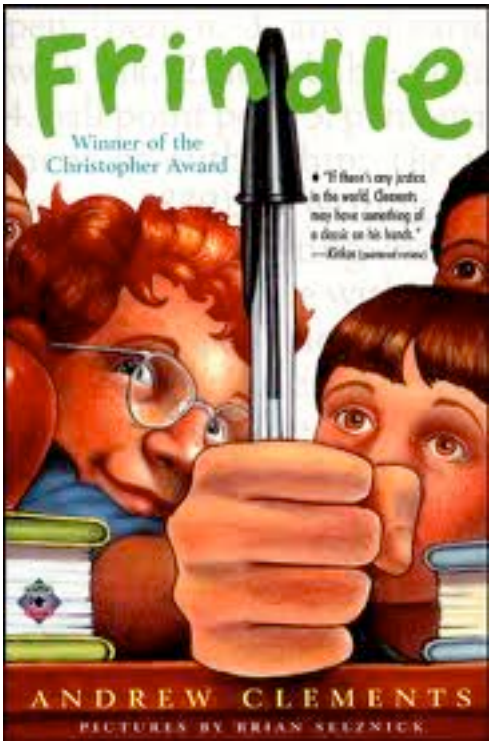
Frindle

By Andrew Clements



A Guided Reading Unit

Level R

Lauren Desautels
Grade 4
Jackson School

Session One **(30 minutes)**

1. Pre-test
2. How Guided Reading Will Work
3. Expectations for You
4. Teacher's Introduction to *Frindle*
5. First Focus Sheet and mini-lesson

Name: _____

I would like to get to know you better as a reader. I am wondering what you do when you read a fiction story about kids like you.

What is the easiest part of reading?

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What is the hardest part of reading?

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What are some things good readers do *before* reading?

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What are some things good readers do *during* reading?

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What are some things good readers do *after* reading?

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How Guided Reading Will Work

1. Your group will meet according to a schedule. Each meeting will last 20-30 minutes.

2. You will have a chance to finish your reading assignment before we meet each time to talk about it.

3. At group meetings you will discuss the story and everyone will have a chance to share what they think.

4. When you tell about something specific in the story, help the rest of us locate the place. Name the page, and tell us where to look on that page.

Example: page 12, middle, starting with the word, "Then"

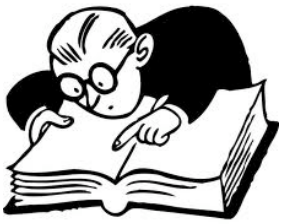
5. When you share your thinking, you tell your ideas and give evidence from the text to explain why you are thinking that way.

Example: I think that Lupe Medrano is competitive, because on page 4 is says that she "was the school's spelling bee champion, winner of the reading contest at the public library three summers in a row, blue ribbon awardee in the science fair, the top student at her piano recital, and the playground grand champion in chess". That tells me that Lupe likes to win, because she has awards from competitions in lots of events.

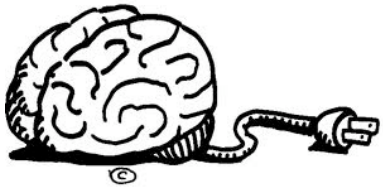
6. Sometimes you will have the chance to share your evidence by reading a part of the story out loud.

EXPECTATIONS FOR YOU

What is my job during guided reading?



Read the pages in your book.



Think about the story.

Write down your ideas.

Bring your guided reading folder.

Listen to others when they are speaking.

Share your ideas.

Frindle by Andrew Clements

Teacher's Introduction

Frindle is a book in the *realistic fiction* genre. It is a book about kids just like you, and has familiar settings like home and school. Andrew Clements often writes books about the lives of ordinary kids. Even though the events in this books did not happen, they COULD happen!

Have you ever thought about where words come from? What would happen if everyone started calling an ordinary object by a different name? That's what happens to a boy named Nick Allen who decided to call a pen a *frindle*. At first, just a few of his friends use the word because they think it's funny, but soon the whole town is in an uproar!

While you are reading I want you to pay attention to the different points of view of the characters, so we can find out why they think the way they do.

First Focus (Discuss sheet 1 and distribute books)

<u>Clarify with a mini-lesson:</u> T models "noticing" details of a character by reading.

If a character jumps off a high cliff to a pool 200 feet below, that is "showing " you something about the character. Maybe he is daring and brave, or maybe he is wild and a little bit crazy. Showing is more powerful then telling but it leaves it up to you, the reader, to draw a conclusion about the character based on what you were shown. If the narrator simply says, "Tom liked to take risks," that is telling; it is not as powerful as showing.

Name_____ Discussion # 1

Chapters 1 and 2

Strategy:

- Expert Readers know and recognize when an author *shows* instead of just *tells*. He might show you an example of something a character does, which will help you to get to know that character better.

Focus Work

- Your job is to look for evidence that the author has shown you something about a character instead of just telling you. You will notice details about Nick in Chapter 1 and details about Mrs. Granger in Chapter 2

Character	Evidence from Text	This Shows…
Nick		
Mrs. Granger		

Summary of pages 1-12

P1 Is Nick a trouble maker? Turns 3rd grade classroom into a tropical island

P2 Nick turns up thermostat, and tracks in sand, kids wear shorts and play volleyball, Mrs. Danvers love it. Principal walks in, party stops

P3 Nick hears about blackbird chirps on discovery channel, he chirps in silent reading, Mrs. Avery doesn't know who did it, "shhhhs" the class

P4 Mrs. Avery thought Janet peeped, gets her in trouble. Nick apologizes later b/c they're friends

P5 Tells Janet it was him, she starts peeping (high pitched) for the rest of the year

P6 5th grade=real grades, no morning recess, Mrs. Granger is only LA teacher, has perfect attendence

P7 MG does not wear pants, only wears grey or blue skirt-and-jacket uniform w/cameo pin. Small, eyes that make you feel like a speck of dust or twinkle and laugh. Has x-ray vision, makes you put gum on an index card

P8 Makes you wear the card and get it signed by parents, Worships the dictionary, long vocab tests, word of the day,

P10 Has a large dictionary on a table in front of the room, "Look it up!"=battle cry, sends home letter to parents

P11 Every students needs to get a dictionary, N thinks he can get meanings of words by reading or asking dad/brother

P12 5th grade is going to be a long year

<u>Clarify with a mini-lesson:</u> T models "making predictions" while reading.

Expert readers use knowledge of human behavior to anticipate what might happen in a text. Predicting helps us think about what might happen next. In order to be active reader, I always need to make sure to check or change my predictions. When I was reading, I predicted that Nick and Mrs. Granger won't get along. This is because Nick and Mrs. Granger are very different. Nick likes to have fun and joke around, like when he "peeps" during quiet reading, p 4. Mrs. Granger is no-nonsense, and sent home a letter about spelling and grammar homework during the summer, p 11. It turns out I was correct, because Nick groaned, p 11, and thinks 5th grade will be a long year p 12.

Name_____ Discussion # 2

Chapters 3 and 4

Strategy:

- Expert readers use knowledge of human behavior to anticipate what might happen in a text.

Focus Work

- Use what you know about how kids behave (including yourself) to predict what might happen in some of the events in Chapter 2 and 3.
- Nick asks a question right before the bell rings. Can you predict Mrs. Granger's reaction?
- Come to group prepared to share how you used your background knowledge to come up with predictions and how you were able to check your predictions against what the author decided to have his characters do. We will record your predictions on a chart, and revisit them later in the book.

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Summary of pages 13-21

P13 1st day goes smoothly until MG class, vocab pretest, cursive handwriting, heading sheet

P14 N=expert at asking ? to delay hw, timing and the right ? is important, N has been successful, MG pauses, N raises hand

P15 "Where do all the words in the dictionary come from?" MG knows, smiles too sweetly, do research and give an oral report tomorrow

P16 N feels small, shut down, don't mess with Lone Granger

P17 Rule is Homework First, older brother complained about it until he got to college

P19 N never had hw until MG, hw takes almost an hour, still needs report, finds intro in dic w/ his topic

P20 (confusing dic excerpt) it's like reading ingredients on shampoo bottle

P21 Finds kids encyclopedia, reads about dictionaries, doesn't understand it either, gets an idea to make the oral report special for MG

<u>Clarify with a mini-lesson:</u> T models critiquing the actions of a character.

Expert readers make judgments about the actions of a character based on what they personally believe is right or wrong. They present facts and evidence from the story to support their beliefs. For example, on p15, Nick tries to stop getting homework by asking a perfectly-timed question. I think that this is a bad idea! Even if his friends think he's funny, he might get in a lot of trouble with Mrs. Granger. I would be too scared of a strict teacher like Mrs. Granger, so I think that trying to get out of homework would be too risky.

Name_____ Discussion # 3

Chapters 5 and 6

Strategy:

• Expert readers make judgments about the actions of a character based on what they personally believe is right or wrong. They present facts and evidence from the story to support their beliefs.

Focus Work

- In Chapters 5 and 6, Nick has TWO "big ideas". Do you think he was right or wrong to act out his plan? **Use your personal beliefs to help you make your own judgment about Nick's actions.** Jot down events from the story that support your point of view.

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Summary of pages 22-38

P22 N has bad feeling, looks over his notes, plan seems impossible

P23 Time flies, N is onstage in 15 seconds, walks to front of room

P24 needs a title, "the Dictionary," kids giggle, Samuel Johnson had 43,000 words

P25 MG smiles at him kindly—good start—N talks for 12 min, kids yawn, MG loves it

P26 MG eyes NOT icy or sharp, 18 min, looks at watch, N reads intro from dictionary, MG tries to stop him

P27 kids say they need to hear it, N reads,

P28 greatest time waster, MG eyes bore holes, but after she says the report was good

P29 N is afraid hes turning into teachers pet, who says dog means dog? –you and I do N, we all agree

P31 if everyone decided to call it something else, and it was in a dic (=law) laws can change, b only if they need to

P32 MG jams whole day into 8 min, she is unstoppable

P33 3 things happen: 1) Janet finds pen

P34 2) Nick understands to dog=dog b/c we say so. He remembers when he was a baby, he said gawala for music, and everyone knew gawala=music b/c he said so

P35 3) Nick picks up pen, "here's your *frindle*." –whats that—you'll find out, N gets big idea

P37 asks lady at store for a black frindle, points to the one he wants to show. Each day he sends a friend to ask the same lady for a frindle

P38 Lady gets it, asks blue or black, N and friends sign an oath never to use the word pen, and only say Frindle.

Clarify with a mini-lesson: *Sometimes an author makes interesting comparisons while writing. Usually he chose those comparisons for a reason. It helps you imagine what's going on in the story. For example, if I read that a line of cars stuck in traffic were like ants crawling up a hill, I would compare both of those images. There are some similarities. Both ants and cars move in a line, one behind the other, and they both move slowly. Imagining the ants helps me understand how the cars stuck in traffic might have looked.*

Name_____ Discussion # 4

Chapters 7, 8, and 9

Strategy:

- Expert readers notice when the author makes interesting comparisons, and thinks about *why* he chose that comparison.

Focus Work

- Your job is to use your background knowledge and evidence from the text to show how the author is making a comparison in Chapters 8 and 9.

Similarities between a war conference, and Nick's conversation with Mrs. Granger (Chapter 8)	**Similarities between a chess game and Mrs. Chatham's conversation with Nick's family (Chapter 9)**

Do you think the author's comparison was a good one? Why or why not?

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Summary of pages 39-56

P39 N forgot frindle, John has an extra frindle, makes a great show of throwing it

P40 everyone gets message, MG turns up her eye-power, asks for a word w/N, she will not have her class disrupted again—what idea—your performance

P41 But I really didn't have a frindle. MG eyes flashed, mouth forms thin hard line. "I see, nothing else to discuss"

P42 class photographer comes, N and friends tell kids to say Frindle instead of Cheese and they hold one up. No more film

P43 teachers are mad, but kids love the word, MG sets up punishment for kids who say frindle, it makes kids want to say it more, it's a badge of honor

P44 MG wants to talk—like a war conference—MG thinks frindle is a disruption, N says that there's nothing wrong, ppl can call it whatever they want—wds can be made up brand new but PEN has history

P45 "Didn't someone just make up "pinna"?—Are you going to stop?—my friends and I took an oath, we have to keep our promise, theres nothing wrong. MG shows N a fat envelope—I'll send it to you when its all over

P47 sign and date envelope, MG eyes were happy—she likes this war and wants to win real bad. N's friend gets the idea to have every kid ask to borrow a frindle from MG

P48 80 kids stayed after, 200 kids the next day, parents, bus drivers, superindendant get annoyed, principal decides to visit N's parents.

P49 Mrs. Chatham visits N's house, she know his parents

P51 large woman, keeps coat on, shakes hands, sits on couch, explains that there is a rebellion at school w/ no one respecting rules anymore

P52 N's mom is annoyed, thinks the situation is silly, N is proud, MC says there needs to be standards (no ain't), and the real issue is lack of authority

P53 N says aint is in the dic, so why not use it, issue is lack of authority, N's mom says its an overreaction, N's dad is confused

P54 it's like a chess set—powerful pieces—MC=black queen, N's mom=white queen

P55 I haven't been disrespectful, its just fun—N's dad says to stop—can't its not my word anymore, and I like it

<u>Clarify with a mini-lesson:</u> T models making an inference. *Sometimes everything the author wants you to know is not "right there" in the text. However, we can make "inferences" to read between the lines. An inference combines our background knowledge with evidence from the text to find the bigger ideas that the author leaves unwritten for us to figure out. For example, if someone told you to get an umbrella before you go outside, you could infer that it was raining. You combined words with your background knowledge about umbrellas to come up with a new idea.*

Name_____ Discussion # 5

Chapters 10 and 11

Strategy:

- Expert readers know that they must use information they are given to figure out things they have not been told. This is called an inference. An inference is evidence from the text plus background knowledge to make a new idea. You can make inferences about characters, events, or actions.

Focus Work

- Judy Morgan receives a 5th grade class picture. Make an inference about where it came from.
- Then, describe one other inference you made in these chapters.

Evidence +	**My ideas or knowledge** =	**Inference**

Summary of pages 57-69

P57 Judy Morgan is a reporter for *Westfield Gazette*, gets a tip that 5th graders are not listening to teachers, using secret code

P58 JM goes to school, sees notice for MG punishment, takes pic, and asks secretary who she should talk to about Frindle

P59 Sec is annoyed, she gets principal, not comfortable talking, says it's a prank –did that stop the prank? Lots of kids were kept after school, whats going on

P60 MC is uncomfortable, We have a problem, its under control, MG overreacted, students not trying to be disrespectful, wishes JM would go away, but can't stop her talking to MG

P61 JM goes to MG classroom, eyes are sharp, but not hard or mean—it's not a battle, this foolishness should stop. No sense in inventing a new word

P62 Nick Allen started it, then MG leaves. JM checks notes, walks to parking lot, asks kids why they say frindle

P63 its not so bad—she doesn't look at our papers—write frindle instead of pen, she doesn't notice, tall boy reddish hair and glasses say MG wants to adopt N, JM wants to find N

P64 boy says N might get himself in trouble. JM gets a letter w/ class pic holding frindle, 3rd row, 5th from left, its redhaired boy w/glasses, Nick Allen

P67 Article comes out, everything's true, it was the particular way JM told truth that got things hopping

P68 "N masterminded plot" "no one is backing off in the war of the words" N's mom wants to know if he talked to a reporter, Superintendent is upset,

P69 MC is mad at MG for saying those things, no one knows where class pic came from

<u>Clarify with a mini-lesson:</u> T shows how to determine a character's motivations.

Expert readers know that characters have reasons for behaving the way they do. These reasons are called motivations. Expert readers think actively about their own experience and knowledge that will help you understand the motivations of these characters. On page 65, a Judy Morgan gets a copy of the 5th grade class picture from someone we do not know. The mysterious person wrote "3rd row, 5th from the left" on the back. I think this character sent the photo because he wanted Judy to put the photo in the newspaper article so lots of people would learn about the word "frindle". I think this character also wanted Judy to know who Nick Allen was.

Name_____ Discussion # 6

Chapters 12 and 13

Strategy:

- Expert readers know that characters have reasons for behaving the way they do. These reasons are called motivations. Expert readers think actively about their own experience and knowledge that will help you understand the motivations of these characters.

Focus Work

- Your job is to think actively about why Bud Lawrence wants Nick's father to sign the contract. Jot down what you think the reasons may be for his actions.
- Now think about why Nick's father signed the contract. Jot down what your think the reasons may be for his actions.

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How are Bud Lawrence's motivations different from Mr. Allen's motivations for signing the contract?

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Summary of pages 70-87

P70 Kids all over town say frindle, Nick is noticed everywhere, makes him uncomfortable, kids expect him to be funny all the time

P71 parents were great—uncomfortable that N is talked about, but glad he's amazing. Bud Lawrence is a rich business man

P72 BL makes a trademark on Frindle, and sells merchendice, Alice Lunderson is a local news reporter

P73 Alice found newspaper article, told local TV station, who called CBS Boston, who told NY,

P74 AL takes the story national, interviews MG, MG says dic is a fine tool for educating young minds, not ready to replace a good word w/ a made up word w/o a fight,

P75 reporters came to N, N's mom tells him to mind Ps and Qs, N says he learned all the words in the dic were made up by people, so he wanted to see if it was true.

P76 never though MG was angry, just dealing w/distruption, nothing controversial, "it's not my word anymore", 2 min news piece

P77 history of the word quiz, made up for no reason, A comes on and talks about frindles.

P78 picked up by other news stations, kids all over US say frindle, Bud's lawyer says he needs to make a deal with N's dad to avoid lawsuit.

P80 B talks to Mr. Allen, he's uneasy, just wants it to blow over

P81 explains he's selling tshirts and pens w/frindle, it's a hot idea

P82 contract where N gets 30% of the profits

P83 promises to not tell N, save $ for college

P84 in Westfield things calmed down, frindle-mania was over, it became just another word

P85 BL makes lots of frindle merchandise, sign=home of the original frindle, MG stopped having kids stay after school

P87 every week, sp word is pen, kids spell it frindle, Nick was a celebrity for a bit, then it died down

<u>Clarify with a mini-lesson:</u> T describes how to show a character changes over time

Expert readers adjust their ideas about characters as the story moves along. This is important because characters, like people, do not stay the same. They change when different events happen to them. For example, Nick used to be very outgoing and friendly. He was laid-back, and liked to joke around. But now Nick is shy and awkward when people notice him. People expect him to be funny all the time, and that's a lot of pressure.

Name_____ Discussion # 7

Chapters 14 and 15

Strategy:

- Expert readers adjust their ideas about characters as the story moves along.

Focus Work

- In your reading, you will notice two examples of how characters seem to be changing.
- **What evidence can you find that shows Nick is changing?**
- **What evidence do you have that Mrs. Granger is changing?**
- Think about the first time you met these characters, and compare your thoughts then to your thoughts about them now. Do you need to adjust your ideas about these characters? Jot down your ideas and share during the discussion.

Character	Evidence	Did your ideas change? Why?

Summary of pages 88-105

P88 Nick changed inside, learned about consumers, thought that kids didn't need to be consumers of bad cafeteria food

P89 kids would bring lunches until they improved, but he's scared the same thing will happen w/ frindle, N's mom notices

P90 N says hes just busy w/ school, MG notices a quiet careful N who doesn't joke, N waits for his letter, but it never comes

P91 knocks to ask about it, it's not over yet, you'll know when it comes, MG wants to talk about something else

P92 eyes soft, N you did nothing wrong, I've been proud of you, don't clam up, I expect great things of you

P93 N made a full recovery, did his lunch program, etc

P94 10 years later, frindle was being used more and more and was becoming a real word

P95 N turns 21, finds out he's rich from all the frindle $, sends his parents on a trip

P96 N gives $ to his brother, buys himself bike, games, computer. Gets a package in the mail—dic w/ handwritten note, and the letter w/ his name signed on the back from 5th grade

P97 note says to go to page in dictionary where frindle is defined, tells N that this is the dic she tells kids to get, and shows them to look up frindle

P98 Letter says that frindle is now in the dic, mad at first, some things just have to happen

P99 MG was excited to see how the frindle business turned out, but decided to be the villain

P100 Lots of things change, but words endure—and grow. MG had been rooting for frindle, and helped it grow by fighting against it

P101 also included MG favorite pen, w/ the word Frindle. At Christmas, MG gets a letter

P102 from the superintendent, trust fund college scholarships worth $1 million in her name, opens other envelope

P104 letter from a student, MG expects homemade gift

P105 gold fountain pen, from NA to MG, who can call it whatever she likes

Summary of Strategies for "Frindle"

Lesson #	Expert Readers
Intro and Lesson 1	Get acquainted with characters, recognize when the authors shows instead of tells.
Lesson 2	Use knowledge of human behavior to anticipate what might happen in a text
Lesson 3	Make judgments about the actions of a character based on what they personally believe is right or wrong
Lesson 4	Notice when an author makes interesting comparisons, and think about why the author chose to make this comparison.
Lesson 5	Use information you are given to figure out things they have not been told.
Lesson 6	Think actively about your own experience and knowledge that will help you understand the motivations of characters.
Lesson 7	Adjust your ideas about characters as the story moves along.

Name: _____

Now that you are finished reading "Frindle", I want know what you do when you are reading.

What is the easiest part of reading for you?

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What is the hardest part of reading for you?

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What are some things good readers do *before* reading?

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What are some things good readers do *during* reading?

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What are some things good readers do *after* reading?

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Open-Ended Written Response

Choose <u>one</u> of the following options, and respond in a thoughtful paragraph on a separate sheet of paper. Use the checklist to help you write your response.

1) If you were a student in Mrs. Granger's class, would you use the word *frindle* instead of *pen*? Give several reasons to explain your decision.

2) How did the relationship between Nick and his teacher, Mrs. Granger, change from the beginning of the story to the end of the story?

3) Think about the early parts of the story and Mrs. Granger's "war" against Nick and his new word. Now that you know what her real intentions were — to intentionally make herself "the bad guy" — try to imagine what she was thinking when she posted her angry notice, or when day after day she kept all those students after school.

Frindle Paragraph Checklist	
<u>Ideas:</u> I included enough specific details to show what I know. (3pts)	
<u>Organization:</u> All my details are in the correct order. I included a topic sentence and an interesting conclusion. (3pts)	
<u>Sentence Fluency:</u> I used different types of sentences to keep my writing interesting. (1pt)	
<u>Mechanics</u>: I indented the paragraph, and spelled all names and titles correctly. (1pt)	
Total	

8pts= A	4pts =B-
7pts=A-	3pts= C+
6pts=B+	2pts=C
5pts=B	1pt= C-