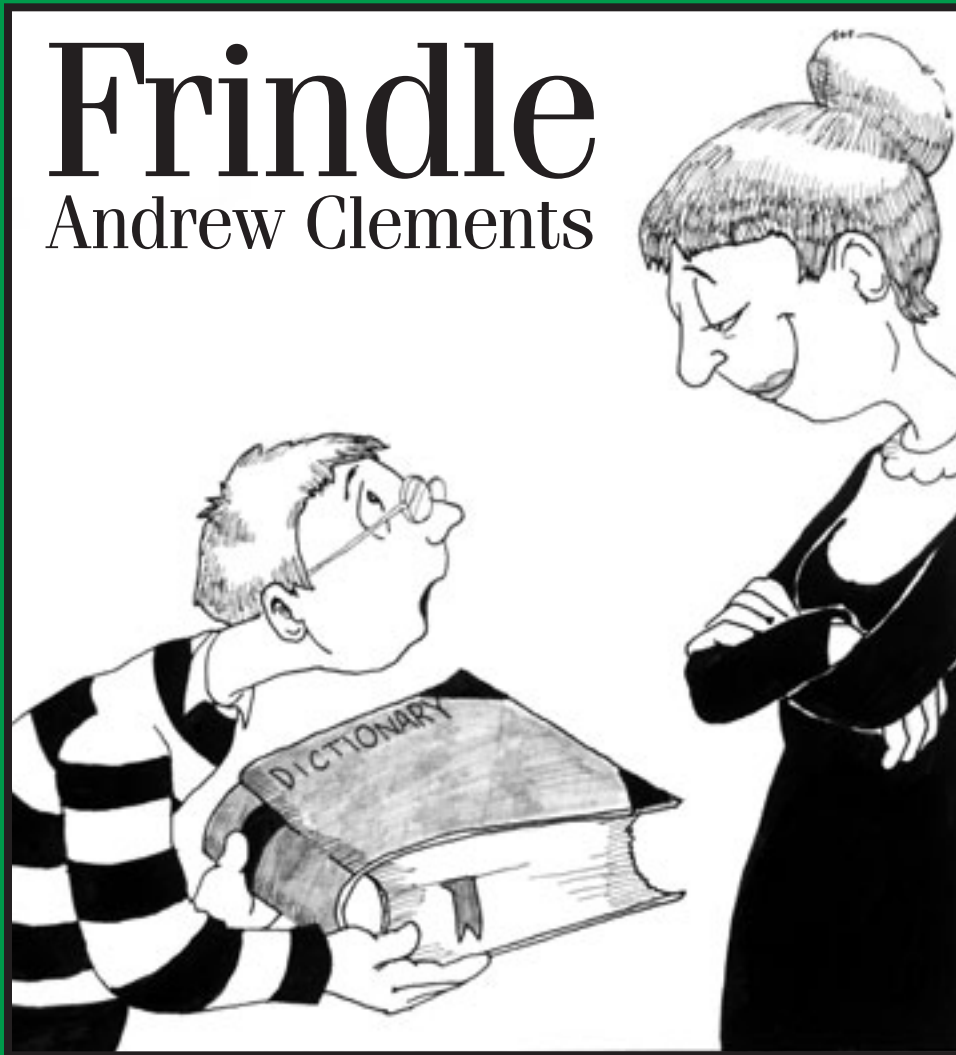


Novel•Ties

Frindle

Andrew Clements



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the book *Frindle* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

Pre-Reading Activities (cont.)

7. This book has a title for each chapter. Often a chapter title is a main idea, the name of a character, or a “catchy” phrase to capture the reader’s interest. Scan the titles below. Based on these titles, write a sentence telling what you think each chapter might be about.

Chapter	Sentence
1. Nick	
2. Mrs. Granger	
3. The Question	
4. Word Detective	
5. The Report	
6. The Big Idea	
7. Word Wars	
8. Mightier than the Sword	
9. Chess	
10. Freedom of the Press	
11. Extra! Extra! Read All About It!	
12. Airwaves	
13. Ripples	
14. Inside Nick	
15. And the Winner Is . . .	

Chapters 1 – 3 (cont.)

4. Why does Mrs. Granger send a letter to the parents of every fifth grader? How do Nick and his mother each react to the letter?
5. Why does Nick ask Mrs. Granger about the origin of the words in a dictionary? How does she react to his question?

Questions for Discussion:

1. What do you think about Nick's behavior in school? Would you enjoy being his classmate? How would you feel about being his teacher?
2. Why do you think Mrs. Granger spends so much time on vocabulary work and the dictionary?
3. Do you think Mrs. Granger deserves her reputation for being a very tough teacher? What examples can you find in the text to prove your point?

Literary Device: Point of View

Point of view in a book of fiction refers to the person telling the story. Sometimes the author as narrator tells the story. Other times, the story is told by one of the story characters. Who is telling this story? How do you know?

Writing Activity:

Nick's scheme for stalling the class backfired and now he has to prepare an extra report in addition to doing the regular homework. Write about a real or imagined experience of your own where a plan went wrong. What were the consequences?