick could waste the whole period.

2.

Answers will vary.

18

1.

Answers will vary, but should include that he had a bad feeling in the pit of his stomach. He was nervous and looked over his notes again and again. His notes were jumbling up in his head which showed his stress. Time was flying by quickly.

2.

Mrs. Granger was all business. She expected Nick to have a report ready and wanted it done immediately (within fifteen seconds of seventh period).

3.

Answers will vary, but could include that she asked what the title of the report was, and instructed the class that one should always be included. She instructed the class to use their manners and be attentive when listening.

4.

Answers will vary.

5.

Answers will vary.

6.

Answers will vary.

19

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. Oath: a formal or legally binding pledge to do something.

2. Concrete: able to be seen or touched because it is real.

3. Agent: somebody who officially represents somebody else in business.

4. Maroon: a deep purplish red color.

5. Fountain: a natural source of water.

6. Historical: existing, happening, or relating to the past.

20

Janet

Penny Pantry

lady

before

Pete

Chris

Dave

fifth

Nick

frindle

pens

black

aisle

grinning

Frindle

pen

frindle

pen

performance

John

pen

fountain

cap

frindle

bravery

glasses

narrowed

line

guess

discuss

21

1.

1st Janet found the pen on the way home. 2nd Nick understood what Mrs. Granger was saying about the meaning of words. 3rd Nick got the idea to make up his own word for pen - frindle.

2.

He thought back to when he was two years old and got someone to play music for him by using his actions and his own made up word. He realized that no one outside of his family understood that he wanted music unless he used the word music itself. He realized that he needed others to use the same word if he wanted people to understand what it meant.

3.

Answers will vary.

4.

Answers will vary.

5.

Answers will vary.

6.

At first, Nick was nervous and likely a bit afraid; his mouth went dry and he gulped. He surprised himself at his bravery in speaking up to her about the frindle. He was relieved when the conversation ended.

22

### Across

- Announcement
- Promise
- Janet
- Reputation
- Nicholas
- Superintendent
- Replaced
- Frindle
- Complain

### Down

- Auditorium
- Honor
- Pen
- Oath
- Spark
- Badge
- Punishment
- Conference
- Granger
- War
- General

23



- 1.**
- a) **F**
  - b) **F**
  - c) **T**
  - d) **F**
  - e) **T**
  - f) **F**

The bus drivers threatened to go on strike because they had to work late several days in a row when the students were kept late after school. 80 students one day and 200 the next.

**2.** Answers will vary.

**3.** Parents are complaining because their kids are being kept after school for using the word frindle. They are missing their bus and writing out 100 lines.

**4.** Answers will vary.

**5.** Answers will vary.

**6.** The superintendent and school board get involved because the problem has gotten big enough to have parents complaining and bus drivers threatening to quit. They want the problem fixed.

- 1.**
- a)  **D**
  - b)  **C**
  - c)  **B**

**1.** "The pen is mightier than the sword" is an old saying which means that the written word is very powerful and can change more lives than violence can.

**2.** Answers will vary, but should refer to the fact that: Chess is a game of strategy where two opponents play to get the other person's king and queen. Mrs. Granger and Nick are opponents trying to win the game of what will be the accepted name for a pen. Both want to win but only one can.

- Vocabulary**
- 1. authority
  - 2. served
  - 3. linebacker
  - 4. Vandalism
  - 5. fuss
  - 6. rebellion
  - 7. annoyed
  - 8. ruined
  - 9. defender
  - 10. harmless

- 1.** Answers will vary.
- 2.** Answers will vary.

Mrs. Chatham knew that Nick was responsible for all of the problems caused by the word frindle. She felt that Nick had gotten all of the kids to rebel against the teachers. She thought he and the other students were disrespectful. She wanted Mr. and Mrs. Allen to get him to stop using the word.

It was a first-class thought-grenade because the adults didn't have an answer when Nick found the word 'ain't' in the dictionary, contradicting the point that it shouldn't be used because it wasn't a word. They didn't know what to say.

**3.** Answers will vary.

**4.** Answers will vary.

**5.**

Nick's mom defends Nick's actions, saying they are only harmless. She is annoyed with the school for making the silly situation as big as it is. Like the queen in a chess game, she is the most powerful member of her family. She encourages Mr. Allen to come to Nick's defense, as well as getting him to tell Mrs. Chatham that the whole situation is an overreaction.

Mrs. Allen: Protective – defends Nick's actions to Mrs. Chatham; Influential – gets Mr. Allen to see that the school is overreacting; Brave – she stands up to Mrs. Chatham and defends Nick. Mr. Allen: Successful – he has his own hardware store; Cooperative – he doesn't want anyone to be upset and encourages Nick to stop using frindle to keep the peace at school; Humble – he is embarrassed about the trouble and wants it to go away.

**Vocabulary**

- 1. a
- 2. d
- 3. c
- 4. b
- 5. b
- 6. a



- 1.**
- a) Local 5th Grader Says, "Move over, Mr. Webster"

- b) champion
- c) taxpayers'
- d) figure
- e) foolishness

**1.** Mrs. Chatham was uncomfortable because she referred to the problem as a prank; and she gave a phony laugh when she said it. She looked very uncomfortable while talking to Judy and squirmed like a kid in trouble. She referred to Mrs. Granger as having overreacted and said that the children weren't being disrespectful; they were only having a little fun. She sounds very different talking about it to Judy than she did when she spoke with the Allen's.

**2.** Mrs. Granger thinks that people will soon get sick of using the word frindle and everyone will forget all about it. A fad means that it is popular right now, but it won't last.

**3.** Mrs. Allen, Mrs. Chatham, and the Superintendent.

**4.** Mrs. Chatham was worried that all of the fuss about the frindle will cause her and Mrs. Granger to lose their jobs.

**5.** Judy Morgan told the truth but she used words that made it very clear that she thought the school was overreacting to Nick's clever idea. By using the words champion, baffling, and fighters, she insinuates that a war is going on. By referring to free speech and academic rules, she suggests that the school is suppressing students from speaking their minds and going against their constitutional rights.

**6.** Answers will vary.

30

31

**1.** Answers will vary.

- a) invented
- b) Dairy Queen, McDonald's

c) controversial

d) lawsuit

e) Children

f) Quiz

**2.** a) reporters

b) complications

c) trust

d) profits

e) tool

f) fine

**Vocabulary**

- 1** D    **2** H    **3** A    **4** G    **5** C    **6** B    **7** E    **8** F

32

33

**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 filing 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.

34



**1.**

Answers may vary.

**2.**

Answers may vary.

**Vocabulary**

**1.** Forbidden; not allowed by order of somebody or by law.

**2.** Celebrity;

someone who is famous during his or her own lifetime.

**3.** Imported; to bring something in from another country for commercial purposes.

**4.** Rascal; one

that is playful or mischievous.

**5.** Commotion;

an agitated disturbance.

**6.** Remarkable;

attracting notice as being unusual or extraordinary.

35

1.

teachers  
purpose  
habit  
frindle  
noticed  
Bud Lawrence  
notebooks  
line  
imported  
Europe  
checks  
watched  
Thanks  
frindles  
talk  
healthy  
recovery  
proud  
commotion  
remember  
sixth  
high school

1. Frindle-mania is the excitement created by the media over the made-up word frindle. Because the media made it a huge word, Nick became famous all over the world for changing the name of the pen to frindle.

2.

Mrs. Granger continued to ask the students to spell pen every week to keep the battle going. She didn't want to admit defeat, but she also didn't want the kids to forget why it had started in the first place. She couldn't make them stay after school anymore, but she could make them spell the word pen every week.

3.

Answers will vary.

4.

Nick was afraid to cause the commotion that occurred over the frindle. He didn't want another one of his ideas to make him and his family the center of attention. It wasn't fun when everyone watched everything that he did all of the time.

5.

Answers will vary.

6.

Answers will vary.

36

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

- 1 F
- 2 G
- 3 A
- 4 I
- 5 C
- 6 H
- 7 J
- 8 D
- 9 B
- 10 E

38

1.

a) T

b) F

c) F

d) F

e) T

f) T

2.

a) 6

b) 2

c) 1

d) 3

e) 5

f) 4

39

1.

The package contained the 8th edition Webster's College dictionary, a note from Mrs. Granger, and a fat white envelope.

2.

A device used to write or make marks with ink.

3.

Answers will vary.

4.

Mrs. Granger knew that there had to be a controversy over frindle in order for it to catch on and become a word. If she hadn't made a fuss over the use of frindle, no one would have cared and it would have never become a word.

5.

Mrs. Granger was an exceptional teacher who wanted to make a difference in children's lives by teaching them something that would be useful no matter what. She taught Nick to persevere and encouraged his ideas. She supported him even though he didn't know it.

6.

Answers will vary.

40





# Word Search Puzzle

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

1.

a)  D

b)  B

c)  C

d)  B

2.

a)  T

b)  T

c)  F

d)  F

e)  T

f)  F

g)  T

h)  F

i)  T

j)  F

45

1.

Nick's invention helped his hometown because before it became a controversy, no one had ever heard of Westerfield. Bud Lawrence made lots of money and gave Nick 30% of it. Bud opened a factory and employed over twenty people, giving them jobs because of the frindle. Nick made enough money to help his family and likely set up a scholarship to help other students as well.

2.

Nick Allen made up the word frindle to replace the word pen. He got five other students to take an oath saying they would never say pen again. Together, they got all of the fifth graders to use frindle. Mrs. Granger made a fuss over the use of the word, drawing attention to the school and parents because she kept every student after class to write lines when they used it. One of the parents, Ted Bell, told a reporter about the trouble and she wrote a story about the problem. Bud Lawrence trademarked the name and sold frindles. The national media picked up the story from Alice Lunderson, and the frindle became a worldwide name, because students in other places started using the term. Bud sold a lot more products and opened a factory to produce them. The town voted to add the sign in recognition of the frindle's importance to their hometown.

3.

Answers may vary. Both Mrs. Granger and Nick are very smart and clever. Nick invented the frindle and got the rest of the students to use the term as well. Mrs. Granger hid her approval of the word and helped it become popular by playing the villain. Both were brave because they pursued their goals even though it was at times very challenging. Both were teachers accepting others' views and teaching others how to make a difference in the world. Ultimately, Mrs. Granger proved to be every bit as clever as Nick. He surprised her in the end, but without Mrs. Granger, Nick would likely never have achieved the success that he did in the story.

46

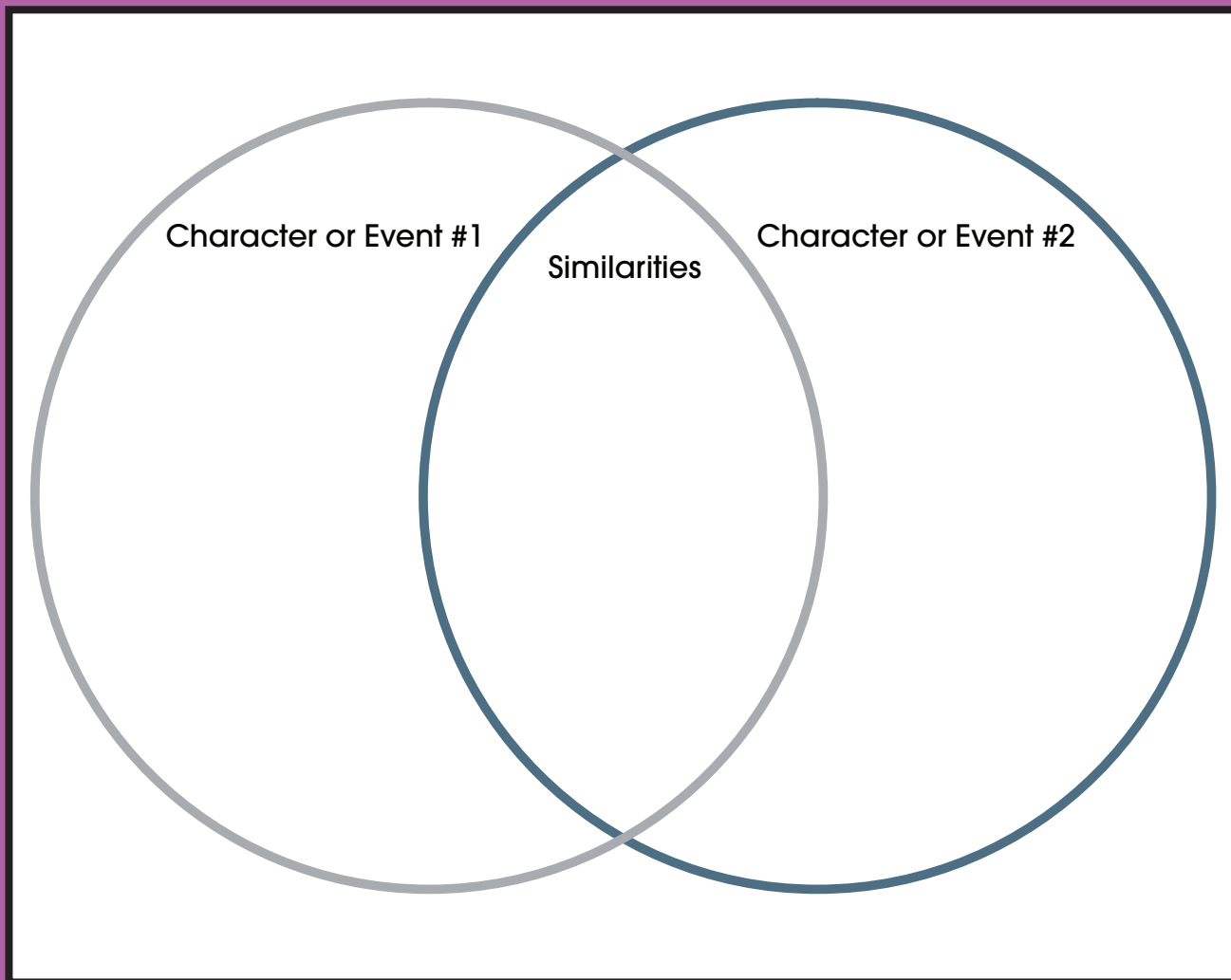
44

# How Do They Compare?



Choose an event from the story and compare it to another event from the story or from your own life. Or, choose a character and compare it to someone you know; for example, compare Mrs. Granger to your teacher.

Using the venn diagram below, write each character or event in each individual circle. In the middle, where the two circles overlap, record the similarities between the two people or events.



# 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.

Event #5

Event #1

Event #4

Event #2

Event #3

# Cartoon Strip



Choose your favorite part of the story and illustrate it in the cartoon strip below.  
Be sure to include dialog in your illustrations.


- **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.