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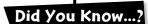
Andrew Clements was born in Camden, New Jersey in 1949.

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 love getting to know students and introducing them to good books and thinking about big ideas together. He left teaching to pursue a job singer-songwriter in New York. He learned to m himself sit and think and write things down discipline that's important for every writer. At the songwriting came his first job in publishing, While working for a publishing company, he began writing picture books.



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



- 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.

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Chapter Eight

Vocabulary **Word List** Janet Frindle Reputation Announcement Auditorium Pen **Punishment Promise** Badge Honor **Nicholas** Conference War General Oath

Across

Spark

Replaced

Granger

Complain

Superintendent

- 1. Sharing information with a big crowd. 4. When you give your word to keep a
- omething you build among your peers.
 - nted the word frindle. person with a lot of responsibility. Changed.
- Another word for pen. 20. When parents are upset, they _

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

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

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



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After You Read Chapter Eight

1.	C	irc	ie (if the statement is TRUE or 🕞 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 (f 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 frincle.
	T	F	f)	Nick had the idea to get everyone to ask to borrow a frindle.

			scho	pol for asking to borrow a <i>Tringle</i> .
T	F	f)	Nick	chad the idea to get everyone to ask to borrow a frindle.
2.		ımb		ne events from 1 to 6 in the order they occurred in the
			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:



After You Read Chapter Eight

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

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 we 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 has written to Nick given that she wants him to sign the back to show that she hasn't changed it? e acros
- intendent and school board get involved?



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



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.

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NAME:



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Comprehension Quiz

- 1. Put a check mark (\checkmark) next to the answer that is most correct.
- a. How long did Mrs. Granger teach fifth- b. Who made a lot of money off of the grade language arts?
 - O **A** twenty years
 - O **B** thirty-five years
 - O **c** forty years
 - O **p** forty-five years
- c. Who took the oath with Nick about the d. Mrs. Granger loved the dictionary
- Frindle? O **A** Allen, Nancy, Amy, Bob, Doug
 - **B** Pete, Nancy, Bob, Chris, Judy
 - **c** John, Pete, Dave, Chris, Janet **D** Judy, Janet, John, Chris, Ted
- frindle?
 - O **A** Mr. and Mrs. Allen
 - O **B** Bud Lawrence
 - **c** Mrs. Granger
 - D Nick Allen
- because it:
 - had words in it.
 - **B** it endured.
 - it was heavy. made kids angry.

_			
	if the statement is		
	if the etastement is	TDUC	IL IL FAICE
. (Circle)	it the statement is	I KUE OF MAIL	IT 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 nged after the Frindle incident and never had another good ide
- 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.
 - j) Alice Lunderson was the lady who bought the frindle trademark.





Word Search Puzzle

NAME:

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

BRAVERY COMMOTION DONATION IMAGINATI **PROFIT** CHAMPION **CONSUMERS ENDURES** MASTERMINDED **RASCAL** PRODUCER **EXPERT** VILLAIN **CLEVER DEFENDER**

_								_	_	_	_			
С	J	Е	С	0	D	Е	F	Е	N	D)	Е	R	L	Р
0	Η	1	0	Α	Р	F	Р	R	0	F	1	T	Υ	R
N	D	Α	М	U	М	Α	y	A	В	С	М	R	R	0
S	0	Н	М	Н	С	٧	S	S	Е	Α	Α	Е	U	D
U	S	S	0	Р	0	G	D	С	D	С	G	Р	G	U
М	Е	R	T	Y		3	Ε	Α	0	Ν	I	Χ	Е	С
Е	R	0	1	R	L	0	1	L	J	М	Ν	Е	S	Е
R	U	Ν	0	D	Q	U	Ν	Z	F	K	Α	Z	G	R
S	D	0	N	A	T	I	0	Ν	K	0	T	F	В	S
W	N	W	R	D	Α	С	W	0	G	0	ı	С	V	М
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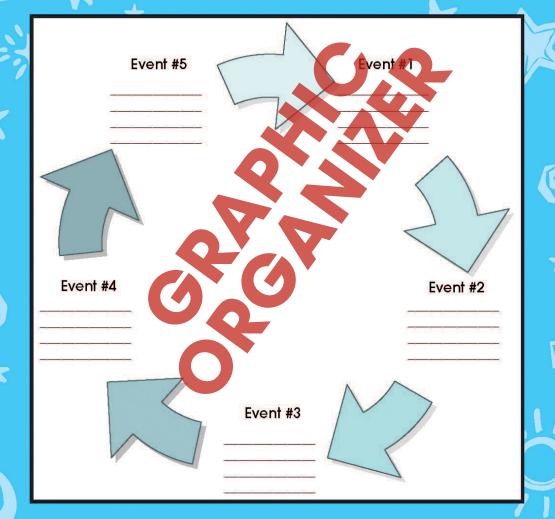
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Frindle CC2311

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.





NAME: _

Chapter Twelve

Answer the questions in complete sentences.

1.	When the article is published, all of the adults seem to blame each other for falking to
	Judy Morgan. Describe a time when you have been unfairly blamed for doing something
	and how the situation was resolved.

Suppose you were a detective and could solve mysteries. What would you do to find out who had sent the fifth-grade class photo to Judy Morgan?

Vocabulary

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

citizen 1 preliminary controversia war disruption claim 7 lawsuit permission

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

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Frindle CC2311

Answers will vary. Answers will vary. cabulary (3) (A)

(a) invented Nick's parents were proud of him. They were pleased that he was being recognized for his cleverness and **b)** Dairy Queen, intelligence. They were a little bit McDonald's uncomfortable with the situation, but happy none-the-less. **:c)** controversial Alice Lunderson, a small town reporter, used the frindle story to get herself a d) lawsuit 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. e) Children Nick's mom wanted to make sure that Nick did not say anything that would **:f)** Quiz 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 a) reporters were offended by something said, it would be difficult to remain living in the town with these people. **b)** complications 4. c) trust

e) tool

f) fine

Bud made money off of the frindle by : 3. Imported: to bring ling a preliminary trademark so that he ld cheap hirts etc. nly giving word, Nick.

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.





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.
- something in from for co purp
- 4. Rascal: one that is playful or mischievous.
- **5.** Commotion: an agitated disturbance.
- 6. Remarkable: attracting notice as being unusual or extraordinary.



Frindle

- 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[®] 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 2¹²3 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 4½5 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 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.