

Here's What You'll Get with the Frindle Book Club

Main Idea & Supporting Details Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Frindle
By: Andrew Clements
Grade Level: 4 / Guided Reading Level: R

Book Club

Meeting #2
A Note About the Discussion Questions and Vocabulary

The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. In either instance, remember to model problem solving strategies (context clues, picture clues). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Chapter 1 (Nick) Discussion Questions:

1. Do you like Nick so far? Why or why not?
2. What do you suppose happened to Nick's third grade teacher when the principal caught her teaching kids to hula dance?

Chapter 1 (Nick) New Vocabulary:

1. Fine (pg. 2) – made up of very small pieces
2. High-Pitched (pg. 5) – making a high sound

Chapter 2 (Mrs. Granger) Discussion Questions:

1. Have you ever met an adult who can turn their eyes on full power? What does it make you feel like when they turn their eyes on full power and look at you?
2. Do you like Mrs. Granger so far? Why or why not?

Chapter 2 (Mrs. Granger) New Vocabulary:

1. Monopoly (pg. 6) – complete control or ownership of something
2. Reputation (pg. 6) – a common opinion that people have of someone or something
3. Worshipped (pg. 8) – to love or honor something very much

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Frindle
By: Andrew Clements
Grade Level: 4 / Guided Reading Level: R

Book Club

Introduce Main Idea and Supporting Details

Meeting #1 Continued
Time to Teach: Identify the Main Idea and Supporting Details

- Read the first page aloud while the students follow along.
- Upon completing the first page, draw students' attention to the story elements that were revealed on the first page.
- Ask the students to discuss what they know about the book so far.
- Invite students to read the rest of the first chapter.
- When all of the students have finished reading, discuss the main idea of the chapter (Sample Responses: Nick is a pretty extraordinary kid).
- Next ask the students to identify three details from the chapter that support the main idea (Refer to the Sample Notebook Entry for sample answers).

Model How to Track Main Ideas and Supporting Details in a Reader's Notebook

- Model how to keep track of Main Ideas and Supporting Details in a reader's notebook.
 - Open your notebook.
 - Write the date, book title, and chapter.
 - Write the Main Idea.
 - Write three of the supporting details that were identified by the students.
 - Allow students to copy the work you did as a group into their notebooks.
 - Monitor to see if they understand how to write about their reading.

Sample Notebook Entry

Reader	237
Chapter 1	
Main Idea: Nick is a pretty extraordinary kid.	
Supporting Details:	<ol style="list-style-type: none"> 1. He played a beach party in his classroom and got away with it. 2. He knows how to make "sleep" words without caught. 3. He's a leader.

Sample Reader's Notebook Entries

Frindle
By: Andrew Clements
Grade Level: 4 / Guided Reading Level: R

Book Club

Main Ideas and Author's Purpose

Meeting #5 Continued
Time to Teach: Thinking About the Author's Purpose and the Main Idea (7-10 minutes)

- Invite students to share their thinking about the main ideas of chapters 10 – 12.
- Ask students to think about the author's purpose.
 - Remind students that authors always have a reason for writing (to be persuasive, to inform, or to entertain).
 - Identify the author's purpose.
 - Challenge students to find details that support the connection between the author's purpose and the main ideas.
- Explain that in addition to a purpose, many authors also have a message to share.
 - Discuss the messages in the book.
 - Challenge students to find details that support the connection between the author's messages and the main ideas.

Take Time to Reflect (2 minutes)

- Distribute the Student Self-Evaluation assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students to independently read Chapters 13-15.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Frindle
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Grade Level: 4 / Guided Reading Level: R

Book Club

Determine the Main Idea with Evidence from the Text

Meeting #3 Continued
Time to Teach: Determine the Main Idea with Evidence from the Text (7-10 minutes)

- Invite students to share their thoughts about the main ideas for chapter 6.
- Write the main ideas that students mention on the board or a piece of chart paper. (refer to Sample Chart Paper)
- Next ask students to work together to list supporting details for each main idea.
 - Explain that supporting details are events or specific ideas in the text that are connected to the main idea.
 - Explain that the supporting details are evidence from the text that prove your main idea.
- Underline the most important supporting details (refer to Sample Chart Paper).
- Work together to determine a big main idea for Chapter 6.

Sample Chart Paper

Main Idea and Supporting Details (Ch. 6)	
Main Idea	Supporting Details
The Frindle	<ol style="list-style-type: none"> 1. Words mean what you say they mean. 2. It was really mean, really, when Frindle said, "mean, too." 3. Frindle can be black or blue.
Nick's Big Plan	<ol style="list-style-type: none"> 1. Nick thinks of calling some Frindles on his way home. 2. Nick goes to the store to ask for a Frindle. 3. Nick gets his friends to call some Frindles.
Making Up Words	<ol style="list-style-type: none"> 1. Nick thinks of other words he made up. 2. Nick makes up the word "Frindle." 3. Nick starts to make other people use the made-up word.

Big Main Idea: Made-up words can become real words when a lot of people begin using the word.

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Grade Level: 4 / Guided Reading Level: R

Book Club

Introduce Main Idea and Supporting Details

Meeting #1
Introduce the Book and Set Expectations

Set Expectations and Author's Purpose

Time to Teach: Introduce the Book and Set Expectations

• Read the first page aloud while the students follow along.

Identify the author's purpose.

• Challenge students to find details that support the connection between the author's purpose and the main ideas.

Take Time to Reflect (2 minutes)

• Distribute the Student Self-Evaluation assessments.

• Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.

• Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap Up the Book Club Meeting

• Assign students to independently read chapters 13-15.

• Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.

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Book Club

Determine the Main Idea

Meeting #3 Continued
Time to Teach: Determine the Main Idea with Evidence from the Text (7-10 minutes)

• Invite students to share their thoughts about the main ideas for chapter 6.

• Write the main ideas that students mention on the board or a piece of chart paper. (refer to Sample Chart Paper)

• Next ask students to work together to list supporting details for each main idea.

• Explain that supporting details are events or specific ideas in the text that are connected to the main idea.

• Explain that the supporting details are evidence from the text that prove your main idea.

• Underline the most important supporting details (refer to Sample Chart Paper).

• Work together to determine a big main idea for Chapter 6.

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Book Club

Tracking Main Idea and Supporting Details

Meeting #2 Continued
Time to Teach: Identify the Main Idea and Supporting Details

• Read the first page aloud while the students follow along.

• Upon completing the first page, draw students' attention to the story elements that were revealed on the first page.

• Ask the students to discuss what they know about the book so far.

• Invite students to read the rest of the first chapter.

• When all of the students have finished reading, discuss the main idea of the chapter (Sample Responses: Nick is a pretty extraordinary kid).

• Next ask the students to identify three details from the chapter that support the main idea (Refer to the Sample Notebook Entry for sample answers).

Model How to Track Main Ideas and Supporting Details in a Reader's Notebook

• Model how to keep track of Main Ideas and Supporting Details in a reader's notebook.

• Open your notebook.

• Write the date, book title, and chapter.

• Write the Main Idea.

• Write three of the supporting details that were identified by the students.

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• Monitor to see if they understand how to write about their reading.

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Noticing Supporting Details

Meeting #4 Continued
Time to Teach: Noticing Supporting Details

• Invite students to share their thoughts about the main ideas of chapters 10 – 12.

• Ask students to think about the author's purpose.

• Remind students that authors always have a reason for writing (to be persuasive, to inform, or to entertain).

• Identify the author's purpose.

• Challenge students to find details that support the connection between the author's purpose and the main ideas.

• Explain that in addition to a purpose, many authors also have a message to share.

• Discuss the messages in the book.

• Challenge students to find details that support the connection between the author's messages and the main ideas.

Take Time to Reflect (2 minutes)

• Distribute the Student Self-Evaluation assessments.

• Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.

• Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap Up the Book Club Meeting

• Assign students to independently read chapters 13-15.

• Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.

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Book Club

Main Ideas and the Author's Purpose

Meeting #5 Continued
Time to Teach: Thinking About the Author's Purpose and the Main Idea (7-10 minutes)

• Invite students to share their thinking about the main ideas of chapters 10 – 12.

• Ask students to think about the author's purpose.

• Remind students that authors always have a reason for writing (to be persuasive, to inform, or to entertain).

• Identify the author's purpose.

• Challenge students to find details that support the connection between the author's purpose and the main ideas.

• Explain that in addition to a purpose, many authors also have a message to share.

• Discuss the messages in the book.

• Challenge students to find details that support the connection between the author's messages and the main ideas.

Take Time to Reflect (2 minutes)

• Distribute the Student Self-Evaluation assessments.

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Wrap Up the Book Club Meeting

• Assign students to independently read chapters 13-15.

• Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.

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Book Club

Identifying the Main Idea of a Text

Meeting #3 Continued
Time to Teach: Determine the Main Idea with Evidence from the Text (7-10 minutes)

• Invite students to share their thoughts about the main ideas for chapter 6.

• Write the main ideas that students mention on the board or a piece of chart paper. (refer to Sample Chart Paper)

• Next ask students to work together to list supporting details for each main idea.

• Explain that supporting details are events or specific ideas in the text that are connected to the main idea.

• Explain that the supporting details are evidence from the text that prove your main idea.

• Underline the most important supporting details (refer to Sample Chart Paper).

• Work together to determine a big main idea for Chapter 6.

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6 Main Idea and Supporting Details Lesson Plans

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> Read the assigned text Choose a reading response option from your option board then respond to the text in your reader's notebook Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> Come to Book Club on time and ready to begin discussion Bring your book, reader's notebook, and any other materials you might need for Book Club with you Participate in Book Club by sharing your thinking, listening to others, and asking questions Support your thinking with evidence from the text Ask for help if you need it Stay on topic Make eye contact with the people in your Book Club Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt—wait your turn to share Use respectful language Listen carefully 	<ul style="list-style-type: none"> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? Record your reading assignment on your Book Club calendar Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in the Frindle Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try
I read the assignment			
I responded to the text in my reader's notebook			
I prepared something to share with my Book Club			
I had my materials			
I shared my thinking			
I asked someone a question			
I stayed on task, listened, and showed respect to others			
I took the time to reflect			
I know when and where I will prepare for the next meeting			

Score: / 27

A Note from Your Teacher: _____

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.	
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?	
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.	
Compare and contrast two characters. Tell how they are the same and different.	Write about the main problem/ conflict unfolded in the text.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if made it was in a movie.	
Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.	<p>RL.4.4 Write about the way this story was told. Was it told in 1st, 2nd, or 3rd person? How do you know?</p> <p>RL.4.1 What was the main idea of the text you read today? List at least 3 details that support your main idea.</p> <p>RL.4.10 Write about the reading strategies you used to help you be a better reader.</p> <p>RL.4.3 Compare and contrast two characters. Tell how they are the same and different.</p> <p>RL.4.5 Write about the way the main problem/ conflict unfolded in the text.</p>	<p>RL.4.7 How do the illustrations provide you with a deeper understanding of the text?</p> <p>RL.4.4 Write about the new words you read. What do you think the words mean? Why?</p> <p>RL.4.5 Which chapter was the most important? Why do you think so?</p> <p>RL.4.1 Make an inference about the main character. What makes the character happy? Give examples.</p> <p>RL.4.4 Give an example of an interesting phrase you read today. Tell how the author's language effected your comprehension.</p>	<p>RL.4.3 Choose two settings from the text. Explain why each is important to the story.</p> <p>RL.4.10 How does this text compare to other books you've read? Give examples.</p> <p>RL.4.6 Write about the narrator's message and use evidence from the text to support your thinking.</p> <p>RL.4.10 Write about the things a reader needs to know in order to understand the text.</p> <p>RL.4.10 What did you learn about yourself as a reader today? Use examples from the text.</p>	<p>RL.4.2 What is the theme of this book? Why do you think so? Give examples.</p> <p>RL.4.4 What are some powerful words or phrases used in the text? Why are they powerful?</p> <p>RL.4.9 Name another text with a similar theme to your text. Tell how the texts are the same and different.</p> <p>RL.4.7 Choose a scene from the book. Tell how it would be different if made it was in a movie.</p> <p>RL.4.2 Write a summary of the text that you read today.</p>

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with 4th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____ Frindle
Score: _____ CCSS Assessment

Complete Common Core Assessment

Directions: Use what you know about *Frindle* to answer each of the following questions.

Short answer practice

Is *Frindle* written in first or third person? How do you know?

Read the following then underline the

Compare the theme of this story

Theme of *Frindle*: _____
Title of another story: _____
The stories are alike because _____
The stories are different because _____

Frindle can be categorized into

- A Nonfiction
- B Realistic Fiction
- C Fantasy
- D Poetry

CCSS Assessment 4th

Name: _____ Frindle
Score: _____ CCSS Assessment

Directions: Use what you know about *Frindle* to answer each of the following questions.

In the end, Mrs. Granger explains that every story needs a villain. What can you infer about Mrs. Granger? Did she really dislike the *Frindle*? How do you know?

One essential question for each of the 4th grade Reading Literature standards

Which of the following is *not* a main theme of the book?

- A Courage
- B Creativity
- C Fear
- D Acceptance

Who is the main character? List 4 specific details to describe the character.

Character: _____
1. _____ 4. _____
2. _____ 5. _____

What does the word *Monopoly* mean in the following sentence:

Mr. James owns lots of farms and has a *monopoly* on corn in Ohio.

- A lot of money
- B a lot of control
- C a lot of tractors
- D a lot of plants

Tell about a dramatic point in the story.

Practice with multiple choice questions

CCSS Assessment 4th Grade Reading Standards for Literature | @BookPagez.com

Focus Assessment for Main Idea & Supporting Details

Name: _____ Frindle
Book Club Focus Assessment

Directions: Use what you know about main ideas and supporting details in *Frindle* to answer each of the following questions.

Why do kids think that Mrs. Granger is a tough teacher?

What does the author want you to know about words?

Give an example from the text to support the statement below.

Statement: Nick is creative.
Example: _____

What Nick's main problem in this story?

- Nick was a trouble maker
- He and Mrs. Granger didn't get along
- The *Frindle* became very popular

What is the theme of this book?

- Friendship
- Bravery
- Creativity

What event led Nick to rename a pen a *Frindle*?

Answer Keys

Answer Key

Directions: Use what you know about *Frindle* to answer each of the following questions.

Why do kids think that Mrs. Granger is a tough teacher?
Sample Answer: Kids think that Mrs. Granger is a tough teacher because she gives homework on the first day of school.

What does the author want you to know about words?
Sample Answer: The author wants us to know that anyone can invent a new word, but in order for it to be useful people have to use the word.

Give 2 examples from the text to support the statement below.
Statement: Nick is creative.
Example:
Sample Answer: Nick has "thought grenades" that lead him to do creative things, like turning his classroom into a tropical island and renaming the pen *Frindle*.

What Nick's main problem in this story?
 Nick was a trouble maker
 He and Mrs. Granger didn't get along
 The *Frindle* became very popular

What is the theme of this book?
 Friendship
 Bravery
 Creativity

What event led Nick to rename a pen a *Frindle*?
Sample Answer: Mrs. Granger taught Nick where words come from, which inspired him to make up a new word.

Is that every story needs a villain. What can you infer about Mrs. Granger? How do you know?
Sample Answer: I can infer that Mrs. Granger never hated the *Frindle* because she was really cool, especially because she was at the end of the story she tells Nick that she

Who is the main character? List 4 specific details to describe the character.
Character: _____ Nick
1. Smart 3. Funny
2. Determined 4. Boy

Tell about a dramatic point in the story.
Answers will vary. Sample answers include: A dramatic point in this story was when Nick changed in Mrs. Avery's class and got *Frindle* in trouble.

CCSS.ELA-LITERACY.RL.4.2 Frindle Book Club | @BookPagez.com

Rubric with optional Common Core Alignment

Main Idea & Supporting Details Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 4.2
Determine the theme of a story, drama, or poem from details in the text; summarize the text

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Main Idea and Supporting Details	Was not able to determine the theme from details in the text.	Is able to determine the theme from details in the text some of the time.	Is able to determine the theme from details in the text most of the time.	Is able to determine the theme from details in the text all of the time.

If student is less than secure, he or she needs to work on the following:

- understanding universal themes in stories
- determining the theme or main message of a text
- supporting the identification of a theme by giving details from the text
- summarizing the text

Book Club
Frindle

CCSS.ELA-LITERACY.RL.4.2 Frindle Book Club | @BookPagez.com

Running Record

Title: *Frindle* Guided Reading Text Level: II Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy	
	E	SC	E	SC	E	SC
1						

Analysis and Comments: _____

Tested By: _____ @BookPagez.com

Running Record

Vocabulary Connections Resources

Vocabulary Connections Frindle
By: Andrew Clements
Grade Level: 4 / Guided Reading Level: R

Important Words to Know and Understand in "Frindle"

Cassette
A thin case that holds audio or video tape in which the tape passes from one reel to another when being played

Fad
Something that is very popular for a short time

Fluorescent
Very bright light

Monopoly
Complete control or ownership of something

Oath
A formal and serious promise to tell the truth or do something

Origins
The point or place where something begins or is created

Preliminary
Something that comes before the main part of something

Primly
Sometimes disapproving

Rebellion
Refusing to obey rules

Royalty
An amount of money that is paid to the original creator of a product

Strike
To refuse to work until your employer does what you want

Vandalism
To deliberately damage property

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Frindle Word List

Vocabulary Connections Frindle
By: Andrew Clements
Grade Level: 4 / Guided Reading Level: R

Cassette	Fad	Fluorescent
A thin case that holds audio or video tape in which the tape passes from one reel to another when being played	Something that is very popular for a short time	Very bright light
Monopoly	Oath	Origins
Complete control or ownership of something	A formal and serious promise to tell the truth or do something	The point or place where something begins or is created

Definitions Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections Frindle
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Grade Level: 4 / Guided Reading Level: R

Preliminary	Primly	Rebellion
Something that comes before the main part of something	Sometimes disapproving	Refusing to obey rules
Royalty	Strike	Vandalism
An amount of money that is paid to the original creator of a product	To refuse to work until your employer does what you want	To deliberately damage property

Definitions Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Frindle
By: Andrew Clements
Grade Level: 4 / Guided Reading Level: R

Preliminary is a/an noun verb adverb adjective Definition of Preliminary:	Primly is a/an noun verb adverb adjective Definition of Primly:	Rebellion is a/an noun verb adverb adjective Definition of Rebellion:
Preliminary looks like this:	Primly looks like this:	Rebellion looks like this:
Preliminary reminds me of:	Primly reminds me of:	Rebellion reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Frindle

Directions: Shade the pencils below using the following code:

1 Syllable Words Orange	2 Syllable Words Blue	3 Syllable Words Red	4 Syllable Words Green	5 Syllable Words Brown
-----------------------------------	---------------------------------	--------------------------------	----------------------------------	----------------------------------

Answer Key from Frindle

Cassette	Preliminary
Fluorescent	Royalty
Monopoly	Strike
Oath	Origins
Vandalism	Primly
Fad	Rebellion

Directions: Match each vocabulary word to the correct definition.

Primly • The point or place where something begins

Rebellion • Very bright light

Fluorescent • Refusing to obey rules

Origins • Sometimes disapproving

Name: _____ ©BookPages.com

Word Games and Answer Key

Vocabulary Connections Frindle
By: Andrew Clements
Grade Level: 4 / Guided Reading Level: R

Frindle
By Andrew Clements

Directions: 1. Cut out the Frindle Word List. 2. Fold on the solid line. 3. Glue, tape or staple the top of each card to your notebook. 4. Write the vocabulary word on the front of the card. 5. Write the definition on the back of the card.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Cards | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Complete Common Core Alignment

Common Core State Standards Correlation
<small>Findle Lesson Plans, Resources, and Activities</small>
<small>The lesson plans, resources, and activities for use with "Findle" correlate with the following English Language Arts Common Core State Standards for fourth grade.</small>
Book Club Lesson Plan and Resources
Reading - Literature
RL.1 - Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.
RL.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., characters' thoughts, words, or actions).
RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Hercules).
RL.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verses, lines, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
RL.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.8 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.10 - By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading - Foundational Skills
RF.3 - Show and apply grade-level fluency in decoding words.
RF.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing
W.4.1 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.2 - Show evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.4.1 - Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.2 - Follow agreed-upon rules for discussion and carry out assigned roles.
SL.4.3 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others.
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Book Club Common Core Alignment

Common Core State Standards Correlation
<small>Findle Lesson Plans, Resources, and Activities</small>
<small>The lesson plans, resources, and activities for use with "Findle" correlate with the following English Language Arts Common Core State Standards for fourth grade.</small>
Vocabulary Lesson Plan and Resources
Language
L.4.4 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.5 - Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, slammed); and that are basic to a particular topic.
<small>Findle CCSS Alignment ©BookPages.com</small>

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me da cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<ul style="list-style-type: none"> Lee el texto asignado. Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. Prepárese para el Club del Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<ul style="list-style-type: none"> Venga al Club de Libro a tiempo y listo para comenzar la discusión. Trabaja su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Píde ayuda si la necesitas. Permanezca en el tema. Haz contacto visual con las personas en tu Club de Libro. Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<ul style="list-style-type: none"> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? Registre su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Frindle Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes Leí el texto, estubo el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante Yo participé en el Club de libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después Yo me preparé para la próxima reunión
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

Nota: _____ Una nota de tu maestro

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p>	<p>Elige dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p>
<p>¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden tu idea principal.</p>	<p>Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>	<p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p>
<p>Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p>	<p>Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p>	<p>Escribe sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>Elige una escena del libro. Dita cómo sería diferente si se convirtiera en una película.</p>
<p>Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Da un ejemplo de una frase interesante que leas hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>Escribe un resumen del texto que leíste hoy.</p>

Direcciones:
Elige una de las opciones de respuesta de la pizarra. Escribe tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, cólala en el espacio de la tabla de arriba.

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with 4th Grade Common Core Alignment