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Andrew Clements

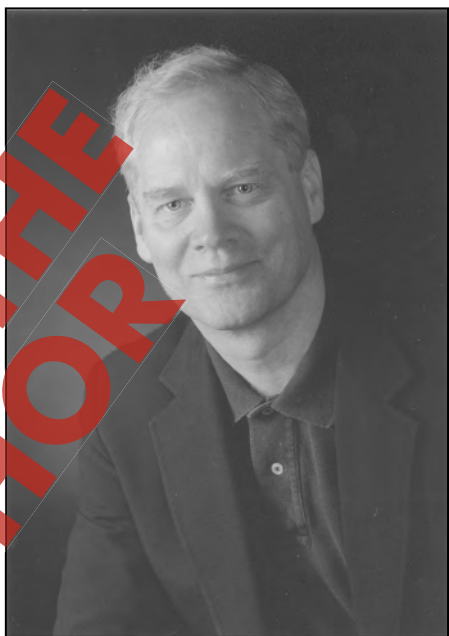
Andrew Clements was born in Camden, New Jersey in 1949.

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...?

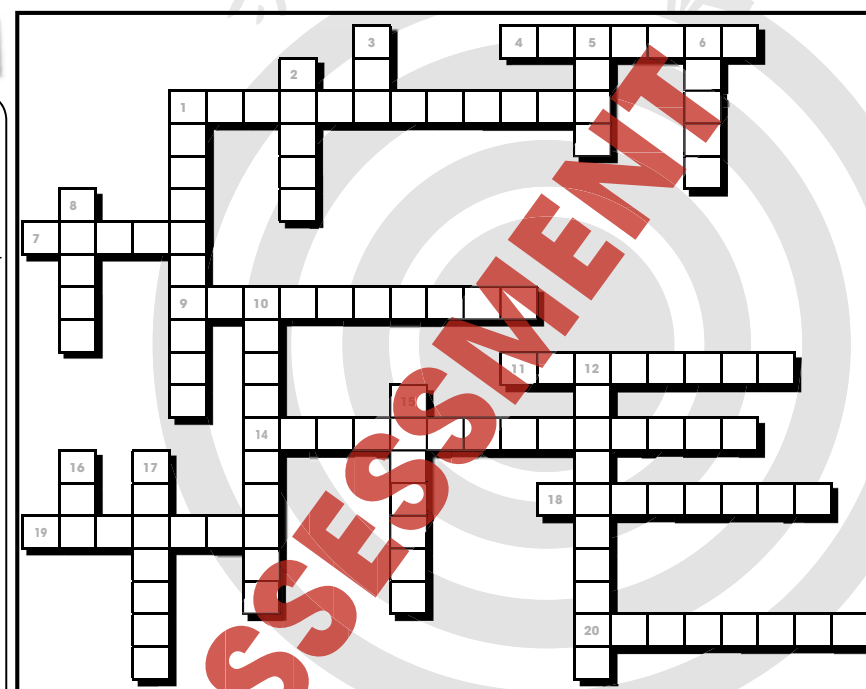
- Andrew spent his early summers in a small cabin in Maine.
- Andrew was once a singer-songwriter in New York.
- Andrew writes in a small shed in his backyard - that has no TV, no phone, no doorbell and no email.

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* 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.

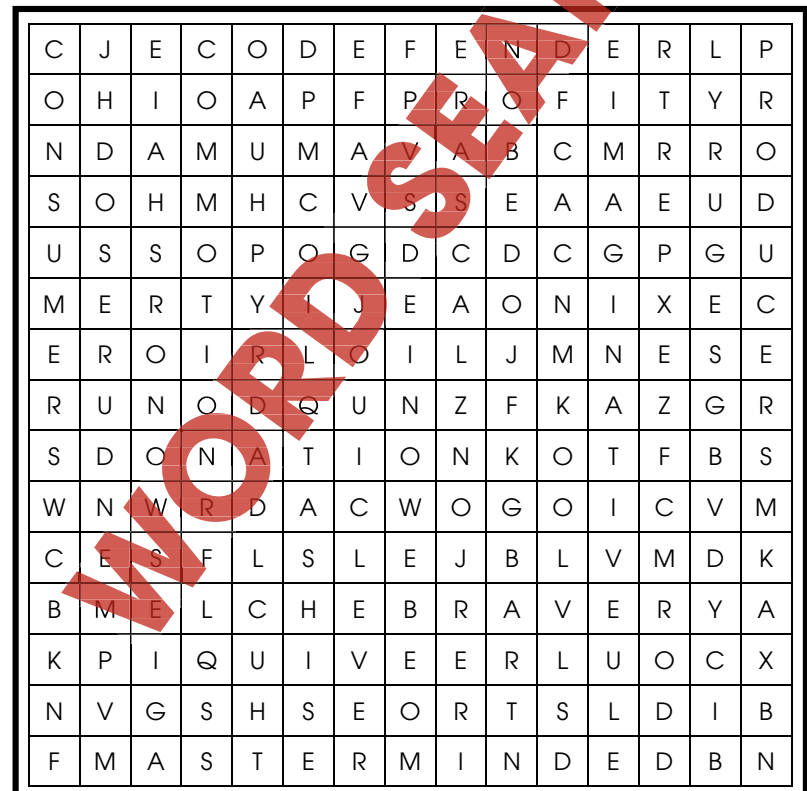
Your letter should be in standard letter format and at least a full page in length.



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.

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



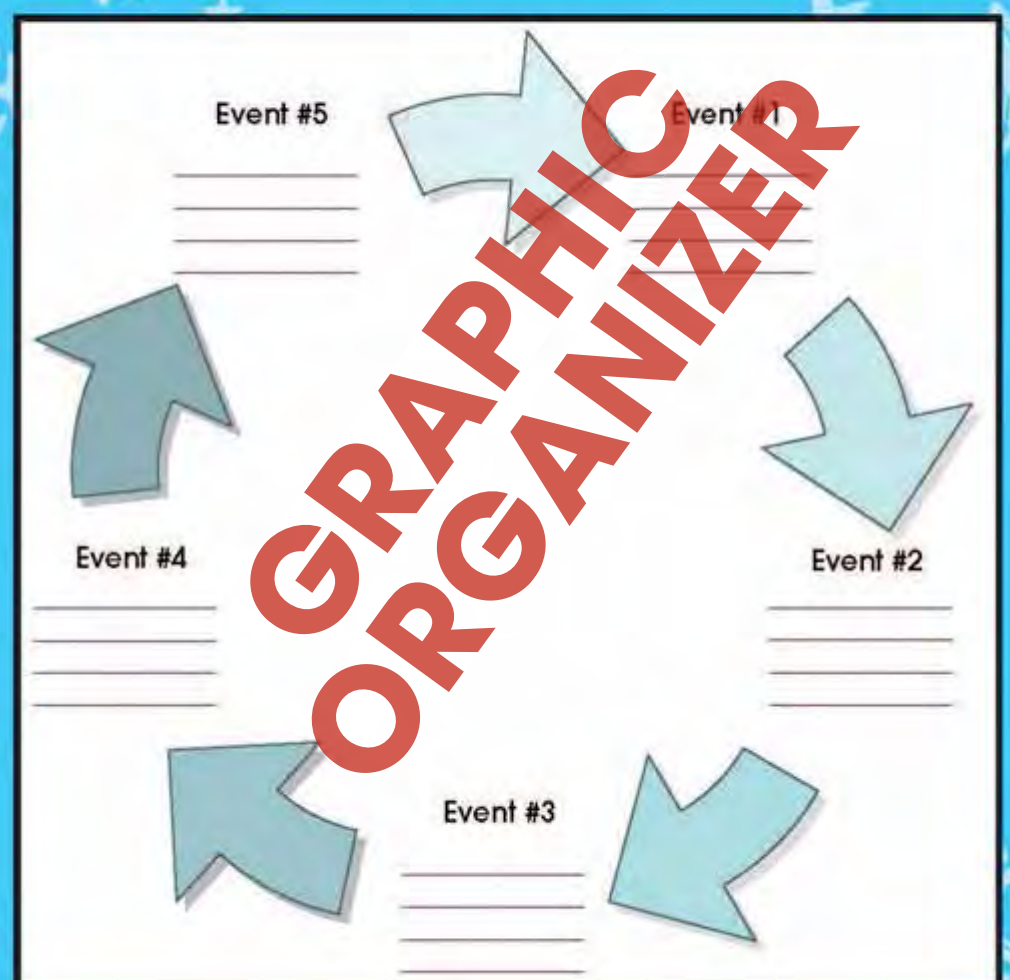
2. Circle T if the statement is TRUE or F if it is FALSE.

- 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 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.

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.

EASY MARKING ANSWER KEY

1. Answers will vary.

- 1. a) invented
- b) Dairy Queen, McDonald's
- c) controversial

2. Answers will vary.

- d) lawsuit
- e) Children
- f) Quiz

Vocabulary

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

- 2. a) reporters
- b) complications
- c) trust
- d) profits
- e) tool
- f) 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

- 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.

- **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.