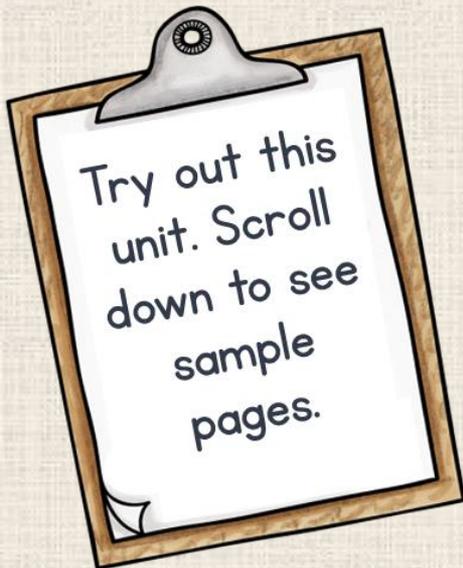


# Frindle

*Preview*

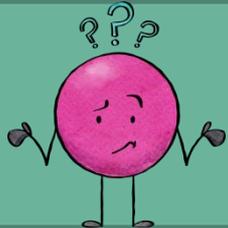
A cartoon illustration of a clipboard with a silver clip at the top. The clipboard has a white sheet of paper with the text "Try out this unit. Scroll down to see sample pages." written on it in a simple, black, sans-serif font. The clipboard has a brown border.

Try out this  
unit. Scroll  
down to see  
sample  
pages.



# Which version of this unit do I need?

Version	Links to Digital Resources	Vocabulary Practice	Comprehension Questions	Constructed Writing Prompts	Skill Practice
Frindle Digital + Printable	✓	✓	✓	✓	✓
Frindle Printable		✓	✓	✓	✓
Frindle Abridged		✓	✓	✓	



On the following pages, you will see snapshot examples for  
***Frindle Digital + Printable Novel Study.***

Be sure to look closely to see which version works best for your needs.



# VOCABULARY RESOURCES

These worksheets provide a word list for each chapter of the story. Each page includes the chapter number, a list of words, and a sample sentence from the text. The words are presented in a decorative, hand-drawn style.

**WORD LIST**  
Students practice with two focus words for each reading selection. A wordlist with definitions, synonyms, and sample sentences from the story is included.

## VOCABULARY BOOKMARKS

These bookmarks are designed to help students remember key vocabulary words. Each bookmark features a character illustration, a list of words, and their definitions. The characters are Frindle, Custodian, and the other two main characters.

## WORD CARDS

A set of word cards for the story. Each card contains a word and its definition. The words are arranged in a grid-like fashion, with some cards overlapping. A blue arrow points from the 'thermostat' and 'custodian' cards towards the 'Frindle' book cover.

thermostat	custodian	
monopoly	spilled over	etymological
letup	maximum	emphasized
	concrete	disrupt
	auditorium	purse
	rebellion	authority
	preliminary	forbidden
		limousine
		rascal
		commotion
		villain
		rooting

## PRACTICE BOOK

The practice book page includes a section for 'Chapter 1 (thermostat & custodian)'. It contains three questions: a True/False question, a multiple-choice question, and a sentence-writing prompt. A small illustration of a notepad and pen is at the bottom right.

**Chapter 1 (thermostat & custodian)**

1. Is **custodian** used correctly in the sentences below? True or False.

The **custodian** at the museum makes sure that valuables are safe.

A **custodian** is an instrument for measuring the rise and fall of temperature.

The **custodian** at our school keeps the building looking nice and clean.

2. Circle five words in the box that are synonyms or closely related to the word **thermostat**.

notebook	monitor
control	book
workstation	regulator
sensor	temperature gauge
encourage	ignite

3. Write a sentence using the word **custodian**.

\_\_\_\_\_

Page 1

## TEST WITH ANSWER KEY

The test page includes a 'Vocabulary Test' section with multiple-choice questions and an 'Answer Key' section with the correct answers. The questions are based on the story's vocabulary.

**Vocabulary Test**

1. Which word is NOT a synonym for **thermostat**?

a. monitor  
b. regulator  
c. temperature gauge  
d. workstation

2. Which word is NOT a synonym for **custodian**?

a. monitor  
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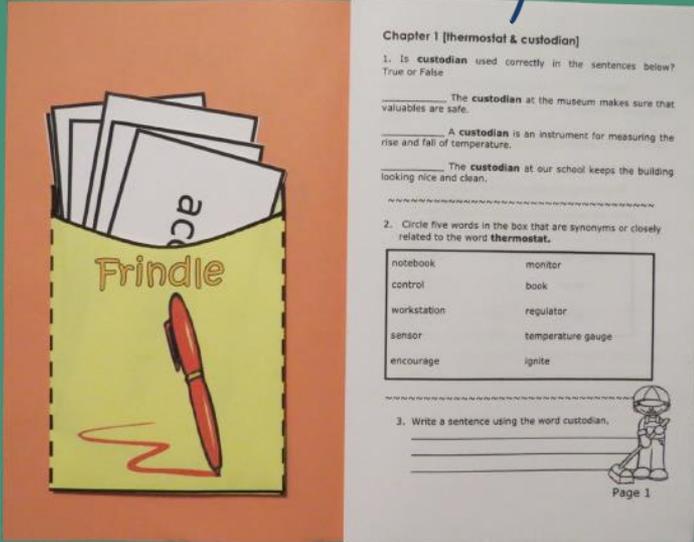
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100. Which word is NOT a synonym for **custodian**?

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# DIGITAL VOCABULARY

Digital vocabulary practice is provided through Boom Learning Decks.



Is **custodian** used correctly in this sentence?

The **custodian** at our school keeps the building looking nice and clean.



NO

YES



# 15 COMPREHENSION CHECKS

## Frindle - Chapter 1

1 Why do the students at Lincoln Elementary most likely like Nick? 2 How does the reader know Chapter 1 is told in 3<sup>rd</sup> person point of view?

- Nick comes up with things to do.
- Nick is good at distracting.
- Nick makes awesome bird noises.
- Nick is good at playing sports.

3 Which word best describes Nick?

- self-centered
- genius
- creative
- optimistic

5 Draw a picture of what the students looked like during their "trip to the South Seas."

7 Why is Janet not mad at Nick when he gets her into trouble?

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## Frindle - Chapter 1

1 Why do the students at Lincoln Elementary most likely like Nick? 2 How does the reader know Chapter 1 is told in 3<sup>rd</sup> person point of view?

- Nick comes up with things that are fun to do.
- Nick is good at distracting the teacher.
- Nick makes awesome bird noises.
- Nick is good at playing sports.

3 Which word best describes Nick?

- self-centered
- genius
- creative
- optimistic

5 Draw a picture of what the classroom and students looked like during their "trip to the South Seas."

### Room

- palm trees from construction paper
- sand on floor
- volleyball net made from six T-shirts

### Students

- Girls wore paper flowers in their hair.
- Boys wore sunglasses and beach hats.
- Everyone wore shorts and T-shirts with no shoes.

The girls danced the hula.

4 What metaphor did Nick use to describe the peeping sounds?

To Nick, the whole thing [making peeping sounds] was just one long—and successful—science experiment.

6 Why are some words italicized?

"That's so *cute!*"  
"It's so *colorful!*"

Miss Deaver was surprised again at just how creative her students could be.

For the rest of Nick's fourth-grade year, at least once a week, Mrs. Avery heard a loud "peeeep" from somewhere in her classroom—sometimes it was a high-pitched chirp, and sometimes it was a very high-pitched chirp.

The italicized words are used to emphasize adjectives. In the quotations, these are words the speaker would stress.

7 Why is Janet not mad at Nick even when he gets her into trouble? 8 Read this line from the end of Chapter 1.

Both Nick and Mrs. Avery apologize.

Nick told Janet about the blackbirds. She thinks it is interesting, so gives "peeping" a try.

"But someone is asking for big trouble," said Mrs. Avery, looking more like a hawk every second.

Which types of figurative language does this line contain? Check all that apply.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> simile | <input type="checkbox"/> alliteration     |
| <input type="checkbox"/> personification   | <input checked="" type="checkbox"/> idiom |
| <input type="checkbox"/> metaphor          | <input type="checkbox"/> proverb          |
| <input type="checkbox"/> adage             | <input type="checkbox"/> onomatopoeia     |

Why is Janet not mad at Nick even when he gets her into trouble?

Select 2.

Both Nick and Mrs. Avery apologize.

Nick takes Janet out for ice cream.

Nick tells Janet about the blackbirds. She thinks it is interesting, so gives "peeping" a try.

Nick later tells Mrs. Avery that he is the one misbehaving, not Janet.



This is probably my favorite resource ever bought. It is extremely thorough and saved me so much time. I recommend it to anyone!

— Crystal



I'm a big fan of Gay Miller's novel units! I find that they are well versed in different reading strategies and good for the students to use! This made planning out the unit VERY easy!

Susan



This resource is a fantastic support while reading Frindle with my fifth grade class. Very engaging and supportive for Language Arts skills.

Suzette



My student's loved this resource. This really helped enhance their understanding of the concepts being taught during our novel study, and it greatly increased my students participation and engagement.

Heidi



My students love this book study. I love that they are able to dig deeply into the different concepts of RELA. This book study covers many different standards for English.

Amie



This has been a great resource to use with more than enough materials to use. You can go as in depth as you want or just cover the surface. Students have enjoyed all aspects of the book study!

Kelly

# 20 CONSTRUCTED WRITING PROMPTS

## Full Page Answer Keys

**Chapter 1 - Constructed Response - Cause and Effect**  
Complete the cause and effect chart to explain the events in Chapter 1. Then use the facts from your chart to write a page explaining the series of events.

Nick turns up the thermostat to 90 degrees in the classroom.

Sand is tracked down the hallway.

Nick learns that the blackbird has a high pitched call that travels through the air in such a way that hunter birds cannot tell where they are coming from.

Mrs. Avery blames Nick's friend Janet for making the noise.

CCSS.BA.1.Literacy.BI.3.1 Ask and answer questions to draw inferences from the text as the basis for the answers.  
CCSS.BA.1.Literacy.BI.3.2 Refer to details and examples when drawing inferences from the text.  
CCSS.BA.1.Literacy.BI.3.3 Cite specific textual evidence when drawing inferences from the text.

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**Chapter 1 ~ Constructed Response - Cause and Effect**  
Complete the cause and effect chart to explain the events in Chapter 1. Then use the facts from your chart to write a page explaining the series of events.



Nick turns up the thermostat to 90 degrees in the classroom.

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Nick learns that the blackbird has a high-pitched call that travels through the air in such a way that hunter birds cannot tell where they are coming from.

Mrs. Avery blames Nick's friend Janet for making the noise..

© Gay Miller

with and without CCSS



# SAMPLE SKILL LESSON

Students learn the rules with the organizer.

A verb tells the **XXXX** by its form.

The progressive verb form shows an action in **XXXX**.

**The three progressive tenses are:**

- Click to type.
- Click to type.
- Click to type.

Progressive forms are made by adding a form of the "**XXXX XXXX**" helping verb plus the **XXXX** in its **-XXXX** form.

**present progressive**

	Singular		Plural	
1st person	I	<b>XX</b>	we	<b>XX</b>
2nd person	you	<b>XX</b>	you	<b>XX</b>
3rd person	he	<b>XX</b>	they	<b>XX</b>
3rd person	she	<b>XX</b>		
3rd person	it	<b>XX</b>		

**Examples**

sit → Click to type.

stop → Click to type.

consonant + e  
Remove or drop the e.

**Examples**

make → Click to type.

dance → Click to type.

ie  
Change the ie to y.

**Examples**

die → Click to type.

lie → Click to type.

**past progressive**

	Singular		Plural	
1st person	I	<b>XX</b>	we	<b>XX</b>
2nd person	you	<b>XX</b>	you	<b>XX</b>
3rd person	he	<b>XX</b>	they	<b>XX</b>
3rd person	she	<b>XX</b>		
3rd person	it	<b>XX</b>		

**future progressive**

Click to type.

**Spelling Rules**

If the base word ends in:  
consonant + vowel + consonant  
Double the **XXXX** consonant  
Do not **XXXX** the final consonant when the verb ends in **XXXX**, **XXXX** or **XXXX**.



© Gay Miller

A verb tells the time of an action or event by its form.

The progressive verb form shows an action in progress.

**present progressive**

	Singular		Plural	
1st person	I	am	we	are
2nd person	you	are	you	are
3rd person	he	is	they	are
3rd person	she	is		
3rd person	it	is		

**past progressive**

	Singular		Plural	
1st person	I	was	we	were
2nd person	you	were	you	were
3rd person	he	was	they	were
3rd person	she	was		
3rd person	it	was		

**future progressive**

will be

**Spelling Rules**

If the base word ends in:  
consonant - vowel - consonant  
Double the final consonant  
Do not double the final consonant when the verb ends in W, X or Y.

**Examples**

sit → sitting  
swim → swimming  
stop → stopping  
begin → beginning

consonant + e  
Remove or drop the e

**Examples**

make → making  
dance → dancing  
phone → phoning  
make → making

ie  
Change the ie to y

**Examples**

lie → lying  
die → dying  
tie → tying



# What are Boom Cards?

Boom Cards are digital task cards that students play on the Boom Learning Website.

They...

- ✓ are fully digital – require no printing, paper, ink, etc.
- ✓ may be used on all modern browsers
- ✓ are played on devices connected to the Internet
- ✓ can be used for student practice at no cost to you

When you purchase this novel study from TPT, you will receive special links to these Boom Cards. When you click on one of these links, you will be asked to sign into your account or create a free account at the Boom Learning Website. The special links in the paid resource let the Boom Learning site know you have purchased the deck. When you click the link, Boom Learning sends the Boom Deck to your Boom Library, so your students can access them. Students can play for free or data will be tracked for you with the Boom Learning Paid Subscription.

Click here for a [playable preview on Boom Learning](#).

Why are some words italicized?

"That's so *cute*!"

"It's so *colorful*!"

Miss Deaver was surprised again at just how *creative* her students could be.

for emphasis

to show a quiet voice

to show someone's thoughts

to sound the word in not in English

Which word best describes Nick?

creative

self-centered

optimistic

genius

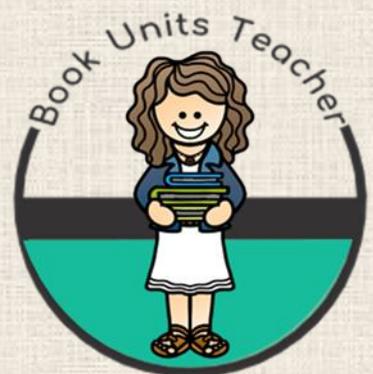


# Frindle

*Novel Study Samples*



*Created by Gay Miller*





**Thank you for  
downloading this novel  
study sample.**

**On the next pages, you will find the following pages  
from the unit including:**

- **Table of Contents for the Digital + Printable Version**
- **Lesson Plans at a Glance for the Full Unit**

### **FREE SAMPLE PAGES**

**The First Reading Selection plus Answer Keys  
(These pages are found in all versions of this unit.)**

- **Vocabulary Practice**
- **Comprehension Questions**
- **Constructed Response Writing Prompt  
(with and without the Common Core  
Standards)**



**Are you wondering what other novel  
studies I have available? You can see  
the complete list [here](#).**

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# Lesson Plans at a Glance

Read	Vocabulary	Vocabulary Practice Book	Comprehension Quizzes	Constructed Response Question	Skill Practice
Chapter 1	thermostat custodian	Page 1	Chapter 1	Chapter 1 – Cause and Effect	Prefix/Suffix Cards
Chapter 2	monopoly essential	Page 2	Chapter 2	Chapter 2 – Character Traits – Mrs. Granger	Prefix/Suffix Practice
Chapter 3	letup launch	Page 3	Chapter 3	Chapter 3 – Point of View	Root Word Organizer
Chapter 4	spilled over etymological	Page 4	Chapter 4	Chapters 3-4 – Problem and Solution Chain	Prefix/Suffix/Root Word I Have Who Has
Chapter 5	maximum primly	Page 5	Chapter 5	Chapter 5 – Course of Action	Figurative Language Response Cards & Organizer
Chapter 6	concrete absorbed	Page 6	Chapter 6	Chapter 6 – Summarizing Chapter 6 – Summarizing	Square Four Game with Similes, Metaphors, & Personification
Chapter 7	emphasized disrupt	Page 7	Chapter 7	Chapters 1-7 – Figurative Language	Context Clues Organizer
Chapter 8	auditorium furious	Page 8-9	Chapter 8	Chapter 8 – Characters	Context Clues Task Cards
Chapter 9	rebellion vandalism	Page 10	Chapter 9	Chapter 9 - Symbolism	Capitalization Organizer
Chapter 10	purse fad	Page 11	Chapter 10	Chapter 10 – Summarizing	Capitalization Task Cards
Chapter 11	authority masterminded	Page 12	Chapter 11	Setting Chapter 11 – Character Reactions	Progressive Verb Tense ~ 2 Organizers
Chapter 12	preliminary controversial	Pages 13	Chapter 12	Chapter 12 – Summarizing Chapter 12 – Trademarks	Progressive Verb Tense Task Cards
Chapter 13	forbidden limousine	Page 14	Chapter 13	Figurative Language	Spelling Rules Organizer
Chapter 14	rascal commotion	Page 15	Chapter 14	Chapter 14 – Responding to Text	Spelling Rules Card Activity
Chapter 15	villain rooting	Page 16	Chapter 15	Plot Development Chapter 15 – Responding to Text	Synonym and Antonym Organizers
		Vocabulary Test		Theme	Shades of Meaning Activities

## Chapter 15 [villain & rooting]

Read these definitions for the word **root**.

- the part of a plant that usually grows underground
- the part that attaches a hair, nail, or tooth to the body but cannot be seen
- the place from which something comes
- to dig or turn over soil
- to cheer for a team or person in a contest
- a number that when multiplied by itself yields a given number

Determine which definition is used in each of the sentences below. Write a, b, c, d, e, or f in the blank to show your answer.

- \_\_\_\_\_ Two is the square **root** of four.
- \_\_\_\_\_ This plant will grow **roots** if planted in water.
- \_\_\_\_\_ The crowd **rooted** for the Vikings to win.
- \_\_\_\_\_ This shampoo is supposed to make my **roots** healthier.
- \_\_\_\_\_ The **root** of his problem is that he thinks he is better than everyone else.



- Circle five words in the box that are synonyms or closely related to the word **villain**.

anti-hero	hero
champion	rogue
star	conqueror
criminal	thug
bad character	superman

## Chapter 1 [thermostat & custodian]

- Is **custodian** used correctly in the sentences below? True or False

\_\_\_\_\_ The **custodian's** job at the museum is to make sure that valuables are safe.

\_\_\_\_\_ A **custodian** is an instrument for measuring the rise and fall of temperature.

\_\_\_\_\_ The **custodian** at our school keeps the building looking nice and clean.



- Circle five words in the box that are synonyms or closely related to the word **thermostat**.

notebook	monitor
control	book
workstation	regulator
sensor	temperature gauge
encourage	ignite



- Write a sentence using the word custodian.

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## Chapter 15 [villain & rooting]

Read the definitions of **root**.

- the part of a plant that usually grows underground
- the part that attaches a hair, nail, or tooth to the body but cannot be seen
- the place from which something comes
- to dig or turn over soil
- to cheer for a team or person in a contest
- a number that when multiplied by itself yields a given number

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- f Two is the square **root** of four.
- a This plant will grow **roots** if planted in water.
- e The crowd **rooted** for the Vikings to win.
- b This shampoo is supposed to make my **roots** healthier.
- c The **root** of his problem is that he thinks he is better than everyone else.



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anti-hero	hero
champion	rogue
star	conqueror
criminal	thug
bad character	superman

## Chapter 1 [thermostat & custodian]

- Is **custodian** used correctly in the sentences below? True or False

F The **custodian's** job at the museum is to make sure that valuables are safe.

F A **custodian** is an instrument for measuring the rise and fall of temperature.

T The **custodian** at our school keeps the building looking nice and clean.



- Circle five words in the box that are synonyms or closely related to the word **thermostat**.

notebook	monitor
control	book
workstation	regulator
sensor	temperature gauge
encourage	ignite



- Write a sentence using the word custodian.

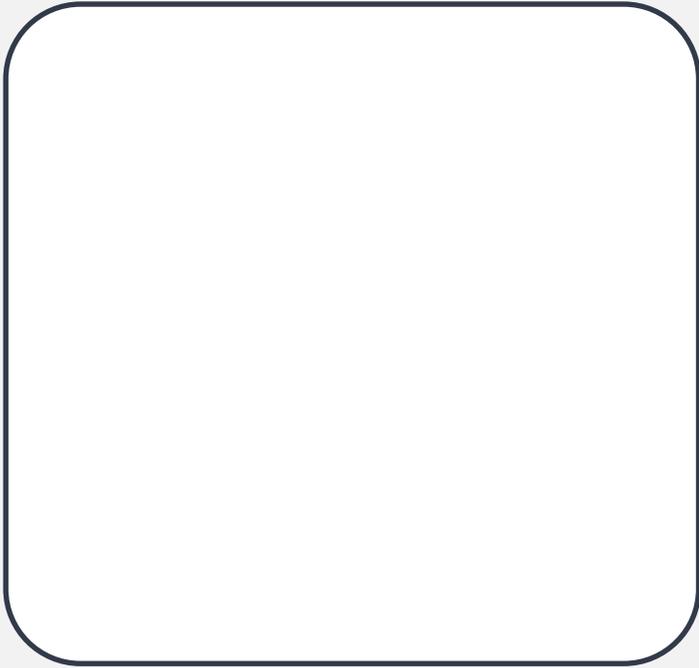
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# Frindle ~ Chapter 1

<p>1. Why do the students at Lincoln Elementary most likely like Nick?</p> <ul style="list-style-type: none"><li>a. Nick comes up with things that are fun to do.</li><li>b. Nick is good at distracting the teacher.</li><li>c. Nick makes awesome bird noises.</li><li>d. Nick is good at playing sports.</li></ul>	<p>2. How does the reader know Chapter 1 is told in 3<sup>rd</sup> person point of view?</p> <hr/> <hr/> <hr/>								
<p>3. Which word best describes Nick?</p> <ul style="list-style-type: none"><li>a. self-centered</li><li>b. genius</li><li>c. creative</li><li>d. optimistic</li></ul>	<p>4. What metaphor did Nick use to describe the peeping sounds?</p> <hr/> <hr/> <hr/>								
<p>5. Draw a picture of what the classroom and students looked like during their "trip to the South Seas."</p> 	<p>6. Why are some words italicized?</p> <p>"That's so <i>cute</i>!"</p> <p>"It's so <i>colorful</i>!"</p> <p>Miss Deaver was surprised again at just how <i>creative</i> her students could be.</p> <p>For the rest of Nick's fourth-grade year, at least once a week, Mrs. Avery heard a loud "peeeep" from somewhere in her classroom—sometimes it was a high-pitched chirp, and sometimes it was a <i>very</i> high-pitched chirp.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>								
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# Chapter 1 ~ Constructed Response – Cause and Effect

Complete the cause and effect chart to explain the events in Chapter 1. Then use the facts from your chart to write a page explaining the series of events.

Nick turns up the thermostat to 90 degrees in the classroom .



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Sand is tracked down the hallway.



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Nick learns that the blackbird has a high-pitched call that travels through the air in such a way that hunter birds cannot tell where they are coming from.



---

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Mrs. Avery blames Nick's friend Janet for making the noise.



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[CCSS.ELA-Literacy.RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.RL.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

# Frindle ~ Chapter 1

<p>1. Why do the students at Lincoln Elementary most likely like Nick?</p> <ol style="list-style-type: none"><li>Nick comes up with things that are fun to do.</li><li>Nick is good at distracting the teacher.</li><li>Nick makes awesome bird noises.</li><li>Nick is good at playing sports.</li></ol>	<p>2. How does the reader know Chapter 1 is told in 3<sup>rd</sup> person point of view?</p> <p>A narrator is telling the story using 3<sup>rd</sup> person point of view pronouns such as he, his, she, her.</p>								
<p>3. Which word best describes Nick?</p> <ol style="list-style-type: none"><li>self-centered</li><li>genius</li><li>creative</li><li>optimistic</li></ol>	<p>4. What metaphor did Nick use to describe the peeping sounds?</p> <p>To Nick, the whole thing [making peeping sounds] was just one long—and successful—science experiment.</p>								
<p>5. Draw a picture of what the classroom and students looked like during their “trip to the South Seas.”</p> <p>Room</p> <ul style="list-style-type: none"><li>palm trees from construction paper</li><li>sand on floor</li><li>volleyball net made from six T-shirts</li></ul> <p>Students</p> <ul style="list-style-type: none"><li>Girls wore paper flowers in their hair.</li><li>Boys wore sunglasses and beach hats.</li><li>Everyone wore shorts and T-shirts with no shoes.</li></ul> <p>The girls danced the hula.</p>	<p>6. Why are some words italicized?</p> <p>“That’s so <i>cute!</i>”</p> <p>“It’s so <i>colorful!</i>”</p> <p>Miss Deaver was surprised again at just how <i>creative</i> her students could be.</p> <p>For the rest of Nick’s fourth-grade year, at least once a week, Mrs. Avery heard a loud “peeeep” from somewhere in her classroom—sometimes it was a high-pitched chirp, and sometimes it was a <i>very</i> high-pitched chirp.</p> <p>The italicized words are used to emphasize adjectives. In the quotations, these are words the speaker would stress.</p>								
<p>7. Why is Janet not mad at Nick even when he gets her into trouble?</p> <p>Both Nick and Mrs. Avery apologize.</p> <p>Nick told Janet about the blackbirds. She thinks it is interesting, so gives “peeping” a try.</p>	<p>8. Read this line from the end of Chapter 1.</p> <p>“But someone is asking for big trouble,” said Mrs. Avery, looking more like a hawk every second.</p> <p>Which types of figurative language does this line contain? Check all that apply.</p> <table><tbody><tr><td><input checked="" type="checkbox"/> simile</td><td><input type="checkbox"/> alliteration</td></tr><tr><td><input type="checkbox"/> personification</td><td><input checked="" type="checkbox"/> idiom</td></tr><tr><td><input type="checkbox"/> metaphor</td><td><input type="checkbox"/> proverb</td></tr><tr><td><input type="checkbox"/> adage</td><td><input type="checkbox"/> onomatopoeia</td></tr></tbody></table>	<input checked="" type="checkbox"/> simile	<input type="checkbox"/> alliteration	<input type="checkbox"/> personification	<input checked="" type="checkbox"/> idiom	<input type="checkbox"/> metaphor	<input type="checkbox"/> proverb	<input type="checkbox"/> adage	<input type="checkbox"/> onomatopoeia
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# Chapter 1 ~ Constructed Response – Cause and Effect

Complete the cause and effect chart to explain the events in Chapter 1. Then use the facts from your chart to write a page explaining the series of events.

Nick turns up the thermostat to 90 degrees in the classroom.



All the kids changed into shorts and T-shirts with no shoes.

Sand is tracked down the hallway.



The principal followed the trail of sand, and when she arrived, Miss Deaver was teaching the hula to some kids near the front of the room, and a tall, thin, shirtless boy with chestnut hair was just spiking a Nerf volleyball over a net made from six T-shirts tied together.

The third-grade trip to the South Seas ended. Suddenly.

Nick learns that the blackbird has a high-pitched call that travels through the air in such a way that hunter birds cannot tell where they are coming from.



The next day during silent reading, Nick glanced at his teacher, and he noticed Mrs. Avery's nose was curved—kind of like the beak of a hawk. So Nick let out a high, squeaky, blackbird "peep!"

Mrs. Avery blames Nick's friend Janet for making the noise.



So Nick told her about the blackbirds, and Janet thought it was pretty interesting. Then she tried making a peep or two, and Janet's chirps were even higher and squeakier than Nick's. She promised to keep everything a secret.

[CCSS.ELA-Literacy.RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.RL.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

# Addendum

## Constructed Response Questions without Common Core State Standards

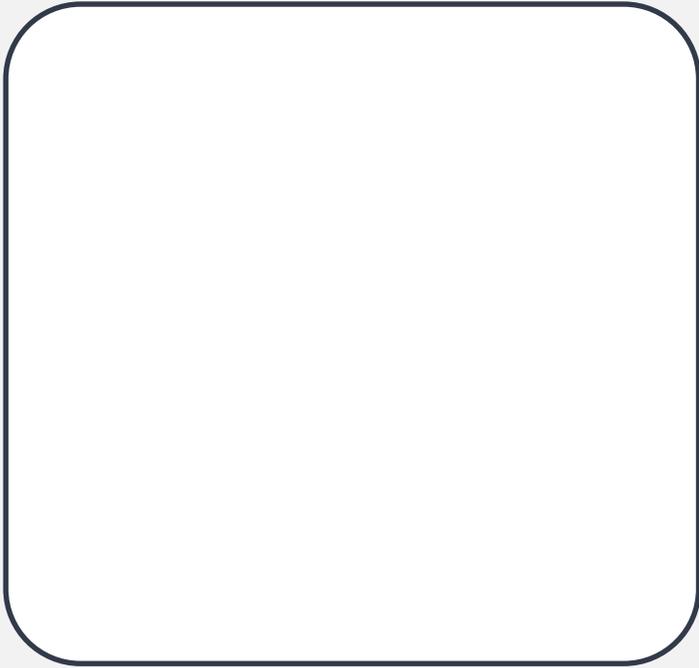


### Important Update

Originally 46 states adopted the Common Core State Standards. Many teachers have commented that they love having the standards on pages with constructed response writing prompts for accountability reasons. Now educational trends are changing. Many states have repealed Common Core and adopted their own state standards. To meet the needs of teachers both using and not using Common Core Standards, I have opted to provide the writing questions both with and without standards.

To make creating a printable student packet easier, the comprehension and constructed response questions are both included in this section.

# Frindle ~ Chapter 1

<p>1. Why do the students at Lincoln Elementary most likely like Nick?</p> <ul style="list-style-type: none"><li>a. Nick comes up with things that are fun to do.</li><li>b. Nick is good at distracting the teacher.</li><li>c. Nick makes awesome bird noises.</li><li>d. Nick is good at playing sports.</li></ul>	<p>2. How does the reader know Chapter 1 is told in 3<sup>rd</sup> person point of view?</p> <hr/> <hr/> <hr/>								
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# Chapter 1 ~ Constructed Response – Cause and Effect

Complete the cause and effect chart to explain the events in Chapter 1. Then use the facts from your chart to write a page explaining the series of events.

Nick turns up the thermostat to 90 degrees in the classroom .



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---

---

effect



Sand is tracked down the hallway.



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---

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effect



Nick learns that the blackbird has a high-pitched call that travels through the air in such a way that hunter birds cannot tell where they are coming from.



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effect



Mrs. Avery blames Nick's friend Janet for making the noise.



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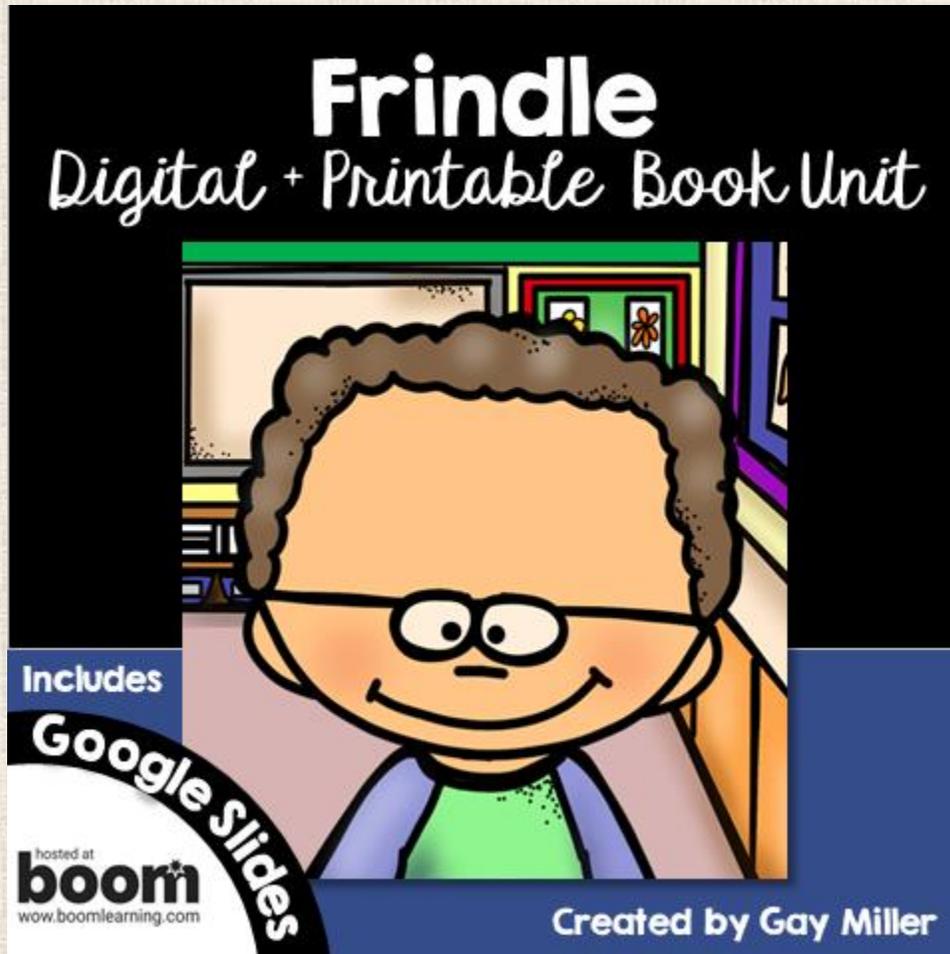
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effect



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**Google Slides**

hosted at  
**boom**  
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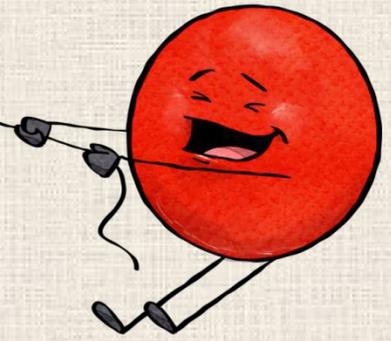
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