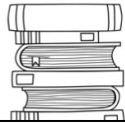


Chapters 1-3

VOCABULARY



I. Using a dictionary, complete the table below.

Word	Definition
jolt	
crimson	
frantically	

2. Choose one word and write it in the middle of the below. Then, complete the organizer.

Synonyms

Part of Speech

3. Choose the best vocabulary word for each sentence. Write the word in the blank space.

- A. The student tried _____ to finish his assignment.
- B. With a _____, I awoke from a terrifying nightmare.
- C. Embarrassed that she had answered the question incorrectly, _____.

3

Chapters 1-3

COMPREHENSION

❖ **Quickwrite:** Write about the toughest teacher you have ever had.

❖ **Multiple Choice:** Choose the best answers.

- Choose the best word to describe Nick.
 - Generous
 - Creative
 - Lonely
 - Intimidating
- What grade is Nick in?
 - Third
 - Fourth
 - Fifth
 - Sixth



❖ **True or False:** Write T for True and F for False.

- Mrs. Granger has the reputation of being very serious about Language Arts. _____
- Nick enjoys asking questions to waste teachers' time. _____
- Nick thought that his fourth grade teacher looked like a hyena. _____
- On his first day in her class, Mrs. Granger gives Nick an extra assignment. _____
- Mrs. Granger is a very new and young teacher. _____

❖ **Main Idea:** Give Chapters 1-3 a suitable name. Then, explain why you chose that name.

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

- Do you think that Mrs. Granger sounds like a good teacher or a bad teacher to have? Why?

describe Nick. Provide textual evidence to support your choices.

Mrs. Granger gives him an extra assignment? How do you know?

and label a picture of how you envision Mrs. Granger so far.

2

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Features student work for every few chapters:

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Three Short Answer Questions.
- Beyond-Creative activities.

Name _____

Mystery Thoughts

Read each thought bubble from the list of characters, determine whose point of view each represents. Write your best guesses on the lines inside each bubble. Some may have more than one correct answer, and some answers may be used more than once.

Nick	Mrs. Granger	Mrs. Clotham
Judy Morgan	Bud Lawrence	Mrs. Allen

Mrs. Granger is totally overreacting to the word frindle. The kids are just being kids!

When an opportunity for getting rich comes along, I am the first to take advantage of it.


I have a lot of ideas that cause excitement, but that doesn't mean I'm a troublemaker.

This war between Mrs. Granger and the students is getting out of hand.

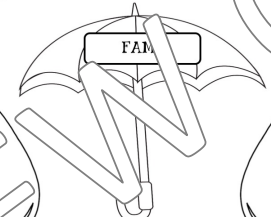
Name _____

UMBRELLA THEMES

Read the major themes of the story in the umbrellas below. Think about the lessons you or the characters learned through the story, that are related to each major theme. Write the lessons in the raindrops under the appropriate umbrella.



CREATIVITY



FAMILY

Name _____

READING Highlights

Below, illustrate and write about three main events in the section you just read. Then, draw an illustration to go with the event. On the bottom banner, write a suitable new title for the chapter.

First: _____

Next: _____

Last: _____

CHAPTER TITLE: _____

Name _____

CAUSE and EFFECT

In the boxes on the left, write and illustrate three story events from the chapters you just read. In the boxes to the right, write about three effects that each of these story events caused.

Story Events	Effects

Name _____

Point of View- MRS. GRANGER

Point of view—the perspective from which a story is told.

First person—when a character narrates a story using the words "I," "me," and "mine."

Imagine that Mrs. Granger is the one who introduces his new word, frindle, to the class. Write about the events in chapter 7 from your (Mrs. Granger's) perspective. Remember to express thoughts, emotions, and opinions.

Name _____

CHARACTERS and POWER


In Frindle, there is a constant battle for power between the protagonist, Nick, and the antagonist, Mrs. Granger. As you read, think about the power struggle that is going on. In the appropriate columns, take notes about how Nick and Mrs. Granger try to assert their power, and about how each of their powers were taken away by the other.


Character	How does the character try to assert power?	How is power taken away from the character?
Nick		
Mrs. Granger		

Name _____

COMPARE and CONTRAST CHARACTERS

Write and contrast Nick with Mrs. Granger.


 MRS. GRANGER


 NICK

Name _____

SCENE Snapshot

In the rectangle below, illustrate your favorite scene from the story so far.

Common Core codes are listed on the bottom of each activity.

18 Reading Response Activities

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

Word jolt	Definition shock
Word crimson	Definition
Word frantically	Definition
Word beaming	Definition

Name _____ Date _____


Frindle
Final Vocabulary Review

jolt	crimson	frantically	beaming	clattered	oath	emphasized
forbidding	vandalism	fad	controversial	ruckus	consumers	rosca!
commotion						

1. Using a dictionary, or your notes, complete the table below.

Word	Definition
beaming	
oath	
vandalism	
controversial	

2. Complete the graphic organizer below for the word in the middle.

Synonyms		Antonyms
	 commotion	
Part of Speech		Illustration

3. Write a sentence defining the word **crimson** below. Illustrate your sentence.

1

4. Choose the best synonym for **frantically** below.

- quietly
- desperately
- calmly
- weepily

5. Choose the best antonym for **emphasize** below.

- accentuated
- forbade
- understated
- reduced

6. Choose the word that best completes the following sentence.

I tripped and my entire tray of food fell and _____ on the floor, causing the whole cafeteria to _____ and look at me.

- forbade
- clattered
- emphasized
- ruckus

Below, write about a **Fad** that you have seen or experienced.

8. Below, list three places where you might find a **ruckus**.


9. Complete the following sentence with a reasonable answer.

With a **jolt**, the girl realized that _____


10. Use at least two of your vocabulary words in one single sentence below. Use more if you can!

2

jolt
(noun)
shock




crimson
(adjective)
red




frantically
(adverb)


beaming
(verb)
having a happy expression



oath
(noun)
promise



forbidding
(verb)
not allowing something



- Vocabulary Focus:**
- Three challenge words chosen per section
 - Complete Vocabulary List comes with and without definitions
 - Final Vocabulary Review to use at the end of the study
 - Vocabulary Word Wall Cards in full color
 - Vocabulary Flashcards

ASSESSMENT PACKET

Frindle

by Andrew Clements



Name _____

STUDENT CHAPTER PACKET

Frindle

by Andrew Clements



VOCABULARY PACKET

Frindle

by Andrew Clements

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ACTIVITY PACKET

Frindle

by Andrew Clements



Name _____



Student Chapter Packet Answer Key

Chapters 1-3 COMPREHENSION

Multiple Choice

True/False

Short Answer

Open-Ended

Writing

Reflection

Connections

Assessment

Answer Key

FRINDLE

By Andrew Clements
Reference Bookmark

Plot

Nick is just a boy who likes to make school more interesting. His latest prank takes on a life of its own and becomes bigger than he expects.

Setting

The story mostly takes place in Nick's fifth grade class at school.

Characters

- Nick—a clever boy who always has vague ideas
- Mrs. Granger—Nick's fifth grade teacher, who has a passion for words
- Judy Morgan—a local newspaper reporter
- Paul Lawrence—a money-making entrepreneur

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TABLE OF CONTENTS: Assessments

Resource	Pages
Assessment Packet Cover page	75
Comprehension Assessment #1 (Chapters 1-3)	76-77
Comprehension Assessment #1 Answer Key	78-79
Comprehension Assessment #2 (Chapters 4-5)	80-81
Comprehension Assessment #2 Answer Key	82-83
Final Vocabulary Assessment	84-85
Final Vocabulary Assessment Answer Key	86-87

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<https://www.teacherspayteachers.com/Store/Nothing-but-Class>

TABLE OF CONTENTS: Vocabulary Packet

Resource	Pages
Vocabulary Packet Cover	33
Vocabulary Packet	34-35
Vocabulary Packet Answer Key	36-37
Vocabulary Word Wall Cards	38-39
Vocabulary Flashcards	40-43

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About this Student Chapter Packet

The student work for every 3 chapters contain both comprehension and vocabulary.

- The comprehension portion is 2 pages and contains 5 parts:
 - Answers**—Have the students free-write here BEFORE reading the chapters. This gets their mind warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
 - T/F Sequencing and/or Multiple Choice**—Two out of three of these are included for each section.
 - Standards Focus**—This is an activity based on a Reading Literature standard.
 - Comprehension and Analysis**—You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just one for your students to complete.
 - Beyond**—The Beyond activities are a mix of fun activities, including art, graphic organizers, and text-to-self connections. They require the students to use their imaginations and some upper-level thinking. You might even choose to use these as an option for early finishers.
- The vocabulary portion is 1 page and contains dictionary skills, thesaurus skills, the exploration of one word in depth, and practicing context clues. Each vocabulary word is listed along with its chapter, page number, and definition on page 6 of this study.

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Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Student reference bookmarks
- All answer keys

FRINDLE: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Review	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities
1-3	<ul style="list-style-type: none"> • jolt • crimson • frantically 	Final Vocabulary Review (for all words)	Assessment #1 Chapters 1-8	<u>To use with Chapters 6-8</u> <ul style="list-style-type: none"> • One Event: Three Points of View 	<u>To use with any chapter:</u> <ul style="list-style-type: none"> • Reading Highlights • Cause and Effect • Scene Snapshot • You vs. Character • Character Traits • Who's your Favorite?
4-6	<ul style="list-style-type: none"> • beaming • cluttered • oath 				
7-9	<ul style="list-style-type: none"> • emphasized • forbidding • vandalism 		Assessment #2 Chapters 9-15	<u>To use with Chapter 7</u> <ul style="list-style-type: none"> • Point of View: Mrs. Granger 	<u>To use throughout the novel:</u> <ul style="list-style-type: none"> • Compare & Contrast Characters • Characters and Power • Reading Strategy: Predictions • Word Predictions
10-12	<ul style="list-style-type: none"> • fad • controversial • ruckus 				
13-15	<ul style="list-style-type: none"> • consumers • rascal • commotion 				

To use after finishing the novel:

- Umbrella Themes
- Character Changes
- Mystery Thoughts
- My Book Review: Frindle
- Move Aside, Mr. Webster!
- Culminating Project Choices

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		45	Activity Packet Cover	
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	46-49	Umbrella Themes	Use after finishing the novel
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	50	Comic Strip: Frindle Fame	10-12
		51	Reading Highlights	any
		52	Cause and Effect	any
		53	Scene Snapshot	any
		54	Compare & Contrast Characters	Use throughout the novel
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	56	You vs. Character	any
		57-58	Characters and Power	Use throughout the novel
		59	Character Traits	any
		60	Who's your Favorite?	any
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	64	Character Changes	Use after finishing the novel
		62-63	One Event: Three Points of View	6-8
		64	Point of View: Mrs. Granger	7
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	69	Mystery Thoughts	Use after finishing the novel
New Words & Context Clues	L 3.4/L 4.4/L 5.4/L 6.4	70	Reading Strategy: Predictions	Use throughout the novel
Opinion Writing	W 3/W 4/W 5/W 6	71	Word Predictions	Use throughout the novel
		72	My Book Review: Frindle	Use after finishing the novel
		73	Move Aside, Mr. Webster!	Use after finishing the novel
		73	Culminating Project Choices	Use after finishing the novel

A Closer Look:

- Unit Map lays it all out for you
- Focuses and standards named with included activities

Name _____

Culminating PROJECT CHOICES

Now that you have completed the book, choose one of the final projects to do below!

1. **SEQUEL:** Write a sequel to *Frindle*. What happens to Nick and Mrs. Granger next?
2. **WHO'S THE AUTHOR?:** Use the Internet to do research about the author, Andrew Clements. Write a biography about him. Make sure to include a Works Cited page.
3. **DEAR DIARY:** Choose a character in the book. Write about the events in the book from his or her point of view, in the form of several diary entries.
4. **NEWSPAPER:** Create a newspaper that is themed around the events in the book. You might include articles, advertisements, comic strips, and an advice column.
5. **PLAYWRIGHT:** Choose your favorite scene(s) from *Frindle*. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
6. **BOARD GAME:** Create a board game which is themed around *Frindle*. Be creative!
7. **NEWS INTERVIEW:** Imagine you are a journalist that is interviewing one of the characters from *Frindle*. Write a script for it. With a partner, either record it to show to the class, or perform it in front of the class!
8. **NEW WORDS:** In this book, we read all about how Nick invents a word that ends up in the dictionary. Do some research about words that have recently been added to the dictionary in the last ten years. Write a list of them with their definitions. Draw an illustration for each word.
9. **MOVIE POSTER:** Design a movie poster advertising a movie based on *Frindle*.
10. **POSTER ART:** Create sculptures, puppets, or models of the characters using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, sticks, or anything you can think of!

My Choice: _____

My Grade: _____

Comments: _____

Engaging Projects:

- Culminating Project Options for students to complete after the novel

8. My parents were _____ when my teacher called home to tell them that I was doing a wonderful job at school.
- consumers
 - frantically
 - beaming
 - fad
9. Choose the **best antonym** of the underlined vocabulary word.
forbidding
- arguing
 - allowing
 - relaxing
 - nursing
10. Choose the **best synonym** of the underlined vocabulary word.
vandalism
- destruction
 - peace
 - chaos
 - mystery

❖ **Part 3: Sentences**

- Choose three words from each of the choices.

jolt
clattered

11. _____
12. _____
13. _____

Name _____ Date _____

FRINDLE by Andrew Clements

Final Vocabulary Assessment

❖ **Part 1: Matching**

Draw lines that match the words on the left with their proper definitions on the right.

1. jolt	A. a noisy commotion
2. frantically	B. desperately
3. ruckus	C. shock
4. rascal	D. not allow someone to do something
5. forbidding	E. a mischievous person

❖ **Part 2: Multiple Choice**


Choose the words that belong in the sentences below. Circle the word; then write it in the blank.

6. The teacher _____ each spelling word as she read them aloud for our spelling test.

- clattered
- emphasized
- beaming
- consumers

7. The embarrassed child turned a bright shade of _____ when he realized he had said the wrong answer in class.

- crimson
- oath
- commotion
- controversial



1

❖ **Part 2: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

6. Do you think that Nick is a troublemaker? Why or why not? Give examples or reasons to support your opinion.

7. Compare and contrast Nick and Mrs. Granger. How are they alike and different?

Name _____ Date _____

FRINDLE by Andrew Clements

Comprehension Assessment #1: Chapters 1-8

❖ **Part 1: Comprehension Multiple Choice**

Choose the best answer for each question below.

- Choose the words that best describe Nick.
 - Quiet and timid.
 - Arrogant and unkind.
 - Creative and mischievous.
 - Miserable and grumpy.
- What animal does Nick's fourth grade teacher look like?
 - A bear.
 - A hawk.
 - A cat.
 - A lion.
- Choose the words that best describe Mrs. Granger.
 - Humorous and easygoing.
 - Stern and intelligent.
 - Quiet and strong.
 - Defeated and weak.
- What extra homework does Nick get on his first day of fifth grade?

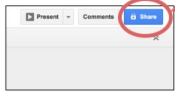
problem solved? If _____

1

ASSESSMENTS included:

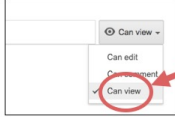
- 2 Comprehension Tests
 - Test #: Chapters 1-8
 - Test #2: Chapters 9-15
- 1 Final Vocabulary Test
- Mix of question types

6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

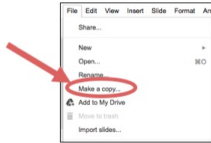


• Note: Sharing with students could also be done through Google™ Classroom •

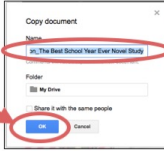
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to make their own copies since they can't edit your documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper left corner.



A box will pop up like the one below. Students can change the name of their copied document choosing, so that it is not confusing when they share their document back with you. After they will be saved into their own Google™ Drives.



Students will be copied do

9. Students will be able to access the content, type in text boxes, add text boxes, draw pictures, and students make to their files will be automatically saved.
10. Students may share their works in progress, completed assessments, and/or the content.
11. Don't forget that you do have the option to print whatever you want from Google™ Drive. It's definitely most handy if they are printed. However, for the most print-friendly version, you will want to print the white version (in this PDF that you currently have open).

12. Other Notes and Suggestions:
- The following resources are MOST handy when printed out. As mentioned previously, you have the option to print From Google Drive in full color, or From this PDF in mostly b/w.
 - ✓ Student Bookmarks (pages 4-5)
 - ✓ Vocabulary Word Wall Cards (pages 38-39)
 - ✓ Vocabulary Flash Cards (pages 40-43)

Instructions
for Digital Version/Google™ Drive File

- You will need Internet access and a Google™ account (which is free).
- Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Frindle." Click on the blue button that says "Make a Copy." That will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but will be otherwise the same.)

Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the upper right corner of the screen, so you can easily find the document in the future.

- If you made Step 2 correctly, the document called "Digital Version: Frindle," just transferred to your Google account. It contains the novel study in its entirety. This includes the unit map, tables of contents, student pages, answer keys, everything else. You will notice that the novel study has blue text boxes already placed everywhere that students will need to type.

Now, ANOTHER COPY of this document "Digital Version: Frindle," by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

PREVIEW ONLY

Your purchase includes both the PAPER version and the GOOGLE™ version of this novel study.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Upon purchasing, you will receive instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

Chapters 10-12 COMPREHENSION

Text Box What do you think it would be like to be on television?

❖ **Fill in the Blank:** Choose the best answers.

- The first article about the word frindle was published in text here.
 - The New York Times
 - The Westfield Gazette
 - Huffington Post
 - CBS News
- A man named text here trademarked the word frindle.
 - Bud Lawrence
 - Lawrence Holt
 - Glenn Marks
 - Larry Bishop

❖ **Sequencing:** Put the following statements in chronological order, using the numbers 1-5.

- Nick's dad deposits a check for Nick for \$2,250.
- Nick is interviewed by a television news reporter named Alice.
- Judy Morgan interviews the principal of Nick's school.
- The Westfield Gazette publishes an article titled, "Local 5th Grader Says: Move Over, Mr. Webster!"
- Nick's dad wonders if things will ever be the same in his quiet little town.

❖ **Details:** Write two details from the chapters you just read that you think are important.

- Text here
- Text here

Name Add your text here

ONE EVENT: Three Points of View

In Chapters 6-8, the turning point of the story occurs. Read about the event below. Then, use the following graphic organizer to write about the emotions and actions of Nick, Mrs. Granger, and Nick's peers.

CHARACTER VIEWS

Nick's Emotions	Nick's Actions
<u>Add your text here</u>	<u>Add your text here</u>

STORY EVENT

Mrs. Granger's Emotions	Mrs. Granger's Actions
<u>Add your text here</u>	<u>Add your text here</u>

Nick introduces the word frindle to all of his friends and classmates.

Nick's peers' Emotions	Nick's peers' Actions
<u>Add your text here</u>	<u>Add your text here</u>

MORE about the GOOGLE™ version...

- Novel study pages are available in "Google™ Slides" with text boxes and moveable pieces, for students to type into and manipulate.
- Please note that the text within the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive™, so they may type and draw directly onto the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.