**Week One**

**MATERIALS NEEDED:** PAPER AND PENCILS

*Suggested reading:* Chapter 1-2 (pg. 1-12)

---

**Beginning Predictions**

Have the students observe the cover of the book and, using evidence, predict what the story will be about.

---

**Term of the week**

**Imagery:**

First, have the students brainstorm what this term means. Then, provide them with the standard definition. Have each student find a different example of imagery in either chapter 1 or 2. After each finds an example have them read it aloud to the group and explain why it is an example of imagery.

*Imagery:* The use of words that make the reader imagine what the characters see, hear, taste, touch or smell. (*Example:* Words that describe Ms. Granger on page 7, paragraph 2.)

---

**Discussion Questions**

1. Compare yourself to Nick. Do you know anyone like Nick? If so, how is he or she similar?

2. Why do you think the author began the book describing Nick’s “creative” ideas, such as turning the classroom into a beach?

3. **Write.** Describe Ms. Granger’s personality using two details from the story.

---

**Interactive Activity!**

*Discuss:* If you could transform your classroom into anything, what would you transform it into and how would you do it?

---

**Closing Predictions**

Have students predict what they think will happen next in the story, using evidence from the text to support their predictions.
**Week Two**

**MATERIALS NEEDED:** DICTIONARY, PAPER, AND PENCILS

*Suggested reading:* Chapters 3-4 (pg. 13-21)

**Summarize**

Have students summarize what they read last week.

**Term of the week**

**Protagonist:** First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students identify who the protagonist of this story is. *Note: Explain to students that authors almost always introduce the protagonist of the story within the first few chapters of the text.*

*Protagonist:* The main character of the story.

**Discussion Questions**

1. **Write.** Describe what the *teacher-stopper* is. Use details from the text.

2. Why do you think Mrs. Granger assigned Nick the book report on dictionaries? Use details from the text to support your answer.

3. Reread the italicized paragraph on page 20. What does Nick mean when he says reading the encyclopedia excerpt “was sort of like trying to read the ingredients on a shampoo bottle?”

4. Do you think it was a good idea for Nick to try and delay Mrs. Granger’s class? Use evidence from the story and your personal experiences to support your answer.

**Interactive Activity!**

Using a dictionary, have the students look up any words in the chapter they were unfamiliar with. *(Students tend to be unfamiliar with a lot of words in the italicized paragraph on page 20.)*

**Closing Predictions**

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions. In addition, look ahead to the title of chapter 5 for help making predictions.
Week Three

MATERIALS NEEDED: CONSTRUCTION PAPER, SCISSORS, MARKERS, DECORATING SUPPLIES, PAPER, AND PENCILS

Suggested reading: Chapter 5 (pg. 22-32)

Summarize
Have students summarize what they read last week.

Term of the week
Character motivation: First, have the students brainstorm what this term means. Then, provide them with the standard definition. After reading the chapter, discuss Nick’s motivation for giving such a long report.

Character motivation: The reason why a person acts, feels, or thinks in a certain way; the reason for or purpose behind an action.

Discussion Questions
5. What does the author mean when he says, Mrs. Granger was “eating this stuff up, listening and nodding…” (page 26)?

6. Write. Did Nick’s plan work? Why or why not? Use details from the text to support your answer.

7. What does Mrs. Granger’s response to Nick’s plan say about her as a teacher? What do you think your teacher would do in this situation?

8. Who determines a word’s meaning? There is no right answer.

Interactive Activity!
Before the tutoring session, cut strips of construction paper into the shapes of bookmarks. Bring these blank bookmarks as well as markers/any other decorating supplies. Have the students come up a new word for “bookmark,” just like Nick comes up with the word “frindle” for “pen.” They should all agree upon their favorite word and then decorate their bookmarks, writing the new word on their bookmarks. Once they finish decorating, have the students all agree to only use the new word when referring to bookmarks and to never use the word “bookmark,” just like Nick and his friends do with the word frindle. They should take the oath on page 38 (replacing the words “pen” and “frindle”). Students can use these bookmarks (and the new word!) for the rest of the semester.

Closing Predictions
Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions. In addition, look ahead to the titles of chapters 6, 7, and 8 for help making predictions.
Week Four

MATERIALS NEEDED: PAPER AND PENCILS

*Suggested reading:* Chapters 6-8 (pg. 33-48)

**Summarize**

Have students summarize what they read last week.

**Term of the week**

*Character motivation:* First, have the students brainstorm what this term means. Then, provide them with the standard definition. After reading the chapter, discuss Nick’s motivation for giving such a long report.

*Character motivation:* The reason why a person acts, feels, or thinks in a certain way; the reason for or purpose behind an action.

**Discussion Questions**

1. **Write.** Describe Nick’s “big idea.” Do you think it will be a success? Why or why not?

2. Why does the author include the story about Nick as a child and his word _gwagala_ (pg. 34-35)? How does this flashback connect with the previous chapter? (*Connect back to Mrs. Grangers comment that we determine the meaning of words.*)

3. How has Nick’s word affected more than just the people who use it? Does Nick have complete control over his word? Use details from the text to support your answer.

4. Explain how the concept of war relates to chapter 8. In what ways is Nick involved in a “war?”

**Interactive Activity!**

Have students act out one scene from the chapter. After students act out the scene, each student should discuss how they felt in the roles of their characters (ex. Mrs. Granger felt annoyed because Nick’s presentation went on for so long). Tie this into the concept of “character motivation.”

**Closing Predictions**

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions. In addition, look ahead to the titles of chapters 9 and 10 for help making predictions.
**Week Five**

**MATERIALS NEEDED:** PAPER AND PENCILS

*Suggested reading:* Chapters 9 & 10 (pg. 49-66)

---

**Summarize**

Have students summarize what they read last week.

---

**Term of the week**

*Point of view:* First have the students try to brainstorm what this term means. Then provide them with the standard definition. Have students identify what point of view the story is from (third person).

*Point of view:* The perspective from which the story is told. *Review first person, second person, and third person.*

---

**Discussion Questions**

1. On page 53, what does the author mean when he says “he had just launched a first-class thought grenade?”

2. Why does Nick compare the situation to a chess game? (pg. 54)

3. Describe Mrs. Chatham’s response to the newspaper reporter asking questions about the word war. More generally, how are adults responding to all the publicity the school is receiving about the word “frindle?” Why do you think they are responding this way?

4. On page 61, Mrs. Granger says, “There is no reason to invent a new and useless word.” Do you agree with this statement? Why or why not?

---

**Interactive Activity!**

*IMPORTANT: This is the beginning of a long-term project that students will work on as their interactive activities for the remaining tutoring sessions this semester.* For the next few weeks, students are going to work on producing a short story and picture to illustrate it. The prompt for the story is as follows:

Pick your favorite scene from *Frindle* so far. Then choose a character from that scene and write the story from his or her point of view, using him or her as the first-person narrator. *Note: Students can add their own creative details to the story when they are telling it from a different character’s point of view.*

This week, just explain the project and give students the prompt. Then lead a brainstorming session with them about what they might write about. Students should make notes of their ideas so they remember them for next week. *At the end of the session, collect all of the students’ notes and put them in your group’s folder in the Main Office for next week.*
Closing Predictions

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions. In addition, look ahead to the titles of chapters 11 and 12 for help making predictions.
**Week Six**

**MATERIALS NEEDED:** PAPER, PENCILS, AND BRAINSTORMING NOTES

*Suggested reading:* Chapters 11-12 (pg. 67-78)

**Summarize**

Have students summarize what they read last week.

**Term of the week**

*Conflict:* First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students discuss conflicts from *Frindle*.

*Conflict:* The tension or problem in the story.

**Discussion Questions**

1. **Write.** What does the author mean when he says that being a hero has a price? Can you think of a character in another book that faces this same dilemma? Can you think of a “hero” in your life or in the world that must pay a price?
2. On page 75 Nick’s mother tells him to “mind your Ps and Qs.” What do you think this phrase means? Use details from the text to support your answer.
3. What do the words “quiz” and “frindle” have in common?
4. Do you trust Bud Lawrence? Support your answers with examples from the text.

**Interactive Activity!**

Have students review their brainstorming notes for their story from last week, pick a topic, and start writing! In planning their stories, make sure they identify what the conflict of their story will be. Go around and help students as they write. *At the end of the session, collect all of the students’ work so far and put them in your group’s folder in the Main Office for next week.*

**Review of prompt:**

Pick your favorite scene from *Frindle* so far. Then choose a character from that scene and write the story from his or her point of view, using him or her as the first-person narrator. *Note: Students can add their own creative details to the story when they are telling it from a different character’s point of view.*

**Closing Predictions**

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions.
Week Seven

MATERIALS NEEDED: PAPER, PENCILS, MARKERS, CONSTRUCTION PAPER, AND STORY WORK FROM LAST WEEK

Suggested reading: Chapter finish 12, 13 & 14 (pg. 79-94)

Summarize

Have students summarize what they read last week.

Term of the week

Climax: First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students discuss what they think the climax in Frindle has been so far.  

Climax: The moment in a story (usually an intense event) that is a major turning point in the plot.

Discussion Questions

1. Do you think Tom Allen should have talked with Nick before signing the papers? If you were Nick’s father, what would you have done in this situation?
2. Do you think that the "word war" has had a major impact on Nick's character? Defend your answer and explain why or why not you think he has changed since he created the word "frindle."
3. What do you think Mrs. Granger writes in her letter to Nick?
4. Why do you think Mrs. Granger says, "it's not over" on page 91?

Interactive Activity!

Have students continue writing. Pull each student aside to meet with them one-on-one about their story so far. Review what they’ve written, edit it a bit, and talk with them about what they can change and where they should go from here. If they are close to finishing or have made substantial progress on their story, they can draw a picture to illustrate their story. At the end of the session, collect all of the students’ work so far and put them in your group’s folder in the Main Office for next week.

Review of prompt:

Pick your favorite scene from Frindle so far. Then choose a character from that scene and write the story from his or her point of view, using him or her as the first-person narrator. Note: Students can add their own creative details to the story when they are telling it from a different character’s point of view.
Closing Predictions

Have students predict what they think will happen next in the story, using evidence from the previous reading to support their predictions.
**Week Eight**

**MATERIALS NEEDED:** PAPER, PENCILS, MARKERS, CONSTRUCTION PAPER, AND STORY WORK FROM LAST WEEK

*Suggested reading:* Chapter 15 (pg. 95-105)

---

**Summarize**

Have students summarize what they read last week.

---

**Term of the week**

**Character development:** First, have the students try to brainstorm what this term means. Then, provide them with the standard definition. Have students discuss whether Nick’s character has changed throughout the story and, if so, how.

> *Character development:* The way in which a character changes over time in a story.

---

**Discussion Questions**

1. Chapter 15 is a flash-forward. Describe what you think this term means and why you think the author uses this technique to end his story. *(Provide students with the standard definition: a future event or scene is inserted into the story before it has actually occurred)*

2. What does Mrs. Granger mean when she says "a person can watch the sunrise, but he cannot slow it down or stop it or make it go backward" on page 98? How does this relate to the "word war" that occurs between Nick and Mrs. Granger?

3. What are two important lessons that Nick has learned from Mrs. Granger? Do you think Mrs. Granger has learned things from Nick as well? If so, describe a lesson she has learned.

---

**Interactive Activity!**

Have students finish writing. Look over what they have done and work with them on their stories. If they finish their story, they can draw a picture to accompany it.

---

**Review of prompt:**

Pick your favorite scene from Frindle so far. Then, choose a character from that scene and write the story from his or her point of view, using first-person narration. *Note: Students can add their own creative details to the story when they are telling it from a different character’s point of view.*