**Frindle** by Andrew Clements

**Pre-Reading Activities:**

~ Use the video The Animated Reference Library: The Animated Dictionary (30 minutes) on Discovery Education to introduce what we use it for.

~ Review what a dictionary is and why we would use it; look up a word as a group and break down the definition – parts of speech, different meanings, and pronunciation.

~ Discussion – why is a \_\_\_\_\_\_\_\_\_\_ called a \_\_\_\_\_\_\_\_\_\_\_. Who do you think decided this? What would happen if we all used different words for different things? Would we understand anyone?

~ Watch the book trailer on Youtube to introduce the book and build student interest.

**While Reading the book:**

Book Cover:

Examine the cover with the students, can they many any predictions just by looking at the cover? Does the pictures of the characters give me any hints to their personalities or thoughts? (Look at their eyes)

Read the synopsis on the back of the cover to help gain student interest.

~ Review sequence and cause and effect with the students because both skills while reading this book are so important!!

**Book Discussion Questions –**

~ After reading chapter 1 describe Nick’s character for me? Do you think you would like to have him as a friend? Why or why not? Do you think teachers always enjoying having him as their student? Why or why not?

~ After reading through chapter 8 have the students tell their thoughts on Mrs. Granger. Record all their answers on chart paper.

Once you’ve finished the book and discussed Mrs. Granger’s real reason for being so against the word frindle, ask the students again their thoughts on Mrs. Granger. Record them on chart paper and compare the 2 to see how they have changed throughout the book.

\*\*\* EdHelper has excellent student question sheets, you could use these as independent work or discussion / review questions. \*\*\*

**Question while reading:**

1.   What is Mrs. Granger's famous "battle cry" that all her former students remember?

2.   What question does Nick ask Mrs. Granger on the first day of class to stall the lesson? How does she outsmart him?

3.   List the three important events that lead to Nick's big idea: renaming a pen a *frindle.*

4.   What exactly does Mrs. Granger mean when she says that "dog" means dog because we all agree it does?

5.   Why do those students want to stay after school and be punished by Mrs. Granger? Why do they consider it a "badge of honor"?

6.   If "ain't" is not a proper word, how can it be in the dictionary, as Nick points out? What is Nick trying to prove when he brings this point up with Mrs. Chatham, the principal?

7.   Imagine that you are the reporter from the *Wakefield 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?

8.   Bud Lawrence wants to own the copyright for the word *frindle*. What does he plan to do with it? How can someone own the rights to a word? Explain how this is different from owning a bike or a pair of sneakers, or even a pet dog.

9.   When the reporter from the TV station asks Nick, "What's next for you and your new word?" Nick replies that *frindle* belongs to everyone now." How can a word belong to everyone? What does someone "do" with a word that belongs to them?

10. How does the experience of inventing a new word and becoming a celebrity affect Nick? Why does he think twice about testing out his new idea: protesting the poor food in the cafeteria?

11. In her letter to Nick (which he opens years later, after he's in college), Mrs. Granger says: "A person can watch the sunset, but he cannot slow it down or stop it or make it go backward." What do you think this observation has to do with Nick's word?

12. Why does Mrs. Granger "expect to hear remarkable things" about Nick in the future? Can you predict - based on his creativity and his restless challenging of rules and conventions - what kind of remarkable things he might go on to do?

13. Can you recall 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.

14. Do you think Nick really knew what he was getting into when he started spreading the word *frindle*? How did Mrs. Granger - who tried to make obstacles for Nick - realize the possibility of Nick's new word?

**After Reading / During Reading Student Activities:**

~Students could make a flow chart / comic strip box for each chapter and put it together to form a whole sequence / cause & effect graphic organizer once you have finished with the book.

~ Students can fill in the vocabulary worksheet with word definitions while reading (When they write down an unfamiliar word have them also write down the page number so you can as a group find the word and try to define it using context clues.)

~ Use the Scholastic.com Author Study on Andrew Clements after reading one other of his books (The Report Card, The Jacket, The Last Holiday Concert, …)