

FRINDLE

novel study



Listed below are the responses included in this unit. There are reading responses for every chapter. The reading strategy pages can be used throughout the book.

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Listed below are the responses included in this unit. There are reading responses for every chapter. The reading strategy pages can be used throughout the book.

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A Note to the Teacher

Thank you for your purchase of this *Frindle* unit! It is intended to guide your students through each chapter clearly, and challenge them to think deeply as they read.

Inside, you will find:

- A complete Common Core alignment guide for each chapter
- Strategy pages to be used throughout the story for: Making Predictions, Asking Questions, and Making Connections
- A reading response page for every 2 chapters that varies in question style and targeted reading skills
- A Novel Packet Cover Page
- Bonus Interactive pages to be used at any time during the novel study; students can write a Chapter Summary, determine the Author's Message, and complete Character Studies about two important characters

These pages can be easily adapted for use in your Reader's Workshop, completed independently, in small groups, and in literature circles.

Please feel free to reach out to me with any questions or comments!

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amanda garcia

	3 RD GRADE	4 TH GRADE	5 TH GRADE
Chapters 1-2	R.L. 3.1 R.L. 3.3 R.L. 3.4	R.L. 4.1 R.L. 4.3 R.L. 4.4	R.L. 5.1 R.L. 5.2 R.L. 5.4
Chapter 3-4	R.L. 3.1 R.L. 3.2 R.L. 3.3	R.L. 4.1 R.L. 4.2 R.L. 4.3	R.L. 5.1 R.L. 5.2
Chapter 5-6	R.L. 3.1 R.L. 3.5	R.L. 4.1	R.L. 5.1
Chapter 7-8	R.L. 3.1 R.L. 3.2 R.L. 3.5	R.L. 4.1 R.L. 4.2	R.L. 5.1 R.L. 5.2
Chapter 9-10	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3 R.L. 4.6	R.L. 5.1 R.L. 5.3 R.L. 5.6
Chapter 11-12	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1 R.L. 5.2
Chapter 13-14	R.L. 3.1 R.L. 3.3	R.L. 4.1 R.L. 4.3	R.L. 5.1 R.L. 5.2
Chapter 15	R.L. 3.1 R.L. 3.2 R.L. 3.3	R.L. 4.1 R.L. 4.2 R.L. 4.3	R.L. 5.1 R.L. 5.2



FRINDLE

KI
N

NAME: _____

Name: _____

Readers predict by using what they know about the story to make a guess about what may happen next. Often, our background knowledge helps us to predict, as well! As you read, write your predictions in this chart.

PAGE #

MY PREDICTIONS

(I think _____ will happen because _____)

Name: _____

Asking questions focuses readers so that we are reading to find answers. Write down any questions you have while reading. Later, write down any answers you find!

PAGE #	MY QUESTIONS	ANSWERS

Name: _____

Making connections helps us understand the story better because we can relate to the characters, know what is happening on a deeper level, and possibly feel the way the character feels. Record your connections as you read. Note whether they are Text-to-Self (T-S), Text-to-Text (T-T), or Text-to-World (T-W).

PAGE #	MY CONNECTIONS	T-S, T-T, T-W

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. The reader could draw the following conclusion:

Nick Allen has a lot of ideas.

Support the conclusion with 2 details from chapter one.

2. Describe how fifth grade is different than third and fourth grades. Use 3 details from the story in your answer.

3. What is the meaning of the following sentences?

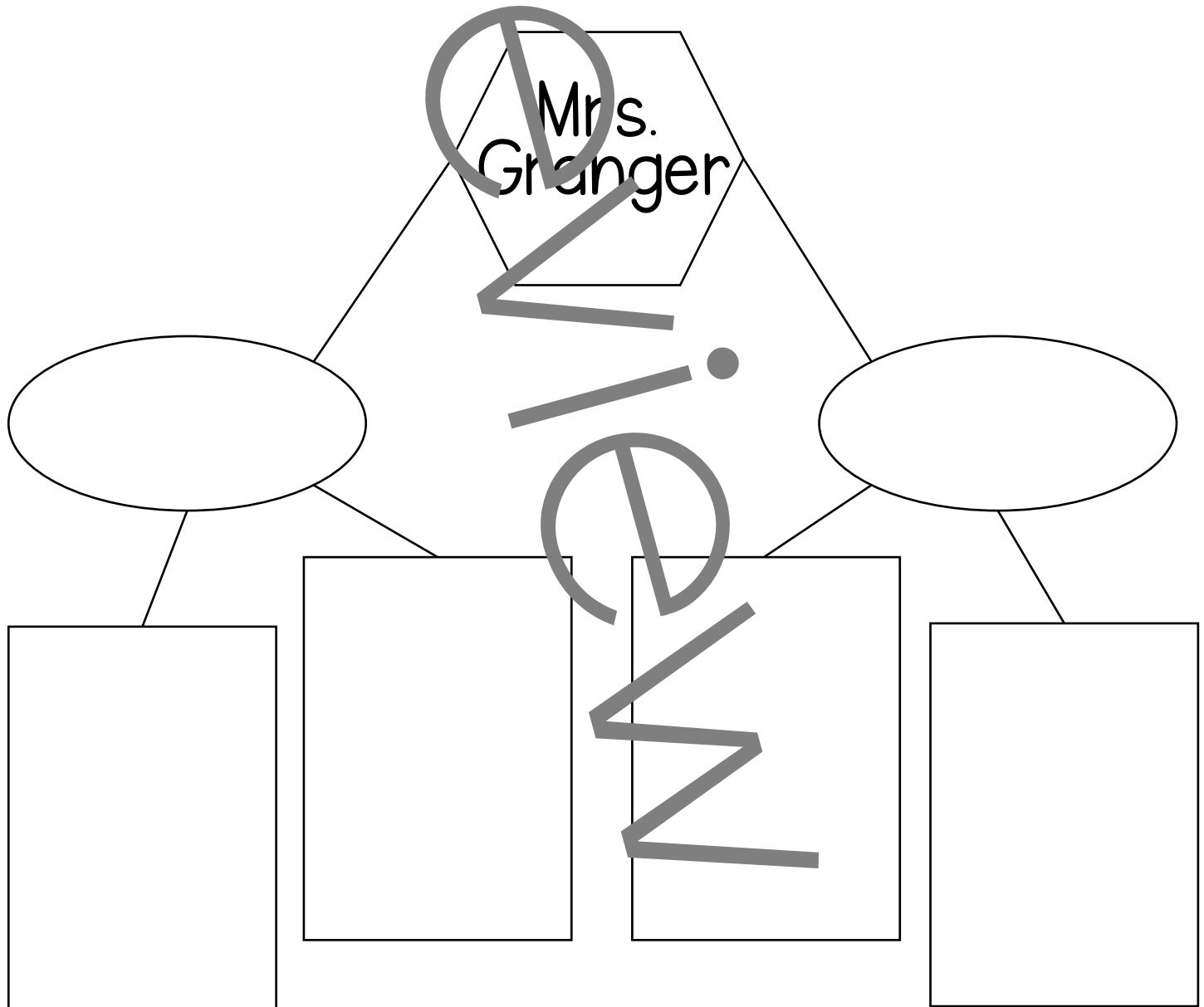
It was her eyes that did it. They were dark gray, and if she turned them on full power, they could make you feel like a speck of dust.

Name: _____

CHARACTER TRAIT MAP

4. Complete the Character Map for Mrs. Granger.

- a) OVALS - Think about Mrs. Granger's attitudes and choices in the story so far. Write one character trait that describes Mrs. Granger in each of the ovals.
- b) RECTANGLES – Write a *text detail* in each rectangle that supports the character traits you chose.



Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Continue the summary of chapter 3. Use the transition words to help you organize your summary.

First,

It is the first day of school! Periods one through six are going well, but Nick realizes that Mrs. Granger's class is going to be different than the rest. Mrs. Granger's class begins with a vocabulary test.

Next,

Then,

After that,

Finally,

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

2. What is the rule at Nick's house?
- a) Always double-check your homework.
 - b) Homework first.
 - c) Chores must be done before dinner.
3. Explain why his parents' rule had never bothered Nick *before* fifth grade.

4. The reader could draw the following conclusion about Nick:

Nick Allen is a hard worker.

Support the conclusion with 2 details from the story.

5. Make a connection on your **Connection Chart**. Write about the toughest or most time-consuming homework you've ever been assigned. How did you feel while working? How did you feel when finished?

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Describe Nick's plan to make his report "something special." Use details from chapter 5 in your answer.

2. Make a judgment: Do you think Nick's report was a success or failure? Give at least one reason for your opinion.

3. According to Mrs. Granger, who says dog means dog?

4. Chapter 6 begins with this sentence: **Three things happened later that afternoon.**

List the 3 things that happened, in order.

- a) _____
- b) _____
- c) _____

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

5. Complete the Cause and Effect Chart. Study the examples below.

CAUSE	EFFECT
The sun comes out from behind the clouds.	I take off my jacket.
I have been using flashcards to study multiplication.	I passed my multiplication quiz!
Nick isn't watching where he is going. He bumps into Janet, and the gold pen clatters onto the street.	
Nick goes to Penny Pantry and asks the lady behind the counter for a <i>frindle</i> , while pointing at what he wants.	
	Now, the lady behind the counter knows that <i>frindle</i> means pen!
Six serious fifth graders meet in Nick's room.	

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Draw a comic strip summary of the events in chapter 7! Use speech bubbles and labels, as needed.

1

2

3

4

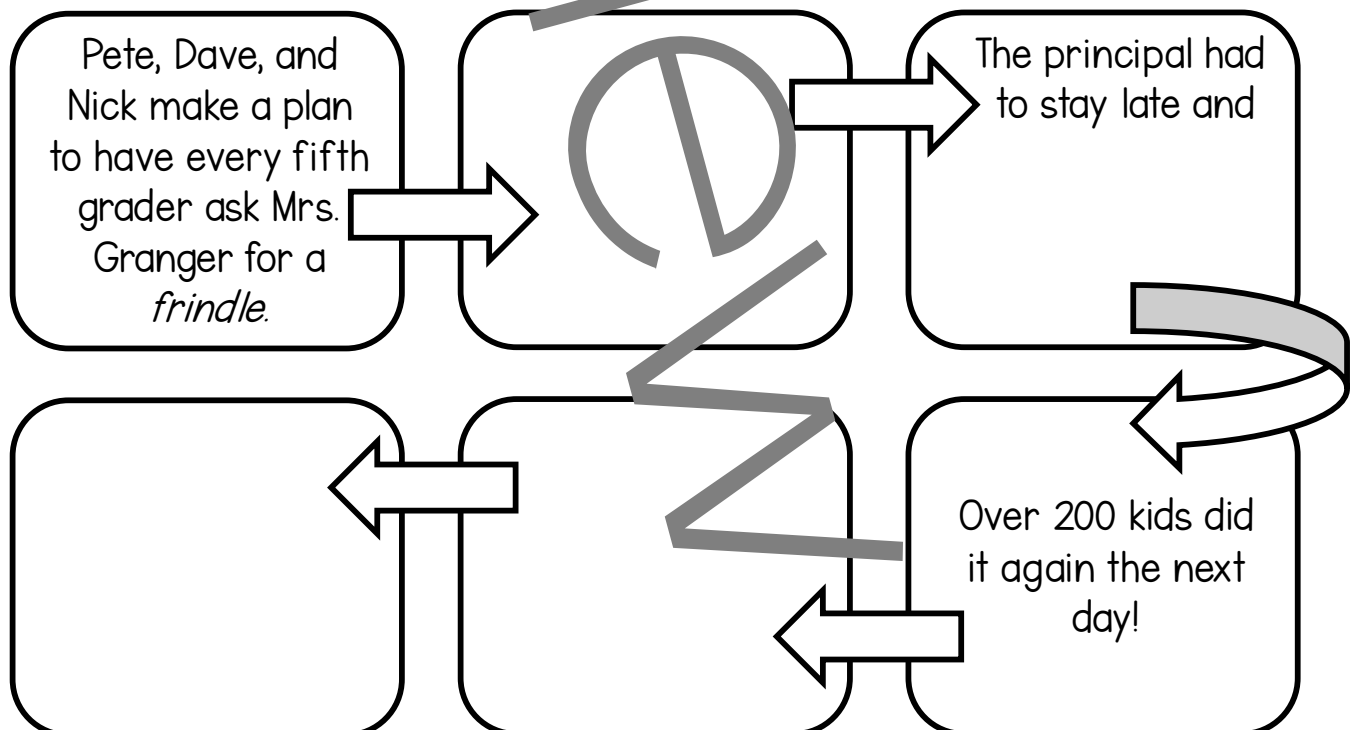
2. Describe what happens when the photographer says, "Say cheese!" Use details from the story in your description.

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

3. In Nick's school, *frindle* is the word everyone is saying! Inside the box, brainstorm some words that are popular to say at your school.

4. Make a prediction on your **Prediction Chart**. What do you think is on the letter Mrs. Granger wrote to Nick?
5. One event that causes **another event** that causes **another event** can be called a *chain reaction*. Fill in the following chart to show how Nick's, Pete's, and Dave's plan caused a *chain reaction*.



Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Describe Mrs. Margaret Chatham. Describe both her physical characteristics (what she looks like) and her actions. Use at least 3 details from the story in your answer.

2. Mrs. Chatham, Mrs. Allen, and Mr. Allen have differing points of view about the "game" Nick and his friends are playing. Explain their different points of view.

Mrs. Chatham	
Mrs. Allen	
Mr. Allen	

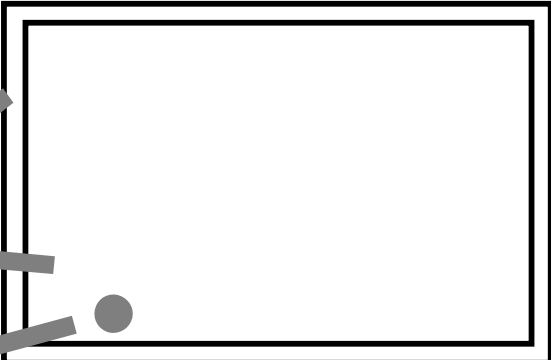
3. With whose point of view do you agree? Why?

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

4. Pretend you are Judy Morgan, reporter for the *Westfield Gazette*! Using information from chapter 10, write an article about what is happening at Lincoln Elementary.

Westfield Gazette

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Name: _____

Directions: Cut out and glue into your interactive notebook. Think about 2 important characters in the story. Draw each character on the outside of the flaps. *Inside the flaps*, write one adjective to describe each character. Then give text evidence to support this adjective. (Ex: *Nick is clever. He is clever when ...*)

Glue down the rectangular strip only ↓

FRINDLE	Character: _____
	Character: _____

↑ Cut flaps

Name: _____

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write a chapter summary. Include the most important events from the beginning, middle, and end of the chapter. Be sure to write the most important characters' names and include information about the setting!

Glue down the rectangular strip only ↓

FRINDLE	First
	Next
	Then
	After that
	In the end

← Cut flaps

Name: _____

Directions: Cut out and glue into your interactive notebook. When authors write a story, they often have a message, or lesson, for their readers. What might the author's message be in *Frindle*? Write about it below. Then, lift the flap and tell how this message applies to *your* life.

Glue down the rectangular strip only ↓

FRINDLE
AUTHOR'S MESSAGE

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. The reader could draw the following conclusion:

Nick Allen has a lot of ideas.

Support the conclusion with 2 details from chapter one.

He turned Mrs. Deaver's room into a tropical island and chirped like a blackbird to see if his teacher could figure out who was making the noise.

2. Describe how fifth grade is different than third and fourth grades. Use 3 details from the story in your answer.

They are getting ready for middle school, passing classes, have no morning recess, get real letter grades on their report cards, and Mrs. Granger will be your teacher.

3. What is the meaning of the following sentences?

It was her eyes that did it. They were dark gray, and if she turned them on full power, they could make you feel like a speck of dust.

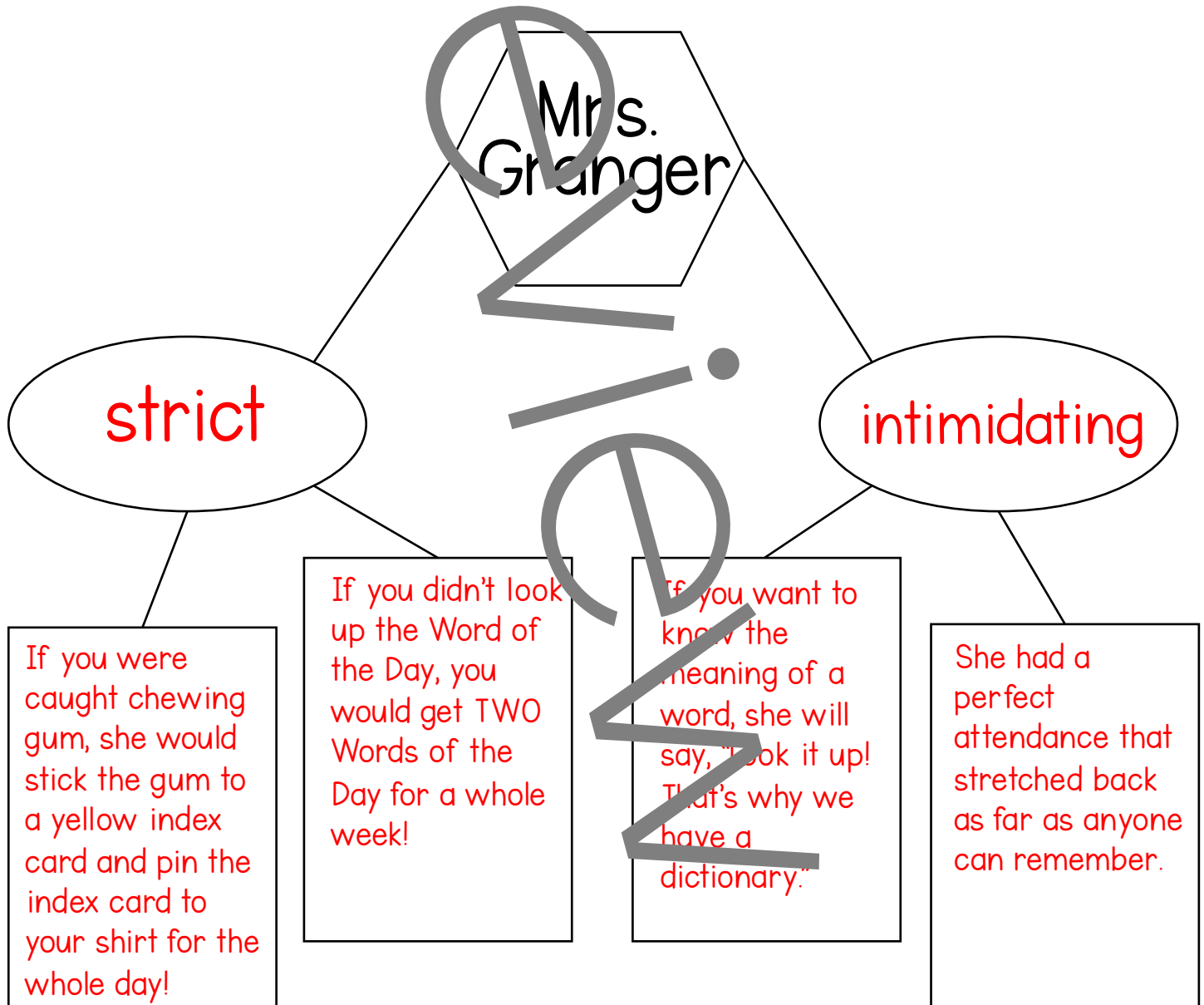
She would look at the students and make them feel nervous. She always seemed to be watching, knowing what the kids were up to, and she was serious and strict.

CHARACTER TRAIT MAP

Name: _____

4. Complete the Character Map for Mrs. Granger.

- a) OVALS - Think about Mrs. Granger's attitudes and choices in the story so far. Write one character trait that describes Mrs. Granger in each of the ovals.
- b) RECTANGLES – Write a *text detail* in each rectangle that supports the character traits you chose. **Answers will vary based on the adjectives chosen. SAMPLE Character Map below.**



Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

1. Continue the summary of chapter 3. Use the transition words to help you organize your summary.

First,	It is the first day of school! Periods one through six are going well, but Nick realizes that Mrs. Granger's class is going to be different than the rest. Mrs. Granger's class begins with a vocabulary test.
Next,	There were handouts and reviews to go over for 37 minutes straight!
Then,	Nick asks a question at the very end of class to attempt to distract Mrs. Granger from assigning homework.
After that,	She knows what he's trying to do and assigns Nick an oral report due the next day! Then, she assigns homework for the whole class.
Finally,	Nick realizes Mrs. Granger "won."

Name: _____

Directions: Answer each question in complete sentences. Look back in the story to provide evidence for your thinking.

2. What is the rule at Nick's house?
- a) Always double-check your homework.
 - b) Homework first.
 - c) Chores must be done before dinner.
3. Explain why his parents' rule had never bothered Nick *before* fifth grade.

He never had much homework to do before fifth grade.

4. The reader could draw the following conclusion about Nick:

Nick Allen is a hard worker.

Support the conclusion with 2 details from the story.

He rereads what he doesn't understand, reads many different dictionaries, and keeps working even when he hears kids playing outside.

5. Make a connection on your **Connection Chart**. Write about the toughest or most time-consuming homework you've ever been assigned. How did you feel while working? How did you feel when finished? **Connections will vary.**