

Frindle

by Andrew Clements

Classroom Favorites

Teacher's Guide by Lori Lindemann

A Perma-Bound Production

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SYNOPSIS

Chap. 1 Nick Allen attended Lincoln Elementary School in Westfield, New Hampshire. He wasn't on the list of good kids or the list of bad kids, but he was a kid who was full of ideas. In third grade he convinced his classmates to turn Miss Deaver's room into a tropical island. In fourth, he started the great black-bird adventure where students produced a high-pitched chirp of which the teacher, Mrs. Avery, could never determine the source.

Chap. 2 In fifth grade all students had Mrs. Granger for language arts. Mrs. Granger had dark gray eyes that the students thought had X-ray vision. She loved the dictionary and assigned 35 vocabulary words per week.

Chap. 3 Nick was the expert at asking the question that was the teacher stopper, the guaranteed time waster. The first day he asked Mrs. Granger, "...where did all those words come from? Did they just get copied..." Nick was told to research the question and give the class an oral report the next day.

Chap. 4 The Rule at Nick's house was "Homework First." Nick not only had the regular homework assignment, he had the extra one of preparing the report. He looked in the dictionary and found *Words and Their Origins*. In the encyclopedia he found these entries: *Early Dictionaries*, *Word Detectives*, *Dictionaries Today*. At first it seemed boring. Then he thought of a way the report could be fun.

Chap. 5 By noon the next day, Nick was nervous about his plan. He started his report by telling of the first dictionary by Samuel Johnson, which had over 43,000 words. No one cared about the report except Mrs. Granger until the class realized that Nick was trying to make the report last the entire period so Mrs. Granger would not be able to give her assignment. However, Mrs. Granger cut him off 10 minutes before the end of class. He asked a question trying to distract her. Her answer was that if everyone calls an object a certain name, eventually that new name could be in the dictionary. Then she had them do all of their classwork in 8 minutes; then she gave them a homework assignment.

Chap. 6 Nick and Janet Fisk were walking home from school when they found a fancy gold ballpoint pen. Nick called the pen a "frindle." The next day he began his plan. He went to the store and asked to buy a frindle; then he sent a different kid into the store each afternoon to ask for a frindle. Those six friends took an oath to never use the word pen again and to always call that object a frindle.

Chap. 7 In Mrs. Granger's class, Nick said he forgot his

frindle. John made a big show of loaning him one. Mrs. Granger knew exactly what he was doing and kept Nick after class. Nick acted innocent and said that he really did not have a frindle.

Chap. 8 The class photograph of the entire fifth grade was taken. All the students said frindle instead of cheese and held up a frindle. Mrs. Granger was furious. All the kids in school were talking about the new word. Mrs. Granger posted a note announcing the punishment for anyone who used the word frindle instead of the word pen. Kids kept using it; the punishment became a badge of honor. Mrs. Granger called Nick in one afternoon to talk. He said the word was fun and different. Mrs. Granger explained the rich history of the word pen, but Nick refused to give in. She had him sign the back of an envelope and said that he could have the letter inside when this battle was over. Nick realized Mrs. Granger liked the war. Kids started asking Mrs. Granger to borrow a frindle. The first day there were 80 kids in after school detention. The second, there were over 200. The school had to run special late buses so the superintendent and the school board got involved. Mrs. Chatham, the principal, visited Nick's parents.

Chap. 9 Mrs. Chatham told Nick's parents of the trouble he'd caused. Nick's mom looked annoyed; she thought it was a lot of fuss about something silly. She thought it was harmless, not a lack of respect for authority as Mrs. Chatham had suggested. After Mrs. Chatham left, Mrs. Allen told Nick that he better not be disrespectful to Mrs. Granger or any other teacher. Mr. Allen wanted Nick to stop, but Nick said he couldn't because everyone liked his word.

Chap. 10 Judy Morgan, the reporter for the local newspaper, *The Westfield Gazette*, heard what was going on at the Elementary School and went to investigate. She saw Mrs. Granger's notice of punishment for using the word frindle and photographed it. Then she went to see the principal, Mrs. Chatham, who downplayed the entire incident as a prank, a difference of opinion. Next, Judy Morgan talked to Mrs. Granger who said she thought it was a useless fad that would fade. Some of the kids leaving after school detention were laughing about the punishment. The next day, Judy received the fifth grade class photograph in the mail.

Chap. 11 The headline in the paper read *Local 5th Grader Says, "Move over, Mr. Webster."* There was a full article and the 5th grade class photograph which identified Nick and Mrs. Granger for the whole town. Mrs. Chatham told Mrs. Granger that she had said too much to the reporter and added, "It'll be a wonder if we don't all get fired."

Chap. 12 After the article appeared in the newspaper, the

Junior High and High School students started using the word frindle too. Everyone recognized and watched Nick. Bud Lawrence filed a trademark claim on the word frindle, and within four days he had sold 3,000 cheap plastic ballpoints with the word frindle on the sides. Stores couldn't keep them on the shelves. Then the demand went away and the excitement died down. However, in the meantime, Alice Lunderson who lived in nearby Betherly and was a part-time television reporter in Carrington, a town of around 75,500 people, found the story in the newspaper and thought it was cute. She called Boston, then Boston called New York. It was decided the frindle story would be the closing story on Thursday for the *CBS Evening News* which had a viewing audience of 20 million. Wednesday, after school, Alice Lunderson and a camera crew interviewed Mrs. Granger, then Nick and his parents. Nick credited Mrs. Granger for the things he'd learned about words. Nick added that the frindle was no longer just his word, it was everybody's. Alice also included conversations with Mrs. Chatham and Bud Lawrence.

On Thursday, the CBS anchorman told how the word *quiz* was made-up by someone who just wanted to make a new word. Then Alice Lunderson's two-minute news story about frindle was broadcast. Several important writers, producers, and marketing executives were in the audience. During the next three weeks everyone heard about the new word and kids in other states began using it. Bud Lawrence met with Nick's dad to buy the trademark for the word frindle. They signed a contract giving Nick 30% of all profits and Mr. Lawrence gave Mr. Allen a check for \$2,250, Nick's 30% for the first three weeks of sales. They decided to keep their agreement a secret from Nick. Mr. Allen set up a trust fund and the money would be deposited automatically.

Chap. 13 Life in Westfield settled down and frindle became just a regular word. Nick was a celebrity for a while, then that died down. But in the rest of the country frindle-mania was growing. Bud Lawrence sold lots of frindle items and Nick's trust fund grew and grew. A new factory was built to make frindle baseball caps; it employed 22 people. A sign was erected on Route 302 that said, *Home of the original Frindle*. Mrs. Granger quit keeping kids after school for using the word, but *pen* was the first word on her vocabulary test each week.

Chap. 14. Nick was a changed person. He still had lots of ideas, but now they scared him. He thought about encouraging the consumers on campus to stop buying the cafeteria's food until it was better; then he remembered what had happened with his frindle idea. For the first time, he kept an idea to himself. His mom noticed a change and Mrs. Granger did too. The clever little rascal was not in her room anymore, a quieter, more careful Nicholas was. Nick wanted the letter Mrs. Granger had him sign when the frindle thing first started, but he did not ask and she did not mention it. The last day of school, he went and asked for it. Mrs. Granger said the matter was not over. She told Nick that he had done nothing wrong—that he had had a good idea and she was proud of how he had behaved—most of the time. She said a few hard days shouldn't make him clam up and that she expected to hear great things about him. She even said that she'd enjoyed having him as a student. The talk with Mrs. Granger and the summer vacation gave Nick time to recover. Nick was Nick again, and he proved it all the way through junior high, high school, and college. But the end of Nick's frindle story did not

come until ten years later because words either get used or they don't.

Chap. 15 Ten years later, when Nick was a junior in college, he turned 21 and got control of his trust fund. He was now very rich. He gave some money to his parents and some to his brother and bought himself a new computer and a mountain bike. Then he received a large, heavy package from Mrs. Granger. It contained the new edition of *Webster's College Dictionary*, a handwritten note from Mrs. Granger, and the fat white envelope that Nick had signed in the 5th grade. The note said to look on page 541. When Nick looked, he saw that the word frindle had been added to the dictionary! Then he read the letter that Mrs. Granger had written ten years earlier. She expressed how she felt about the frindle war and how she had chosen to play the villain. She explained how much things had changed during her lifetime and that she valued the dictionary because it endures, but also changes and grows. Nick realized that Mrs. Granger had been pulling for frindle all along.

In December, Mrs. Granger got a package and a delivery from the Westfield School District office. The letter from the superintendent said that \$1 million had been donated as a permanent trust fund for college scholarships in her honor by a former student. She thought it was a mistake and planned to call the superintendent and tell him so. But first she opened the gift. Inside there was a beautiful gold fountain pen with this inscription: *This object belongs to Mrs. Lorelei Granger, and she may call it any name she chooses. —With love from Nicholas Allen.*

BIOGRAPHICAL SKETCH

Andrew Clements was born May 29, 1949, in Camden, New Jersey. As a child he was an avid reader who was encouraged by parents who taught him to read before he attended school and the elementary school librarian who made him feel as if he had ownership of every book he read. For seven years after college, he taught school, both at the elementary level and high school. He said, "As a teacher, it was a thrill to read a book aloud, and see a whole class listen so carefully to every word, dying to know what would happen next. And I was amazed at the wonderful discussions a good book can spark. Good books make good things happen in real life. They can make a big difference. So when I was given the chance to start writing for children, I jumped at it."

Clements worked as an editor of children's books at various publishers where he acquired and helped translate and adapt European picture books for the American market. "I didn't start writing books until I was about thirty-five years old," he said. "But I began writing a long time before that. And the way I really got started writing was by reading." The majority of Clements' work is picture books. His first book for middle school students was *Frindle*, followed by *The Landry News*.

Clements continues his commitment to the world of children's books with classroom appearances and the writing and/or illustrating of early readers, picture books, and more novels for middle grades. One of his works in progress is writing a four-book series of middle grades novels for Simon and Schuster. He said, "There has been a lot of talk in recent years about the decline of reading....Apart from the basic skill of functional or task-related reading, why is there a universal conviction that books and literature are indispensable? I think it's because when we read, we're in charge....When we read, we decide when, where, how long, and about what. One of the few places on earth

that it is still possible to experience an instant sense of freedom and privacy is anywhere we open up a good book and begin to read."

CRITIC'S CORNER

Andrew Clements' *Frindle* was a 1997 recipient of the Christopher Award. The awards, established in 1949, are presented to the producers, directors, and writers of books, motion pictures, and television specials which affirm the highest values of the human spirit. *Kirkus Reviews* reports, "If there's any justice in the world, Clements may have something of a classic on his hands. By turns amusing and adroit, this novel is also utterly satisfying. The chess-like sparring between the gifted Nicholas and his crafty teacher is enthralling, while Mrs. Granger is that rarest of the breed: a teacher the children fear and complain about for the school year, and love and respect forever after. This is a captivating tale—one to press upon children, and one they'll be passing among themselves."

Frindle also won the New York Public Library "100 Titles for Reading and Sharing" list, 1996, Fanfare Book, *Horn Book*, Parents' Choice Honor Book, and Judy Lopez Memorial Honor Book Award, all 1997, Great Stone Face Book Award, 1997-98, and Chicago Public Library's Best of the Best list, Best Kids Books, *Family Fun Magazine*, and Rhode Island Children's Book Award, 1998. It was also nominated for nearly thirty other awards.

Booklist says the novel is slightly reminiscent of Avi's *Nothing but the Truth* (1991). But notes that it's a kinder, gentler story in which the two sides eventually come to a private meeting of the minds and the power of language triumphs over both. "Sure to be popular with a wide range of readers."

Horn Book declares, "The author has created a fresh, imaginative plot that will have readers smiling all the way through, if not laughing out loud. The battle assumes the proportions of a tall tale, and although outrageous and hilarious, it's all plausible, and every bit works from the premise to the conclusion. The brisk narration is rapid-fire, and Nick is one of the most charming trouble-makers since *Soup*."

The review from *Bulletin of the Center for Children's Books* agrees, "This is a refreshingly original plot whose combination of clandestine revolt and language-arts lesson is surprisingly successful." The reviewer feels the action is sometimes too adult-driven, and the peripheral characters are easy to lose track of, but that Clements keeps the narrative kid-accessible and the tussle with authority gleeful despite its restraint.

Another reviewer writes, "Readers will chuckle from beginning to end as they recognize themselves and their classrooms in the cast of characters. A remarkable teacher's belief in the power of words shines through the entire story, as does a young man's tenacity in proving his point. Outstanding and witty."

OTHER BOOKS BY ANDREW CLEMENTS

Jake Drake, Bully Buster (2001)

Jake Drake, Know-It-All (2000)

The Janitor's Boy (2000)

The Landry News (1999)

School Story (2001)

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Stevenson, Deborah. "Review from Bulletin of the Center for Children's Books, October 1996."

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GENERAL OBJECTIVES

1. To recognize the elements of fiction
2. To analyze the characters' personalities
3. To find examples of characters' creativity
4. To discuss the merits of persistence
5. To appreciate the humor in the novel
6. To examine the different forms of conflict in the novel
7. To discuss the importance of encouraging students to think for themselves
8. To consider the extent of influence teachers have on students

SPECIFIC OBJECTIVES

1. To list and discuss some of Nick's ideas
2. To discuss how Nick took the lessons he learned in school and applied them to everyday life
3. To compare and contrast Mrs. Granger and Mrs. Allen (Nick's mom).
4. To identify humorous scenes in the novel
5. To examine the ripple effect and apply it to frindle-mania
6. To find specific examples of internal and external conflict in the story and identify them
7. To analyze why Mrs. Granger chose to act opposed to Nick's new word when she was actually pulling for him
8. To recognize the bond that was formed between Nick and Mrs. Granger

LITERARY TERMS AND APPLICATIONS

To enhance students' appreciation and understanding of the novel, present them with these terms.

point-of-view: The most common points of view are omniscient, third-person limited, and first-person.

1. In the *omniscient* (all-knowing) *point of view*, the narrator knows everything about the characters and their problems. This all-knowing narrator can tell us what all of the characters are thinking or feeling.
2. In the *third-person limited point of view*, the narrator focuses on the thoughts and feelings of only one character. From this point of view, we observe the action through the eyes of only one of the characters in the story. *Frindle* is told from the third-person limited point of view.
3. In the *first-person point of view*, one of the characters, using the personal pronoun *I*, tells the story. We become familiar with the narrator, but we can know only what this person knows and observe only what this person observes. All of our information about the story comes from this narrator.

protagonist: The main character in a work of literature. The protagonist is involved in the work's central conflict. If there is another character opposing the protagonist, that character is called the **antagonist**. In *Frindle* Nick is the protagonist and Mrs. Granger is the antagonist.

conflict: A struggle between opposing characters or opposing forces. In an *external conflict* a character struggles with an outside

force, which may be another character, society as a whole, or a natural force. An example of external conflict is when Mrs. Granger tried to get Nick to stop using the word frindle. An *internal conflict* takes place within a character's own mind; it is a struggle between opposing ideas, needs, or emotions. An example of internal conflict is on pages 88-89 when Nick considered a way to get the cafeteria to serve better food but decided not to when he remembered what had happened with "frindle."

CROSS-CURRICULAR SOURCES

Fiction

Avi, *Nothing But the Truth*
 Bill Brittain, *The Fantastic Freshman*
 Beverly Cleary, *Dear Mr. Henshaw*
 Barbara Cohen, *213 Valentines*
 Ellen Conford, *Dear Mom, Get Me Out of Here; Jenny Archer, Author and Lenny Kandell, Smart Aleck*
 Ilene Cooper, *Choosing Sides* and *The Winning of Miss Lynn Ryan*
 Paula Danziger, *The Cat Ate my Gynsuit* and *Everyone Else's Parents Said Yes*
 Barthe DeClements, *Sixth Grade Can Really Kill You*
 Betsy Duffey, *The Gadget War*
 John Dennis Fitzgerald, *The Great Brain at the Academy*
 John Reynolds Gardiner, *Top Secret*
 David Getz, *Almost Famous*
 Patricia Reilly Giff, *Spectacular Stone Soup*
 David Gifaldi, *Toby Scudder, Ultimate Warrior*
 Jamie Gilson, *4B Goes Wild* and *Thirteen Ways to Sink a Sub*
 Natalie Honeycutt, *The All New Jonah Twist* and *The Best-Laid Plans of Jonah Twist*
 Lila Hopkins, *Talking Turkey*
 Dean Hughes, *Nutty Can't Miss*
 Sheila Klass, *Kool Ada*
 Suzy Kline, *Horrible Harry and the Christmas Surprise*
 Lauren Lee, *Stella: On the Edge of Popularity*
 Dallin Malmgren, *The Ninth Issue*
 Colleen O'Shaughnessy McKenna, *Merry Christmas, Miss McConnell*
 Kate McMullan, *The Great Ideas of Lila Fenwick*
 Stephen Moser, *It's a Weird, Weird School*
 Walter Dean Myers, *Darnell Rock Reporting*
 Phyllis Reynolds Naylor, *All but Alice*
 Barbara Park, *Almost Starring Skinnybones*
 Berniece Rabe, *Tall Enough to Own the World*
 Louis Sachar, *Dogs Don't Tell Jokes, Sideways Stories from the Wayside School, Someday Angeline, There's a Boy in the Girls' Bathroom, and Wayside School is Falling Down*
 Zilpha Keatley Snyder, *Libby on Wednesday*
 Jerry Spinelli, *There's a Girl in my Hammerlock*
 Barbara A. Steiner, *Oliver Dibbs and the Dinosaur Cause*

Nonfiction

Janet Waller, *The Written Word*
 Paul West, *The Secret Lives of Words*

THEMES AND MOTIFS

A study of the central themes and situations in *Frindle* should include these aspects.

Themes

- education
- traditions

- creativeness
- self-confidence
- determination
- parental support
- respect
- teacher-student relations
- dictionaries
- the ripple effect

Motifs

- the value of a quality education
- the importance of traditions in our society
- the creative nature of gifted children
- the self-confidence necessary to take risks
- the determination of people involved in a power struggle
- the importance of parental love and support
- the importance of respect in student-teacher relations
- the origin and purpose of dictionaries
- how some things grow out of our control

MEANING STUDY

Below are words, phrases, sentences, or thought units that have particular meaning in the novel. Explain the meaning of each. Chapter and page numbers indicate the context from which the item is taken.

1. "Who says *dog* means dog? You do, Nicholas. You and I and everyone in this class and this school and this town and this state and this country. We all agree....We decide what goes in that book." (Chap. 5, p. 29-31)
(In answering Nick's question, Mrs. Granger actually gives him the information that started the whole frindle war. Nick had a talent for applying information learned in class to everyday situations. He took this information and renamed a common object. As the word spread from the class to the school to the town to the state and the country, the people who used the word gave it validity and it was added to the dictionary.)
2. "Well, I think the real issue is Mrs. Granger's reaction to a harmless little experiment with language—it's an overreaction, don't you think so, Tom?" (Chap. 9, p. 53)
(Mrs. Allen seemed to think that punishing students who used the word frindle was wrong. She saw no harm in Nick making up a word and using it. She valued his creativity and supported his view that he had done nothing wrong.)
3. "I can't, Dad. It won't work. It's a real word now. It used to be just mine, but not anymore. If I knew how to stop it, I think I probably would. But I can't." (Chap. 9, p. 54)
(By this point, the word frindle had spread throughout the school and students used it because they thought it was fun. Nick couldn't have stopped it. This becomes even more true later in the book as use of the word became more and more widespread.)
4. "And to pretend that a perfectly good English word can be replaced by a silly made-up word just for the fun of it, well, it's not something I was ready to stand by and watch without a fight." (Chap. 12, p. 74)
(Mrs. Granger loved the dictionary! She says in her letter to Nick, "So many things have gone out of date. But after all these years, words are still important. Words are still needed by everyone. Words are used to think with, to write with, to dream with, to hope and pray with. And that is why I love

the dictionary. It endures. It works.”)

5. Alice Lunderson read the article in *The Westfield Gazette*. Then she called her station manager in Carrington who called the CBS station in Boston. The woman in Boston called the network news editor in New York; the staff in New York loved it and decided it would be the perfect closing story for the *CBS Evening News* the next day—with its viewing audience of 20 million people. (Chap. 12, p. 73)
(These events show how the word frindle spiraled out of Nick's control. It's an example of the ripple effect. It started as just a tiny incident, but as time passed it spread and became larger.)
6. “...this is the kind of chance that a teacher hopes for and dreams about—a chance to see bright young students take an idea they have learned in a boring old classroom and put it to a real test in their own world.” (Chap. 15, p. 99)
(Mrs. Granger finally reveals her true feelings about Nick coining the word frindle. She loved seeing him take information and apply it; she loved his creativity and determination. She wanted Nick to be successful in having his newly made-up word added to the dictionary, and she had been pulling for him all along.)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

Questions 1-5 (Literal Level)

1. Explain how Nicholas tried to turn Mrs. Deaver's third-grade classroom into a tropical island.
(Nick got everyone to make small palm trees out of construction paper and tape them to the desks. Then the girls wore paper flowers in their hair and the boys wore sunglasses and beach hats. The next day he turned up the thermometer to about 90 degrees, and the kids changed into shorts and tee shirts with no shoes. When Mrs. Deaver left the room, he spread fine, white sand all over the floor.)
2. Who was Mrs. Granger and what were some of her physical characteristics and personality traits that were mentioned in Chapter 2?
(Mrs. Granger was the fifth grade language arts teacher. She lived in a small, neat house and had a long record of perfect attendance. Her hair was almost white and swept away from her face into a bun on the back of her head. She wore either a blue or gray skirt-and-jacket suit to school each day; she did not take off the jacket unless it was over 90 degrees. She was small and had dark gray eyes. Mrs. Granger loved the dictionary.)
3. Explain how Nick got people to start using the word frindle.
(Janet Fisk found a pen and Nick called it a frindle. Then he went to the Penny Pantry store and asked for a frindle, a black one. For each of the next five days, he sent one of his friends to that store to buy a frindle. Then he and five friends signed an oath to never use the word pen again, to always say frindle instead. Next they launched the word at school—Nick said he forgot his frindle, and John made a big show of loaning him one. Two days later was the fifth grade class picture. Nick and his secret agents told everyone ahead of time to say “frindle” instead of “cheese” and

to hold up a frindle.)

4. How did the school personnel react to students using the word frindle?
(Mrs. Granger assigned after school detention and 100 sentences to students who used the word. The principal, Mrs. Chatham, went to visit Nick and his parents at their home to tell them of all the trouble Nick was causing.)
5. How did Bud Lawrence plan to make money from the word frindle?
(He planned to sell products with the word frindle stamped on them.)

Questions 6-9 (Interpretative Level)

6. Why did students at Lincoln Elementary School use the word frindle when they knew they would get in trouble?
(By forbidding students to use the word, Mrs. Granger actually encouraged it. The after school punishment became like a badge of honor to the students.)
7. Explain why Nick's mom took up for him when Mrs. Chatham came to their house to tell of the trouble Nick's word was causing.
(Nick's mom, Mrs. Allen, felt the school was overreacting and that the students hadn't done anything that warranted punishment.)
8. How did frindle help the community of Westfield?
(Bud Lawrence opened a factory in Westfield to make frindle baseball caps which created jobs for twenty-two people. Nick created a scholarship fund with his portion of the profits.)
9. How did Nick become very rich?
(Bud Lawrence gave Nick 30% of the profit from frindle items sold. As the word spread across the nation, and people bought the products, Nick's 30% turned into a lot of money.)

Questions 10-13 (Critical Level)

10. Explain why life in Westfield settled down when the word frindle was still spreading across the nation?
(Life in Westfield settled down because the word frindle was already “old news” there. Nick was a celebrity for a while, but that wore off and, as time passed, things returned to normal.)
11. How did Mrs. Granger feel about Nick?
(Mrs. Granger thought Nick was a clever little rascal who took what he learned in a boring classroom and came up with a great idea. She loved watching him think and plot. She enjoyed the frindle war and had been rooting for Nick all along.)
12. How did Mrs. Granger help Nick's new word by opposing it?
(Mrs. Granger brought attention to the word. By forbidding its use, she actually made students want to use it more. All the students being kept after school started the ball rolling on the newspaper article, which sparked the television report and subsequent media coverage.)
13. How did Nick's opinion of Mrs. Granger change once he received the letter she had written to him during the frindle war?
(Nick gained a respect for Mrs. Granger that he did not have earlier. Once he understood her feelings and her motivations, he realized how truly exceptional she was.)

Questions 14-16 (Creative Level)

14. Write a letter from the 21-year old Nick to his parents explaining what he has learned about Mrs. Granger.
15. Write a speech for Nick to give at graduation when he presents a graduate with the scholarship honoring Mrs. Granger.
16. Create a flow chart of the events that led from the first time Nick used the word frindle to the point in the story where he read the letter from Mrs. Granger. Be sure to include the events that are implied as well as those that are stated.

ACROSS THE CURRICULUM

Art, Music, and Dance

1. Using a package of inexpensive pens, have students decorate a frindle to give as a gift.
2. Make a list of words that rhyme with frindle, and write a rap. Some of the words may be made up, but they should mean the same thing each time you use them.
3. Choose music with a strong beat and make-up a dance called "The Frindle."
4. Draw at least three new pictures for the novel. Explain where they fit in the story.

Language Arts

1. Have the 5th grade Nick write a letter to Mrs. Granger explaining his feelings about the frindle war.
2. Research the dictionary compiled by Samuel Johnson in the 1700s and report your findings to your class.
3. Have Mrs. Granger write a letter to her best friend during the frindle war telling about Nick and his activities.
4. Write a paper explaining how Mrs. Granger acting as the villain actually helped Nick gain support for his word.
5. Write a play that follows the plot and dialogue of this novel. Perform the play for the class.
6. Make an alphabet book with common items giving them each a made-up name. Learn the "new vocabulary" and use the words as often as you can for one week.

Math

1. Bud Lawrence gave Nick 30 percent of his profits from all frindle sales. How much was Bud Lawrence's profit if he deposited \$2 million in Nick's account? How much was Bud Lawrence's profit if he deposited \$5 million in Nick's account?
2. Research how a permanent trust fund for college scholarships works, and explain it to a classmate.

Science

In small groups decide what you could invent that would make life more convenient for you. Give it a unique name. Draw a diagram of your invention and explain why your name is a great name for that particular object and how that object would make your life more convenient.

STUDENT INVOLVEMENT ACTIVITIES

1. Write an article for the Lincoln Elementary School newspaper explaining how students feel about using the new word and how the administrators feel about it.
2. Write a biographical sketch of Nicholas Allen. Include what you know about his childhood, then use what you know about his personality to make some predictions about his future.

3. Using scenes from the novel, create a mural that shows its main events.
4. Explain the novel's theme or message.

ALTERNATIVE ASSESSMENT

1. List some of Nick's ideas and tell how he used those ideas to make changes at his school.
2. Make a character list and describe each character.
3. Retell the main events of the novel in chronological order.

VOCABULARY TEST

Match each boldfaced word with its meaning listed below. Write the letter of the meaning in the space next to the sentence number.

- | | | | |
|------------|----------------|-----------------------|-------------------------------|
| a. first | f. stressed | k. flooring material | p. copyright for a brand name |
| b. pledge | g. disturbed | l. paying attention | q. getting back to normal |
| c. gain | h. control | m. wildly, with worry | r. turn another direction |
| d. janitor | i. paused | n. hand clapping | s. in a lady-like manner |
| e. shock | j. oval-shaped | o. taken in by | t. levels of behavior |

- ___ 1. "Fifth grade is the ideal time for every girl and boy to **acquire** an expanded vocabulary."
- ___ 2. Nick could launch a question guaranteed to **sidetrack** the teacher long enough to delay or even wipe out the homework assignment.
- ___ 3. Mrs. Granger walked to the back of the classroom and sat **primly** on a tall stool next to the bookcases.
- ___ 4. Mrs. Granger got off her tall stool, and its wooden legs made a screech on the **linoleum**.
- ___ 5. "Class, let's all give him a round of **applause** for his report."
- ___ 6. It took a lot of **concentration** to walk along the curb without falling.
- ___ 7. They were at the corner of their own street, and Nick had bumped into her, completely **absorbed** in his thoughts.
- ___ 8. And all six of them signed the **oath**—with Nick's frindle.
- ___ 9. "It's a funny idea, Nicholas, but I will not have my class **disrupted** again."
- ___ 10. "Mrs. Granger thinks that it's rather like keeping children from saying 'ain't'—there have to be **standards**."
- ___ 11. "I got my lawyer to apply for a **trademark** a few weeks back."
- ___ 12. They put up a little sign along Route 302. It said, "Home of the **Original Frindle**."
- ___ 13. Thanks to his little talk with Mrs. Granger—and a healthy dose of summer vacation—Nick made a **full recovery**.
- ___ 14. But instead she found an **oblong** case covered with blue velvet.
- ___ 15. Lincoln Elementary needed a good **jolt** once in a while, and Nick was just the guy to deliver it.
- ___ 16. But the sand got tracked out into the hallway, where Manny the **custodian** did not think it was creative at all.
- ___ 17. "Clear thinking requires a **command** of the English language."
- ___ 18. Nick saw the fifth-graders in the library last year, noses stuck in their dictionaries, **frantically** trying to finish their vocabulary sheets before English class.
- ___ 19. She **hesitated** a moment, and gave Nick a smile that was just a little too sweet to be real.
- ___ 20. "Nicholas? I'd like to have . . . a word with you," and she **emphasized** the word *word*.

COMPREHENSION TEST A

Part I: Matching (20 points)

Read each character description. In the list below, find the character who matches the description. Write the letter of the character in the space next to the description number. Some names will be used more than once.

- | | | | |
|-----------------|--------------------|---------------|-----------------|
| a. Mrs. Chatham | c. Alice Lunderson | e. Mr. Allen | g. Bud Lawrence |
| b. Judy Morgan | d. Nick | f. Mrs. Allen | h. Mrs. Granger |

- ___ 1. the fifth grade teacher who loved the dictionary
- ___ 2. the student who donated one million dollars to fund a scholarship honoring Mrs. Granger
- ___ 3. Nick's mom who thought the school was overreacting to students using the word frindle
- ___ 4. the man who bought the trademark for *frindle*
- ___ 5. the newspaper reporter for *The Westfield Gazette*
- ___ 6. the principal of Nick's school
- ___ 7. the teacher who wanted Nick to be successful at having his word added to the dictionary
- ___ 8. the television reporter whose *frindle* story was a close for the *CBS Evening News*
- ___ 9. the person who sold the trademark for *frindle*
- ___ 10. the student who started the frindle idea

Part II: Sentence Completion (20 points)

Write one or more words in each blank to make each statement true.

- 1. When Nick was in the third grade, he had the idea to turn Mrs. Deaver's classroom into a _____, but the sand got them into trouble.
- 2. _____ (name) actually gave Nick the idea that he could introduce a new word and have people use it.
- 3. Mrs. Granger punished students who used the word frindle by making them attend _____.
- 4. The principal met with Nick and his parents at _____ (place) to discuss all the trouble Nick had started.
- 5. Mrs. Granger had Nick sign his name and the date on the back of _____.
- 6. _____ became the first word on Mrs. Granger's weekly vocabulary test.
- 7. In the fifth grade class picture, every student was holding a _____.
- 8. When Nick was a junior in college, he received a large, heavy package from _____.
- 9. The word frindle had been added to the _____.
- 10. On Christmas morning Mrs. Granger received an oblong case covered in blue velvet that contained _____.

Part III: True/False (20 points)

Mark the following statements either **T** for true or **F** if any part is false.

- ___ 1. In third grade Nick had the idea to decorate the classroom like the Sahara Desert.
- ___ 2. Mrs. Granger only taught math.
- ___ 3. The students thought Mrs. Granger's powerful gray eyes had X-ray vision.
- ___ 4. Mrs. Granger did not think vocabulary was very important.
- ___ 5. Nick had to do a report on the dictionary.
- ___ 6. Mrs. Granger said that we all control what goes in the dictionary.
- ___ 7. Mrs. Granger punished students who used the word frindle.
- ___ 8. Nick's frindle idea was written about in the local newspaper.
- ___ 9. No one made a profit from Nick's idea.
- ___ 10. Mrs. Granger never did like Nick or his crazy ideas.

Part IV: Essay (40 points)

Choose two and answer in complete sentences.

- 1. Explain what made Mrs. Granger an excellent teacher.
- 2. Analyze why the word frindle became popular.
- 3. Compare and contrast Nick's mom and dad.
- 4. Discuss Nick's belief that he had done nothing wrong by making up a new word.

COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

Underline the word or phrase in the parenthesis that makes the statement correct.

1. In third grade Nick had the idea to decorate Mrs. Deaver's room like (a tropical island, the Sahara Desert).
2. Mrs. Granger assigned Nick an oral report on (the dictionary, pens).
3. The rule at Nick's house was ("Lights Out at 9:00", "Homework First").
4. Mrs. Granger assigned (15, 35) vocabulary words each week.
5. Nick decided Mrs. Granger (enjoyed, disliked) the frindle war.
6. Nick's (mom, dad) felt the school was overreacting by punishing students who used the word frindle.
7. (Mrs. Granger, Bud Lawrence) saw *frindle* as an opportunity to make a profit.
8. The word frindle was heard by 20 million people when the story was on (*The CBS Evening News*, *The Oprah Winfrey Show*).
9. (Three, Ten) years passed before frindle was added to the dictionary.
10. Nick established a scholarship fund in honor of (Mrs. Granger, Bud Lawrence).

Part II: Matching (20 points)

Read each character description. In the list below, find the character who matches the description. Write the letter of the character in the space next to the description number. Some names will be used more than once.

- | | | |
|-----------------|-----------------|-----------------|
| A. Mrs. Granger | C. Mrs. Chatham | E. Mrs. Allen |
| B. Nick | D. Mr. Allen | F. Bud Lawrence |

- ___ 1. the fifth grade language arts teacher
- ___ 2. the principal of Lincoln Elementary School
- ___ 3. the person who marketed frindle products and kept 70% of the profits
- ___ 4. the person who gave an oral report about the dictionary
- ___ 5. the person who agreed to sell the trademark for *frindle*
- ___ 6. Nick's parent who felt the school should not punish students for using the new word
- ___ 7. the person who assigned after school detention and sentences to students who used the word frindle
- ___ 8. the person who donated money for a scholarship fund in honor of Mrs. Granger
- ___ 9. the person who went to Nick's home to tell his parents of all the trouble he was causing with his new word
- ___ 10. the person who received a gold pen at the end of the novel

Part III: Motivation (20 points)

Complete each phrase below with a reason or justification.

1. Nick always asked a question near the end of class because
2. The students thought Mrs. Granger had X-ray vision because
3. Mrs. Granger had Nick learn about the dictionary and give a report to the class because
4. Nick had the idea to make up a new word because
5. The students were willing to use the new word even if they had after school detention because
6. Bud Lawrence wanted to buy the trademark for *frindle* because
7. Mr. Allen did not tell Nick he was earning 30 percent of the profits from the sales of frindle products because
8. After frindle-mania died down in Westfield, it continued to spread across the nation because
9. Mrs. Granger loved the dictionary because
10. Nick started a scholarship fund in honor of Mrs. Granger because

Part IV: Essay (40 points)

Choose two and answer in complete sentences.

1. Explain the trademark agreement between Nick's dad and Bud Lawrence and how that agreement earned Nick a lot of money.
2. Analyze what it was about Nick's personality that caused him to start the frindle idea.
3. Compare and contrast Mrs. Granger and Mrs. Chatham.
4. List and explain the chain of events that spread frindle from Nick's small group who signed an oath to a new entry in the dictionary.

ANSWER KEY

VOCABULARY TEST

- | | | | |
|------|-------|-------|-------|
| 1. C | 6. L | 11. P | 16. D |
| 2. R | 7. O | 12. A | 17. H |
| 3. S | 8. B | 13. Q | 18. M |
| 4. K | 9. G | 14. J | 19. I |
| 5. N | 10. T | 15. E | 20. F |

COMPREHENSION TEST A

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. H | 6. A |
| 2. D | 7. H |
| 3. F | 8. C |
| 4. G | 9. E |
| 5. B | 10. D |

Part II: Sentence Completion (20 points)

- | | |
|----------------------------|------------------|
| 1. tropical island | 6. pen |
| 2. Mrs. Granger | 7. frindle (pen) |
| 3. after school detention | 8. Mrs. Granger |
| 4. their home | 9. dictionary |
| 5. a letter or an envelope | 10. a gold pen |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. F | 6. T |
| 2. F | 7. T |
| 3. T | 8. T |
| 4. F | 9. F |
| 5. T | 10. F |

Part IV: Essays (40 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

- | | |
|---------------------|----------------------------|
| 1. tropical island | 6. mom |
| 2. the dictionary | 7. Bud Lawrence |
| 3. "Homework First" | 8. <i>CBS Evening News</i> |
| 4. 35 | 9. Ten |
| 5. enjoyed | 10. Mrs. Granger |

Part II: Matching (20 points)

- | | |
|------|-------|
| 1. A | 6. E |
| 2. C | 7. A |
| 3. F | 8. B |
| 4. B | 9. C |
| 5. D | 10. A |

Part III: Motivation (20 points)

- he wanted to sidetrack the teacher so she wouldn't give a homework assignment
- she could spot students chewing gum from 50 feet away
- Nick asked a question about it in an effort to sidetrack her from making the homework assignment
- Mrs. Granger told him that we decide what goes in the dictionary
- they thought it was fun, the punishment was like a badge of honor.
- he thought he could make money selling frindle products
- he thought Nick might get lazy if he knew he had that much money
- twenty million viewers had seen it on the *CBS Evening News* and then it spread from one place to the next
- words were necessary and they endured
- she was the one who inspired him to make up a new word or because he finally realized that she had been pulling for him all along

Part IV: Essays (40 points)

Answers will vary.



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