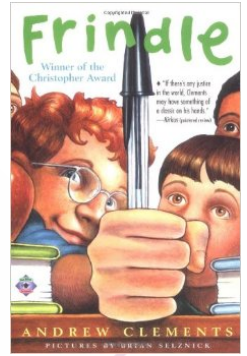


# Frindle

by: Andrew Clements  
Text Dependent Questions



## **Chapter 1**

### **Check for understanding with the following questions:**

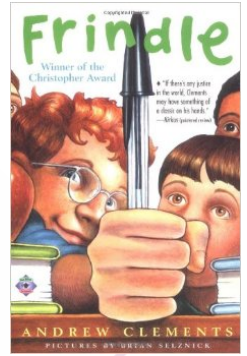
⇒ (Character traits – pg.5) Using details in Chapter 1 – How would you describe Nick? What words does the author use to describe Nick?

### **Quick Write**

Connection to “Show Me the Money” – pages 88-89 and characteristics of a good business owner. Imagine that Nick wanted to open his own business – based on his personality and character traits the author uses to describe Nick, would he be a successful business owner/entrepreneur? Why or why not?  
List the character traits that might make him a good business owner/entrepreneur and describe how these traits contribute to being a smart entrepreneur.

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## Chapter 2

### Check for understanding with the following questions:

- ⇒ (Setting – pg. 8) - What is the setting? What clues in the text created this setting? How do you know? Which sentences from the text support your answer?
- ⇒ (Figurative Language – pg. 10) - What does “*battle cry*” mean when the author writes, “*Every graduate of Lincoln Elementary School for the past thirty-five years could remember standing at that table listening to Mrs. Granger’s ‘battle cry’?*” What was Mrs. Granger’s “*battle cry*”?

## Chapter 3

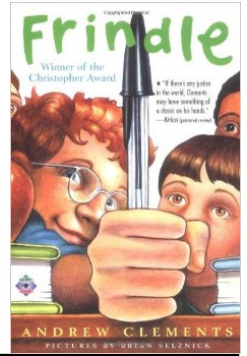
### Check for understanding with the following questions:

- ⇒ (Compare and Contrast – Character Traits – pg. 16) - After reading Chapters 2 and 3, describe how Nick is different from Mrs. Granger? In what ways are they similar? Focus Word: reputation; encourage students to use the word *reputation* from the text when describing Nick and Mrs. Granger.

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### Chapter 6

#### Check for understanding with the following questions:

- ⇒ (Plot, sequencing, determining importance – pg. 35) - Describe Nick's big idea. List 3 important events that lead to Nick's big idea: renaming the pen a *Frindle*.
- ⇒ (Making connections between events – pg.38) At the end of Chapter 6, Nick thanks Mrs. Granger. Describe the role that Mrs. Granger had in Nick creating the idea for his plan.

### Chapter 8

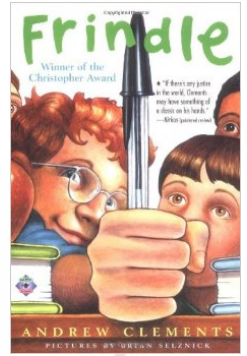
#### Check for understanding with the following questions:

- ⇒ (Figurative language – pg. 43) - What does the author mean when he writes that the students thought that, "*Staying after school with The Lone Granger became a 'badge of honor.'*?"
- ⇒ (Plot, sequencing, determining importance, making inferences – pg. 48) - List the ways Nick spreads the word about "*frindle*" and gets the other 5<sup>th</sup> grade students to go along with his plan. In your opinion, why do the other kids agree to go along with Nick's plan even though it made Mrs. Granger and the other teachers angry?
- ⇒ (Cause and effect – pg. 48) - The students at *Lincoln Elementary* continued to use the word *frindle* instead of the word pen even though it meant that they would receive a punishment to write 100 sentences. Using evidence from the text, what effect did Mrs. Granger's consequence of detention and writing 100 sentences have on the word *frindle*? What effect did her consequence have on the students at Lincoln Elementary School? What other characters in the book did her consequence impact? How?

#### Quick Write

- ⇒ (Prediction – pg. 48) - At the end of Chapter 8, the principal of *Lincoln Elementary School* is on her way to Nick's house to talk to his parents. Write to describe what you think is going to happen next – including your ideas about what Nick's parents might say or do.

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## Chapter 9

### Check for understanding with the following questions:

- ⇒ (Point of View – pg.51) - On page 51, the author writes, “*Then while Nick’s parents listened, Mrs. Chatham laid out the story as she saw it.*” What does the author mean when he writes that she told the story “as she saw it”? Describe the story that Mrs. Chatham tells Nick’s parents about Nick and the events that have occurred at *Lincoln Elementary School*, “as she saw it”. Why would Mrs. Chatham’s story NOT be the same as Nick’s story?
- ⇒ (Compare and Contrast – pg. 54) - What words does the author use to describe the reactions of Nick’s parents as Mrs. Chatham tells her story about the events that have been occurring at *Lincoln Elementary School*? How are Nick’s parent’s reactions different? How are they the same?
- ⇒ (Making Inferences – pg. 55) - What does Nick mean when he says the word *Frindle* doesn’t belong to him anymore? Why can’t he stop his plan?

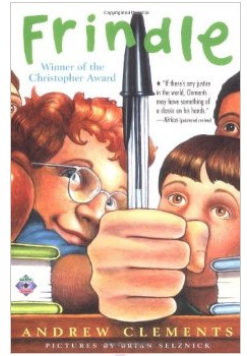
### Quick Write

- ⇒ (Prediction – pg. 56) - Go back to your prediction that you made after reading Chapter 8 when Mrs. Chatham was on her way to talk with Nick’s parents. Was your prediction correct? In what ways is your prediction the same or different from the actual events that occurred in the text?
- ⇒ (Figurative Language – pg. 56) - Andrew Clements uses many literary devices, similes, metaphors, etc., in this book. What does Nick compare the situation between Mrs. Granger, Mrs. Chatham and his parents to? Describe.

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## Text Dependent Questions

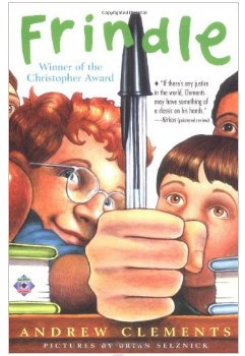


## Chapter 10

### Check for understanding with the following questions:

- ⇒ (Determining Importance/Making Connections – pg. 58) - List the events that led to Judy Morgan, the reporter for *The Westfield Gazette*, showing up at *Lincoln Elementary School* in order to find out about the word *frindle*. What impact do you think this is going to have on Nick and his plan?
- ⇒ (Envisioning, Compare and contrast, character traits – pg. 60) - “Make a movie in your mind” to envision the scenario between Judy Morgan and Mrs. Chatham. What words does the author use to describe Mrs. Chatham in this scene?
- ⇒ Characters are complicated; they are not just one way. Based on the words that the author uses (on pages 59-60), how would you describe Mrs. Chatham’s character in this scenario with Judy Morgan? Now, think back to how Mrs. Chatham’s character acted during her conversation with Nick’s parents (on pages 49-53). Describe the way her character acted different in these 2 scenarios. What do you think caused her character to change?
- ⇒ (Vocabulary – pg. 61) - What does the word *fad* mean in the following sentence, “...all of this is just a silly fad”?
- ⇒ (Role play – pg. 64) - Imagine that you are the reporter from *The Westfield Gazette* trying to get the scoop on the new word *Frindle*. What questions would you ask Mrs. Granger? How would you convince the principal to give you the real story? (Quick write)
- ⇒ (Making Inferences) - Connection to *Market Economy – Are You Motivated Yet?* How is Nick’s plan to replace the word *pen* with *frindle* like an “advertising campaign” a company might create to encourage consumers to purchase their products? How are the students reacting to this “campaign”?
- ⇒ (Author’s Purpose/ Making Connections/Determining Importance – pg. 66) - Why do you think the author chose to call Chapter 10, “*Freedom of the Press*”? What does this mean and why is it important? What details in the chapter support this title?

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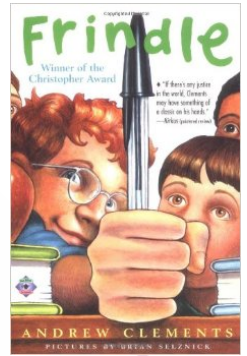
## Chapter 11

**Check for understanding with the following questions:**

- ⇒ (Making Inferences – pg. 67) - Why do you think that Judy Morgan titled the article in *The Westfield Gazette* – “**Local 5<sup>th</sup> Grader Says, ‘Move over, Mr. Webster’**”? Who is she comparing Nick to and why?
- ⇒ (Analyzing – word choice – pg. 69) - Describe how Judy Morgan writes her article in *The Westfield Gazette*. What words stand out to you and why? List the different characters mentioned in this chapter and compare their reactions to the article.

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## Check for understanding with the following questions:

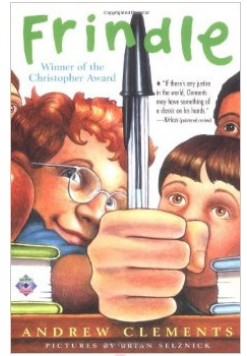
- ⇒ (Character motivation-pg. 72) - Who is Bud Lawrence and what does he want to do to the word *frindle*?
- ⇒ (Making connections between multiple texts-pg. 72) Using details from the text to support your thinking, what effect does Bud Lawrence have on the word *frindle*?
- ⇒ (Sequencing of events/Making inferences – pg. 74) - Who is Alice Lunderson and what happens once she reads the article in *The Westfield Gazette*? List the sequence of events. How does the word *frindle* impact Alice and how do you think Alice is going to impact Nick and the word *frindle*?
- ⇒ (Making Inferences – pg. 78) - On page 78, what are the complications that Bud Lawrence is facing? Describe why his lawyer tells him he needs to meet and talk with Nick and his dad.  
**\*\*\* Connection to Show Me the Money”– pg. 88-89 – What information have you learned from reading Show Me the Money, describes the complications that Bud Lawrence is facing?**
- ⇒ (Vocabulary – domain specific language – pg. 81) - On page 81, what does the word “profit” mean when Bud says that “*profit on every one of those is going to be two, maybe three dollars.*”? What does Bud want from Mr. Allen?  
**\*\*\* Connection to “Market Economy” and Show Me the Money”– pg. 54-55, 56-57, and 58-59.**
- ⇒ (Determining Importance – character motivation – pg. 83) - What choices does Mr. Allen make during his conversation with Bud Lawrence? Why?
- ⇒ (Making connections between events and multiple texts – pg. 83) - Describe the contract that Bud Lawrence and Mr. Allen sign and how does it impact Nick?  
**\*\*\* Connection to Show Me the Money – pg. 34-35)**

## Quick Write

- ⇒ Connection to “Market Economy” and *Show Me the Money* – pages 54-55, 56-57. What information have you learned from reading the passages in “*Market Economy*” and/or *Show Me the Money* that supports the events that occurred after Bud Lawrence saw the article about the word *frindle* in *The Westfield Gazette*. Use the words – supply, demand, producer, and consumer in your description.
- ⇒ Describe the sequence of events that occurred after the interview between Nick and Alice aired on the CBS evening news. Compare these events to a real world “*economic*” situation, think of a time when a new movie, video game, pair of shoes, or something becomes popular.

**\*\*\* Connection to Market Economy – *It’s All About Supply and Demand*”**

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## Chapter 13

### Check for understanding with the following questions:

- ⇒ (Vocabulary – Figurative Language – pg. 84) - What does “Frindle-mania” mean?
- ⇒ (Main events and supporting details/compare and contrast – pg. 87) - Describe what was going on in the world with the word “frindle” – how was it different from Westfield?
- ⇒ (Author’s purpose – pg. 87) - Why do you think the author titled Chapter 13 “Ripples”? What evidence in the Chapter supports this title?

## Chapter 14

### Check for understanding with the following questions:

- ⇒ (Analyzing characters – pg. 91) - Describe what is happening to Nick in Chapter 14. How is he changing and why? What words and actions does the author use to describe this change.
- ⇒ (Making inferences – pg. 93) - Describe why the author refers to Nick as - “Nick the Consumer”.
- ⇒ (Setting – pg. 94) - How much time takes place during Chapter 14? What details support that

### Quick Write

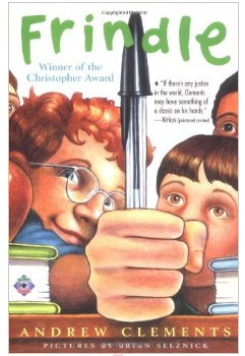
- ⇒ (Making connections between multiple texts - Using details from the text to support your thinking – pg. 88-89) - What does Nick learn about in his social studies class?

\*\*\**Connection to Market Economy and Show Me the Money – pages 56-57, 72-73.*

- ⇒ What information have you learned from reading the passages in Market Economy and/or *Show Me the Money* that matches what Nick learns in his social studies class?



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## Chapter 15

### Check for understanding with the following questions:

- ⇒ (Finding evidence in a text - pg. 97) - In Chapter 8, Mrs. Granger wrote Nick a note and told him that she wouldn't send it to him "*until all this is over.*" Describe the event in the book ended the battle between Mrs. Granger and Nick.
- ⇒ (Character Interactions – pg. 105) - Describe how Nick and Mrs. Granger's relationship changes throughout the book from the beginning to the end.

### Quick Write

- ⇒ (Making connections between multiple texts-pg. 103) - Using details from the text to support your thinking , describe all the things that Nick does with the money that was in his trust fund.
- \*\*\*Connection to "Show Me the Money" – pg. 86-87.
- ⇒ Using the information that you have learned from reading *Show Me the Money*, what does the word *philanthropy* mean and how does Nick demonstrate the qualities of a philanthropist?