

Student Packet

Grades 3–4

# Frindle

Andrew Clements

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# FRINDLE

by  
Andrew Clements

## Student Packet

Written by  
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**Contains masters for:**

- 2 Prereading Activities
- 5 Vocabulary Activities
- 1 Study Guide
- 3 Character Analysis Activities
- 2 Comprehension Activities
- 1 Literary Analysis Activity
- 1 Critical Thinking Activity
- 1 Writing Activity
- 2 Quizzes
- 1 Novel Test

**PLUS**

- Detailed Answer Key  
and Scoring Rubric

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The 1998 Aladdin Paperbacks edition of the novel, ©1996 by Andrew Clements, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-689-81876-9

**Please note:** Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

8. How does Nick “stump” his parents and Mrs. Chatham during the meeting?
9. Whom does Nick call the “white queen”? Whom does he call the “black queen”?
10. What will get Nick in “big trouble” with his parents?

**Freedom of the Press–Airwaves**

1. Who is Judy Morgan?
2. How does Judy Morgan find out about the “frindle” situation?
3. How does Mrs. Chatham act while speaking with Judy Morgan?
4. How does Mrs. Granger act while speaking with Judy Morgan?
5. What arrives at the newspaper’s offices the day after Judy Morgan visits Lincoln Elementary?
6. Why is Nick’s mom upset with him after the frindle story is printed?
7. Why doesn’t Nick like being a “herd”?
8. Who is Bud Lawrence, and why does he get interested in the word “frindle”?
9. Who is Alice Lunderson?
10. Why does Nick’s mother place her foot on top of Nick’s during the CBS interview?
11. What other media sources become interested in the word “frindle”?
12. Why doesn’t Mr. Allen tell Nick about the money Nick is making off of frindle sales?

**Ripples–And the Winner is ...**

1. Why does “Frindle-mania” die down in Westfield?
2. How does Bud Lawrence benefit from the word “frindle” spreading across the country?
3. What is the first word on Mrs. Granger’s spelling list each week?
4. Why does Nick soon become quiet and more reserved?
5. How does Nick recover from his “slump”?
6. Why does Westfield earn the reputation of having the most successful school lunch program in the state?
7. What are the first three things Nick does with the money from his trust fund?
8. What three things are in the package Nick receives from Mrs. Granger?
9. What does Nick realize about Mrs. Granger and the frindle battle?
10. What two gifts does Mrs. Granger receive from Nick?

Name \_\_\_\_\_

### Character Analysis Blocks

**Directions:** Use the blocks below to describe Nick.

Who is the character?			
What does the character do?		Why does he do it?	
What, if anything, is significant about the character's name?	What is the nature of this character's actions? (reactive, active, important, consequential, secondary)		What is the significance of the novel's time and place to the character?
What is unusual or important about the character?	How does the character change in the story?	Does the character remind you of another character from another book? Who?	Do you know anyone similar to this character?

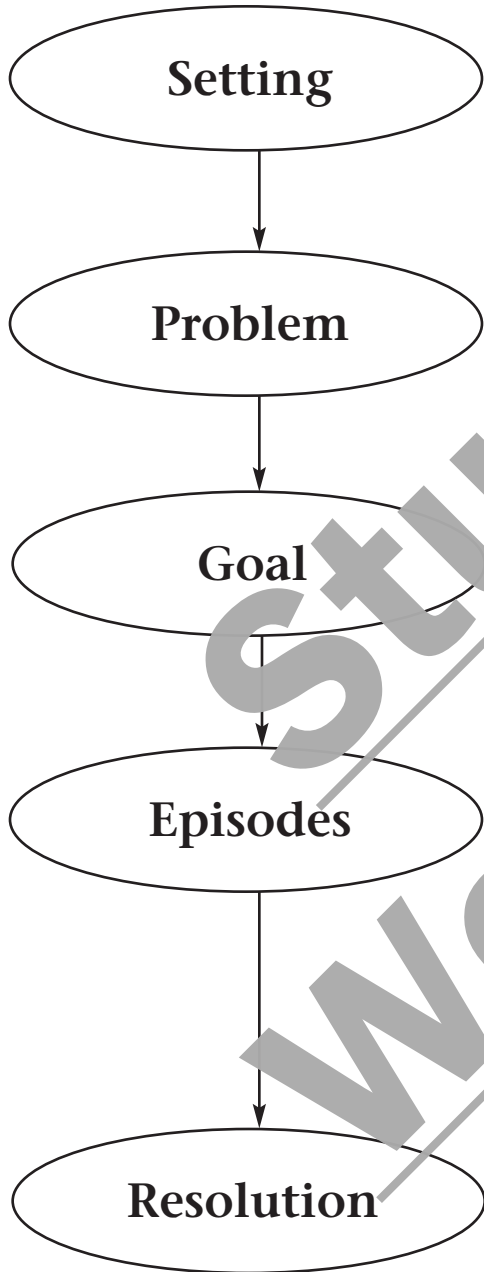
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Name \_\_\_\_\_

### Story Map

Directions: Complete the story map below for *Frindle*.



Characters \_\_\_\_\_

Time and Place \_\_\_\_\_

Problem \_\_\_\_\_

Goal \_\_\_\_\_

Beginning → Development → Outcome

Resolution \_\_\_\_\_

Name \_\_\_\_\_

### Thought Bubble

**Directions:** Think about what Pete or Janet (Nick’s friends) experienced in the chapter titled “The Big Idea.” In the graphic below, write what your chosen character may have been thinking at the time. Write from your chosen character’s point of view.

