

Frindle Novel Study Curriculum Map

A Novel by Andrew Clements

Nick is a fifth grader who is always brimming with good ideas. His most creative idea ever is to rename the pen, the Frindle. Wouldn't you know it - the idea really takes off! Unfortunately for Nick, his teacher, Mrs. Granger, is horrified at Nick's idea, as she is someone who almost worships the English language. The word Frindle is not in any of her beloved dictionaries; therefore, it is not a word. Mrs. Granger does everything she can to put a stop to Nick and his friends from using the word - and an all-out war result.

Overall Expectations:

The students will:

- develop their skills in reading, writing, listening and oral communication
- use good literature as a vehicle for developing skills required by curriculum expectations: reasoning and critical thinking, knowledge of language structure, vocabulary building, and use of conventions
- become meaningfully engaged in the drama of literature through a variety of types of questions and activities
- identify and describe elements of stories (i.e., plot, main idea, characters, setting)
- learn and review many skills to develop good reading habits
- provide clear answers to questions and well-constructed explanations
- organize and classify information to clarify thinking
- learn about the destructive nature of societal prejudice and stereotyping
- relate events and feelings found in the novel to their own lives and experiences
- appreciate the importance of friendship and loyalty in personal relationships
- appreciate that the growth of one's character is more important than wealth or social status
- learn the importance of dealing with adversity and developing perseverance in the face of adversity
- state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience

Introduction includes:

- Introduction
 - At A Glance – Skill List by Chapter
 - Learning Expectations
 - Teacher Suggestions
 - List of Skills
 - Story Summary and Author Biography
- Answer Key

Chapter Questions

- **Chapter One**
 - Student Booklet Cover
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities
- **Chapter Two**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities
- **Chapters Three and Four**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities
- **Chapter Five**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapters Six and Seven**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Eight**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Nine**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Ten**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Eleven**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Twelve**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

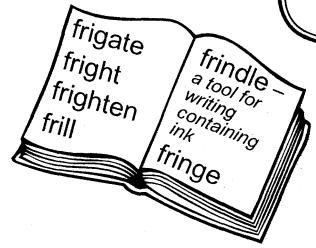
- **Chapter Thirteen**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Fourteen**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

- **Chapter Fifteen**
 - Before You Read the Chapter
 - Vocabulary
 - Comprehension Questions
 - Language Activities

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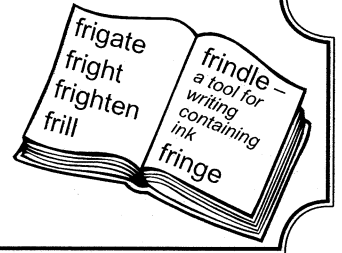


Name: _____



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Chapter 1

Before you read the chapter:

Some students delight in coming up with creative ways of making the school day more interesting. Tell about an incident in which one of your fellow students came up with such an idea.

List four personal qualities that you feel make for a really great teacher.

Vocabulary:

Choose a word from the list to complete each sentence.

pounced
thermostat

annoying
pretended

squeakier
chestnut

gradually
promptly

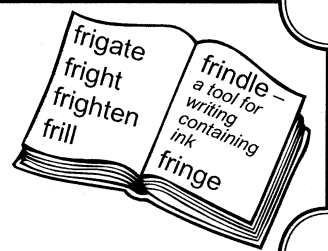
tropical
apologize

1. Robinson Crusoe found himself on a _____ island.
2. Please turn the _____ down a little.
3. The little girl _____ that her grandmother's cookies were delicious.
4. When asked for his name, Charles _____ told the truth.
5. "Listen, young man. I want you to _____ for breaking that dish."



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6. The puppy _____ on my dad's old tennis shoe.
7. Scratching your fingernails across the chalkboard is very _____.
8. I think the back tire on your bike is actually _____ than the front one.
9. The old horse _____ sank deeper and deeper in the quicksand.
10. My brother's hair is _____ in color.

Questions

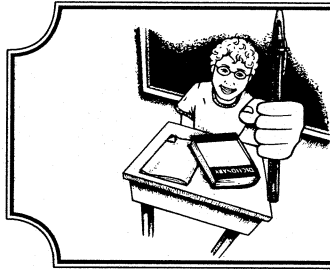
1. Explain why Nick deserved a list of his own?

2. What is the setting of the story as this chapter opens?

3. a) How did Nick make things more interesting in Miss Deaver's class during the cold month of February?

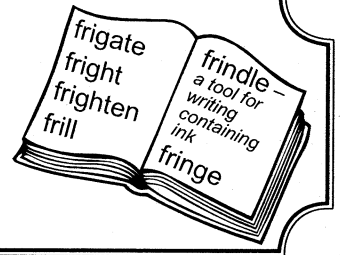
-
- b) What was Miss Deaver's reaction to Nick?

-
-
- c) What was the custodian's reaction?



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4. Mrs. Avery reminded Nick of something. What was it?

5. Describe what happened as a result of Nick's "great blackbird discovery".

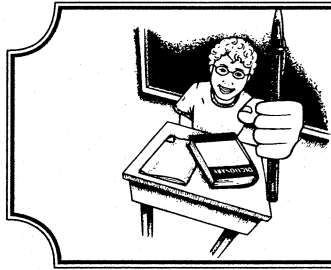
6. Why did Miss Avery apologize to Janet?

7. How did Mrs. Avery finally come to deal with Nick's high-pitched chirps?

Language Activities

1. Choose **one** of the following activities and complete it in your Language Arts book.

- a) The author gives a couple of examples of Nick's creativity, even as a young boy. Use your imagination and think of **one** other interesting idea that Nick might have had.
- b) Nick is certainly a unique character. Describe a unique character that **you** have known. What was there about this person that made him/her different and interesting? Give an example of how this person was unique.
- c) Poor Mrs. Avery was the victim of at least one of Nick's ideas. Pretend you are Mrs. Avery and write a letter to your best friend describing the "blackbird incident" from **her** point of view.



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2. a) **Foreshadowing** is defined as to **suggest beforehand**, or to hint at what might happen later in the story. Find an example of foreshadowing from the first page of this chapter.

- b) **Onomatopoeia** is a literary device used by writers when using sound words (e.g. bang, crunch). An example of this from Chapter One occurs when Nick imitates a bird to fool his teacher, "peep!". Think of two more examples of this literary device and describe how it might be used in a story.

1.

2.

- c) An **idiom** is a word or phrase that says one thing but means another, for example, "You hit the nail on the head." Find an example of this literary device in Chapter One. (Hint: it involves Mrs. Avery and Janet Fisk.)
