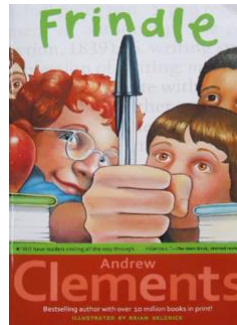


Frindle

Lesson Plan



ISBN-10	689818769
ISBN-13	978-0689818769
Author	Clements, Andrew
Publisher	Atheneum Books for Young Readers
Copyright	1996
Lexile	830L
Genre	Fiction
Synopsis	When he decides to turn his fifth-grade teacher's love of the dictionary around on her, Nick Allen invents a new word and begins a series of events that quickly move beyond his control.
Themes	Self-management, learning and work
Protagonist	Teen Boy
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character



Character Based Literacy Program Lesson Plan

Frindle, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Consider this:

Change requires changing habits.

Is it easier to change good habits to bad or bad habits to good?

What do you have to consider before making change?

The Author: Andrew Clements

<http://www.andrewclements.com/>

Visit the web page for more background information on Andrew Clements and *Frindle*.

As today is day 1 of *Frindle* have students look at the front cover and read the back. Predict what the novel will be about.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

plenty (1)	stomped (2)	chirp (3)	pounced (4)	gradually (5)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-5

Setting	Characters	Pages
Classroom	Nick, Mrs. Avery, Janet, Miss Deaver	1-5

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick decided to turn Miss Deaver's room into a tropical island.
- Miss Deaver thought her students were creative.
- Nick started making bird noises.
- Nick taught Janet how to make the same noises.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Create a class poster of Nick's experiments.

Chart how Nick changes along the way.

Students will begin to see that Nick has to sacrifice for his change.

Class/Site Activity

Create a change poster. All persons at site should contribute:

What would you like to change (what is your vision)?

How are you going to do it (your plan)?

What are you doing daily to get there (effort)?

Poster can be added to as the unit continues.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Create an Open Mind Portrait of Nick.

Cube Andrew Clements placing his information from his website (website links are at the beginning of the lesson) and from his book in the boxes.

Cubing Biography Directions:

1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square. Do not get paste or glue on the un-shaded squares.
5. Carefully fold the squares in the order specified, sticking squares to pasted surfaces underneath as you go.

Bookmark: Vision-Plan

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where (or in what kind of housing) will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?
2. On the top third of one side of the bookmark fill in pictures, words or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents and grandparents, your teachers and people who know you (as well as your friends) would be proud to see you have accomplished.

Warning: If people you know think they will be wealthy as a result of major drug sales, prostitution, gun running or other major crime, they need to know they will probably be dead, disabled or imprisoned within 2 years. This is a 10-year plan, with a vision of people who aren't dead, imprisoned, or disabled from injuries received as a result of criminal behavior.

Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan? You can review this in pairs.
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters keeping all of one day's information in the same row. You want to have room for many entries during this unit.

Variations of this Bookmark

1. In step 3, make 2 columns. In one column keep track of things that get you closer, and in the other column, keep tracks of things that get in the way.
2. Do this bookmark for any novel you read. Do the characters have a vision? Create this vision in the top third and list 10 things to achieve this vision in the lower two thirds. On the back keep track of things they do that get them closer to their vision. Or follow variation 1 and make 2 columns. In one column keep track of things that get them closer, and in the other column, keep track of things that get in the way.
3. Variation 2 can be done on a much bigger piece of stiff paper – a giant bookmark – and posted on the wall. After each days reading fill in step 3.
4. Do step 1 the first day, step 2 the second day, and step 3 the third day and every day after that until you finish.

Variations for Writing

5. You can write a paragraph detailing your vision, or your plan, or your recent efforts.
6. If you are doing variation 2, you could write their vision, plan or effort as a paragraph.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Based on the reading how would you classify Nick? Bad? Good? Creative? Bright?
2. Why do you think Nick changed the class into an island? What conflict did this cause?
3. Was Miss Deaver's response appropriate? How else could she have responded?
4. Do you think Nick's energy can be channeled for a positive cause?
5. What do you think will happen to Nick in the novel? What change do you foresee in him?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 1

"If you asked the kids and the teachers at Lincoln Elementary School to make three lists—all the really bad kids, all the really smart kids, and the really good kids—Nick Allen would not be on any of them. Nick deserved a list all his own, and everyone knew it" (p. 1).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this reading, it says Nick deserved a list for himself since he did not fit the bad kid, smart kid, or good kid lists. Do you think Nick, Ms. Deaver, and Janet agree with this statement?

In an expository paragraph assess how these three characters would respond to this statement about Nick. How do their point of views differ or relate? Do you think any of these three characters, including Nick himself, believe he can change his bad habits to good ones?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

10c12 Cubing Biography

		Who is person? Date of birth? Death?			
		Where did this person grow up?			
	What relationships did this person have?	What did this person do?	What was this person like?		
		Why is this person important?			

Character Based Literacy Program Lesson Plan

Frindle, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How do you imagine yourself in 10 years?

Do you like what you see?

Do you see something else for yourself? What is it? Identify what YOU want your life to be.

2. Word Wall

monopoly (6)	speck (7)	worshipped (8)	altar (10)	acquire (11)
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READ

3. Review

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 6-12

Setting	Characters	Pages
Overview; Mrs. Granger, her home, and her class.	Mrs. Granger	6-10
Nick's house	Nick, Nick's mom	10-12

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Mrs. Granger teaches fifth grade.
- Mrs. Granger was small but seemed like a giant.
- Mrs. Granger had x-ray vision.
- Mrs. Granger LOVED the dictionary, she'd cry "Look it up".
- Nick thought he got all of the words he needed to know by reading.
- Nick was dreading fifth grade.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Create a class poster of Nick's experiments. Chart how Nick changes along the way. Students will begin to see that Nick has to sacrifice for his change.

- Continue to add to the class change poster.
- Add thought bubbles to OMP of Nick.
- Start an OMP on Mrs. Granger.
- Add to the change bookmark.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Cube Mrs. Granger—possible questions are listed or you can come up with your own.

1. Write Mrs. Granger's name.
2. What was Mrs. Granger's home like?
3. Write three physical characteristics of Mrs. Granger?
4. What is Mrs. Granger's battle cry?
5. What does Mrs. Granger expect all students to have?

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Mrs. Granger's reputation was so bad?
2. Is having high expectations a bad thing for a teacher?
3. Do you think the dictionary is important? Is good grammar?
4. What good habits does Mrs. Granger seem to have? Bad habits?

5. Do you think everyone views Mrs. Granger the same way?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 10

“Her pride and joy was one of those huge dictionaries with every word in the universe in it, the kind of book it takes two kids to carry. It sat on its own little table at the front of her classroom, sort of like the altar at the front of a church” (p. 10).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Tell the story of the *Talents*, attached.

In this reading it is discovered that Mrs. Granger's pride is the dictionary, and it is the main focus of the book. Part of changing is doing a self-inventory. It helps you decide what is important to you, what you should keep, and helps you get rid of the bad habits. I

Focusing on your own talents and beliefs is a central idea in this book. **In an expository paragraph, describe what a talent is and reference both of Mrs. Granger's talents. Then follow with a reflective paragraph where you share some of your own talents, the things that you have pride in. What is the one thing you do well? Are there things people ask you to do well that makes you proud? Is there something you secretly like to do that you are awesome at?**

The Parable of the Talents

One day a man was going on a long trip. He needed his sons to take care of his property while he was gone, so he called them to him.

To the first son he gave five talents of money. (A talent was not a coin, but a weight of a precious metal such as silver, and one talent was worth more than \$1,000. So this son received money worth more than \$5,000.)

This man went to work at once using his money until he had doubled it. He now had ten talents instead of five.

The man gave the second son two talents. He probably thought the son was capable of managing that amount of money. The second son was successful also, and doubled his money. He began with more than \$2,000 and now he had twice as much.

The third son was not as capable as the other two, but the man gave him one talent with the expectation that he would manage it well. He, too, could have increased his money, but he dug a hole and hid it in the ground.

After a long time the man returned. He was ready for a report from the sons. The son who had received five talents brought his money and showed the man that he had doubled it. He was happy to show the man the results.

The man was pleased. He said, "Well done, good and faithful son! You have been faithful with a few things; I will put you in charge of many things. Come and share my happiness!"

The son that had been given two talents showed the man that he had also doubled his money. He received the same words of praise as the first son who had received ten talents.

The son who had received one talent dug up the talent he had buried and brought it to the man. He accused the man of being a hard man to work for, said he had been afraid, so he just buried his talent. He gave it back to the man saying, "See, here is what belongs to you."

The man was very angry with him and called him a lazy son. He said the son should have at least put the money with bankers and received some interest.

The man took his one talent away from him and gave it to the man who had ten talents, and the one talent man was punished because he had not properly used the talent he had been given.

What can we learn from this story?

We need to use whatever "talent" we have to do better for ourselves and others it might be money, ability, or opportunity. If we use it wisely, we will find success.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

1c12 Cubing 5 Questions About Mrs. Granger

Name				
		1		
	2	3	4	
		5		

Character Based Literacy Program Lesson Plan

Frindle, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Lead a class discussion on the following questions:

Are talents always used with good intentions?

What are some instances when talents are used for bad intentions? Is it still considered a talent if it is used for bad intentions?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

orchestra (13)	sidetrack (14)	important (14)	peeked (15)	hesitated (15)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 13-16

Setting	Characters	Pages
Mrs. Granger's Classroom	Nick, Mrs. Granger, class	13-16

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The first day of school is normally getting acquainted day.
- Mrs. Granger's class was all normal with assignments and a quiz.
- Nick normally can get the teacher off track with a question.
- Instead of going off-track as planned Mrs. Granger gave Nick a report of words to report to the class.
- Mrs. Granger assigned the homework as planned.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Continue to add to the class change poster.

Create a class poster of Nick's experiments.

Chart how Nick changes along the way. Students will begin to see that Nick has to sacrifice for his change.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Add to the change bookmark.

Add more thoughts to the OMP on Nick and Mrs. Granger.

Create an ad for a dictionary.

Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the Dictionary

1. Where can you get a dictionary?
2. Why are they important?
3. How can we use them?
4. What do they cost?

Use a thesaurus to give good descriptive words

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the dictionary.

8. Discussion Ask discussion questions of all 9 types.**Key Questions**

1. Why is the first day of school traditionally getting acquainted day?
2. Why do you think Mrs. Granger was all business?
3. What is Nick known for? Is this something good to be known for?
4. How come Nick could not get Mrs. Granger off track?
5. Based on Mrs. Granger's response was Nick in awe of her? What was his response?

9. Analyze Analyze the key paragraph.**Key Paragraph, p. 16**

"Nick barely heard the assignment. His heart was pounding, and he felt small, very small. He could feel the tops of his ears glowing red. A complete shutdown. An extra assignment. And probably a little black mark next to his name in the seating chart" (p. 16).

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Nick used his talent with bad intentions, which resulted in a bad result. Nick is completely embarrassed and his plan has been ruined in front of his friends. **In a descriptive paragraph, write about a time in your life where you used one of your talents with bad intentions in hopes of a positive outcome. What were the plans? Was the outcome positive or negative? How did you feel about your plan? What did you learn from this experience?**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program Lesson Plan

Frindle, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Lead a class discussion on the following questions:

Has someone ever told you to set your priorities? What are your priorities? What do others think your priorities should be? Can someone force you to set your priorities?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

groan (17)	origins (19)	introduction (19)	ingredients (20)	detective (21)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 17-21

Setting	Characters	Pages
Nick's House	Nick	17-21

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick had to do his report for the next day.
- He wanted to be outside but his family makes him do homework first.
- This is the first time in school he has to spend a lot of time on homework.
- Nick looks up dictionaries and word origins in the Encyclopedia.
- He comes up with another scheme for his report.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Continue to add to the class change poster.

Create a class poster of Nick's *experiments*. Chart how Nick changes along the way, students will begin to see that Nick has to sacrifice for his change.

Create a K-W-L Chart of the Dictionary.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to change bookmark.

Add thought bubbles to OMP of Nick.

Have students investigate a word and its origins.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do Nick's parents enforce the Homework First rule?
2. How will that rule help Nick in the future? Does Nick think this rule helps him?
3. How has homework changed for Nick in fifth grade?
4. How does reading change for kids as you get older?
5. Are you learning to read or reading to learn?
6. What reference book does Nick turn to? Will that help him?
7. What can Nick do for his report to *make it fun*?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 17

“There was a rule in Nick’s house: Homework First. And that meant right after school” (p. 17).

EXTEND**10. Write** Have each student write a short product based on today’s prompt to connect to the unit theme.

Nick’s parents enforce the homework first rule. **In an expository paragraph, discuss how this rule develops and impacts this section. How do you think that rule will help Nick in the future? Does Nick think this rule will help him? What are the rules in your house? Answer these questions in a paragraph. At the end of the paragraph explain why these rules are important or not important? How would your parent’s answer differ from yours?**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Frindle, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Lead a class discussion on the following questions:

Is procrastination or wasting time unethical?

Do they lead to inferior or bad outcomes for both the procrastinator and those relying on him or her?

Can procrastination lead to a good outcome? If so, is this an exception to the rule?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

blankly (24)	gripped (25)	stool (26)	glanced (27)	identify (31)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 22-32

Setting	Characters	Pages
School	Nick	22-23
Mrs. Granger's class	Nick, Mrs. Granger, class	24-32

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick was starting to worry about his report.
- Mrs. Granger had Nick give his report immediately at the beginning of the period.
- Nick realizes she is serious.
- Nick talked for the first twelve minutes, Mrs. Granger seemed pleased.
- The class realizes that Nick is presenting one of the best time-wasters ever.
- Nick thinks he has won and Mrs. Granger crams the entire class period and an assignment into the last 8 minutes of class.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Continue to add to the class change poster.

Create a class poster of Nick's experiments. Chart how Nick changes along the way, students will begin to see that Nick has to sacrifice for his change.

Add to the K-W-L Chart of the Dictionary.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add thought bubbles to OMP of Nick & Mrs. Granger.

Add to bookmark.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was Nick worried about the report?

2. What was Nick's plan and intention when presenting his report?
3. How does Mrs. Granger show she is serious about her class business?
4. Why does Nick realize that Mrs. Granger is unstoppable?
5. Do you think this will challenge Nick?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 29

"Mrs. Granger was beaming at him. Nick sank lower in his chair. This was worse than writing the report, worse than standing up to give it. He was being treated like—like the teacher's pet. And he had the feeling she was doing it on purpose. His reputation was in great danger. So he launched another question" (p. 29).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes people take drastic measures to maintain their reputations. Nick is trying to maintain his reputation, but things begin to get worse for him when Mrs. Granger treats him like the teacher's pet. **In a descriptive paragraph, discuss a time when you tried maintaining your reputation and things started out good and got worse and worse. Describe the situation? What happened? How did things get worse? What was the outcome? In the end, was it worth it? Did you save your reputation?**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Frindle, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Lead a class discussion on the following questions:

Bright idea's come when you least expect them. Sometimes ideas are good. Sometimes ideas are bad.

What makes a good idea bad?

What makes a bad idea good?

2. Word Wall

fancy (33)	bunch (34)	wrinkled (35)	aisle (38)	serious (38)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 33-38

Setting	Characters	Pages
Neighborhood	Nick and Janet	33-35
Penny Pantry	Nick	37-38

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick and Janet missed the bus from school.
- They were talking about how words form.
- Janet stepped on a pen/frindle, Nick got his Big Idea.
- Nick decided to rename pen and call it a frindle.
- Nick went to the store asking for a frindle (pen).
- He had his friends start going to the store and asking for a frindle (pen).

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Create a class poster/timeline of Nick's experiments.

Chart how Nick changes along the way. Students will begin to see that Nick has to sacrifice for his change.

Add to change poster.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to OMP for Mrs. Granger and Nick.

Add to KWL Chart for Dictionary.

Research

Nick makes his mark on the world even though he's just a fifth grader. Research and report to your class on other individuals who made significant contributions to literature, science, music, or other fields while still very young. You could also explore inventions made. If possible, bring in examples of their work.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Nick so involved in challenging Mrs. Granger?
2. Who determines what a word means?
3. How do you think Mrs. Granger will react?
4. Why are Nick's friends enthusiastic about frindles?
5. Do you think the word frindle is a good idea or bad idea?
6. What kind of intentions does Nick have by making the word frindle?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 37

"And by the time he had run down the street and up the steps and through the door and upstairs to his room, it wasn't just a big idea. It was a plan, a whole plan, just begging for Nick to put it into action. And "action" was Nick's middle name" (p. 37).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Change requires a vision, a plan, and effort. Nick has come up with a plan to prove a point to Mrs. Granger.

In an expository paragraph, determine the central idea behind Nick's plan. How do you think he is going to develop this idea throughout the book? What kind of efforts will he put into this plan? How do you think this plan is going to work out in the end?

In a reflective paragraph relate this idea to your life. Think about a time in your life when you had a plan that begged you to take action. What was your plan? What was the action it involved? How did it turn out?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Frindle, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Lead a class discussion on the following questions:

Is forcing or coercing anyone to change crossing an ethical line?

What if they need to make this change to better themselves? Then does the situation change?

2. Word Wall

giggle (40)	blank (40)	emphasized (40)	bravery (41)	blurted (39)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 39-41

Setting	Characters	Pages
Mrs. Granger's Class	Nick, Mrs. Granger, John	39-41

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick put his plan in action.
- He told Mrs. Granger he forgot his frindle (pen).
- John offered to give him one.
- The kids re-named the pen a frindle.
- Mrs. Granger and the kids in the class knew they had given the pen a new name, frindle.
- Mrs. Granger kicked Nick out of class.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to Nick's timeline.

Chart his ideas, progress and sacrifices.

Add to change poster.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to OMP for Nick and Mrs. Granger.

Create an advertisement for a frindle

Be sure to include:

- Marketing pitch
- Company motto
- Cost
- Description

Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the Frindle

1. Read pages that the advertisement will cover.
2. Make a list of the details of a frindle; what is their use, cost, etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell a frindle.

8. Discussion Ask discussion questions of all 9 types.**Key Questions**

1. Why does Nick choose school to launch the word Frindle?
2. Is he trying to prove a point? What?
3. Is Nick choosing the right forum to try and make change?
4. Do you think Mrs. Granger responded appropriately to Nick?

9. Analyze Analyze the key paragraph.**Key Paragraph, p. 41**

“‘But I really didn’t have a frindle with me,’ said Nick, amazed at his own bravery. And hiding behind his glasses, Nick kept his eyes wide and blank.

Mrs. Granger’s eyes flashed, and then narrowed, and her lips formed a thin, hard line. She was quiet for a few seconds, and then she said, ‘I see. Very well. Then I guess we have nothing more to discuss today, Nicholas. You may go’” (p. 41).

EXTEND**10. Write** Have each student write a short product based on today’s prompt to connect to the unit theme.

Nick is faced with a challenge. He can give into Mrs. Granger and go back to pen or he can continue on with his plan, knowing that it may get really tough and he may have to sacrifice. Nick believes in the word frindle.

Long-Term Writing: Persuasive/Argumentative Essay**Step One: Pick a Topic for Persuasive/Argumentative Essay**

What is something in your school you would like to see changed? Can you come up with positive alternatives to this issue? What are things that you and your classmates could do to help bring about this change? Do you feel strongly enough about this issue to work for it?

The following are some topic ideas:

Should students be required to wear uniforms?
 What type of lunch food should be provided?
 Should there be homework?
 Children should be required to read more.
 All schools should implement bullying awareness programs.
 The school year should be longer.
 School days should start later.
 Video games can be educational.
 We need more school holidays.

School should take place in the evenings.
Year round school is a bad idea.

Suggestion: Have the class vote on which one they should write about. This will allow for the class to be at the same pace and make the teacher more available to assist with each step.

After you choose your topic, brainstorm different thoughts and ideas about the change you would like to see and why?

Character Based Literacy Program Lesson Plan

Frindle, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Discuss with the class the proverb: "The pen is mightier than the sword." This is also the name of the chapter you will be reading.

Meaning: You use this proverb to say that you can solve problems or achieve your purpose better and more effectively through communication with words than by violence with weapons. Edward George Bulwer Lytton (1803-1873), an English novelist, wrote this for the first time in 1839. He wrote, "Beneath the rule of men entirely great, **the pen is mightier than the sword.**"

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

furious (43)	announcement (43)	disruption (44)	arrange (48)	strike (48)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 42-48

Setting	Characters	Pages
Lincoln School; picture day	Nick and class	42-48

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The fifth grade picture was being taken after lunch.
- Instead of cheese the class said, "frindle".
- Mrs. Granger was furious.
- Mrs. Granger decided to discipline anyone who said frindle.
- The students were proud to get caught staying after school.
- Mrs. Granger tried to negotiate with Nick; she said she would give him a letter when it was all over.
- The entire fifth grade asked Mrs. Granger for a frindle.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to Nick's timeline.

Chart his ideas, progress, and sacrifices.

Add to change poster.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to bookmark.

Do a character interaction chart between Nick, Mrs. Granger, and the class.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did the class support Nick by saying Frindle at the picture?
2. What does that imply to Mrs. Granger?

3. Why does Mrs. Granger react the way she does to the class?
4. Would staying after school with the teacher be a “badge of honor” to you?
5. What do you think the letter to Nick says?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 45

“And Nick looked right in her eyes and said, ‘Well, me and . . . I mean, a bunch of my friends and I took an oath about using the word, and we have to keep our promise. And besides, I don’t think there is anything wrong with it. I like my word.’ Nick tried to look brave, like a good general should” (p. 45).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Be true to yourself. Nick is taking the opportunity to stand up for something he believes in. He is being true to himself. He chooses his classmates as his audience to promote the word frindle.

Long- Term Writing: Persuasive/Argumentative Essay

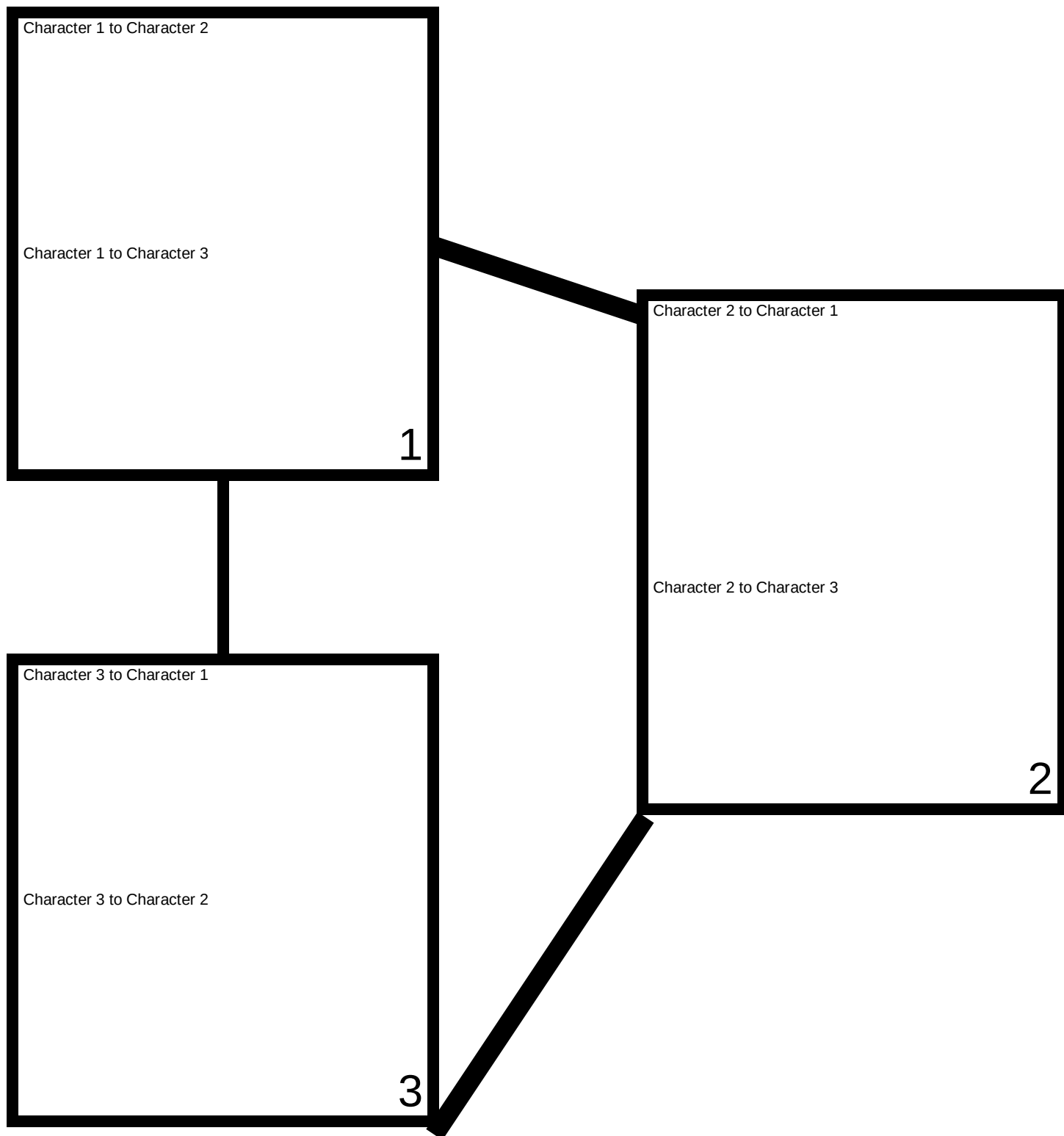
Step Two: Understand the Audience

In order to write an effective persuasive/argumentative essay, the writer must understand the reader’s perspective. Nick’s classmates and Mrs. Granger are his targets audience. **In an informative paragraph, describe your target audience. Is the reader undecided or inclined to favor one side or the other? Don’t assume the audience has in-depth knowledge of the issue. Define terms and give background information on your topic so your target audience understands the issue you are discussing better.**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Frindle, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Lead a class discussion on the following questions:

When pushing change on someone and the person does not understand what is going on, are we responsible to do everything possible to help them understand or do we leave them to make a decision with the lack of knowledge?

If we leave them to make a decision without sufficient information, is it unethical?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

raincoat (51)	forbidding (51)	annoyed (52)	piped (53)	sudden (54)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read: Pages 49-56

Setting	Characters	Pages
Nick's house	Mrs. Chatham (principal) Nick, Nick's parents Mr. and Mrs. Allen	49-56

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Mrs. Chatham the principal visited Nick's parents to discuss his disruption at school.
- Mrs. Chatham described the situation—Nick was encouraging students to use his word and Mrs. Granger was forbidding it.
- Nick's parents couldn't figure out why it was a big deal as long as Nick was respectful.
- Nick realized his parents were his allies.
- Nick's parents support him as long as he shows respect to everyone.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to Nick's timeline.

Chart his ideas, progress, rules, and sacrifices.

Add to change poster.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to OMP of Nick and Mrs. Granger.

Add to bookmark.

Interview

Ask a parent or a close adult friend about the teacher who meant the most to them when they were young. Did they always admire that teacher or did they grow to respect him or her more over time? What did they learn from that teacher? How did they learn it? Have they kept up with the teacher since leaving school? Ask them how their teacher

would have responded to the word frindle.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Does Mrs. Chatham give an accurate summary of the situation?
2. Why do Nick's parents see no harm in him creating the word?
3. Are they right? "As long as no one has been hurt there is not a problem."
4. Is it important to have allies like your family and friends when trying to make change?
5. Can you change without support from others?
6. Respect, is that a good rule of engagement?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 55

"Nick, I think we'd better talk a little more about this," said his mom, sitting back down on the couch. "If I find out you have been disrespectful to Mrs. Granger or any other teacher at school, then you will be in real trouble" (p. 55).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Nick's parents support him and the use of the word frindle. However, they set rules and perimeters on him. They insist that he must be respectful. Although Nick's parents support him, the school does not. There are different views on this issue.

Long-Term Writing: Persuasive/Argumentative Essay

Step Three: Introductory Paragraph

Like the word frindle, there are different views on your topic as well. Summarize the different views on this topic. Then state your opinion. What is some background information on this issue?

The introductory paragraph should have a strong "hook" that grabs the reader's attention. Open with an unusual fact or statistic, a question or quotation, or an emotional statement.

Summarize the different views on this topic.

Then, state your opinion. The thesis statement should leave no doubts about the writer's position. What is your position/argument?

What is some background information on this issue?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Frindle, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Discuss the following questions with the class:

Since there is freedom of the press, should parental consent still be required when questioning children?

Is there ever an appropriate need or circumstance when children should be questioned?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

narrowed (59)	squirmed (60)	straining (61)	puckered (65)	chuckled (66)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 57-66

Setting	Characters	Pages
Westfield Gazette office	Judy Morgan, Ted Bell	57-58
Lincoln School	Judy, Mrs. Chatham,	59-60
Mrs. Granger's class	Judy, Mrs. Granger	61-62
Lincoln School Parking Lot	Judy, students	62-65

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- People are talking about the kids and the word frindle.
- A reporter gets the information and decides to do an interview.
- She talks to Mrs. Chatham and she gave the reporter a summary of the situation.
- The reporter talked to Mrs. Granger. She tells her the word is a fad and a waste of time.
- The reporter starts talking to students.
- The reporter realizes she had spoken to Nick at the school when she sees the class picture.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to change poster.

Add to Nick's timeline.

Chart his ideas, progress, rules, and sacrifices.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Write an acrostic poem using the word FRINDLE.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is the news interested in this story?
2. Is it possible Nick could create a new word?
3. Do you think the attention will make things better or worse for Nick and his family?

4. Do you think that Nick was expecting this kind of attention?
5. Can one person make change?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 61

“The reporter didn’t waste words. ‘So I hear that you plan to stop the students from using their new word. How goes the battle?’” (p. 61).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Sometimes change gets uncomfortable. While talking to the reporter Mrs. Chatham laughs because she is uncomfortable talking about the situation. A reporter’s job is to gather more information. However, often a reporter already has taken a stance on an issue and will ask leading questions to get more information in favor of their stance.

Ask the class, what stance they think the reporter is taking on the word frindle?

Long-Term Writing: Persuasive/Argumentative Essay

Step Four: Body Paragraphs

Like the reporter, what would you say to persuade others of your position/argument? Focus on three reasons to support your position. What are some facts or examples that support your reasons? Organize your reasons into a clear and coherent paragraph.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Frindle, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Lead a class discussion on the following questions:

When the press uses their power with bad intentions, should we take the effort to correct them or address the issue?

Or should we allow for the news to take advantage of their power?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

article (67)	masterminded (68)	identified (68)	awful (68)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 67-69

Setting	Characters	Pages
Around Town	Nick, Judy, Mrs. Chatham, Mrs. Granger	67-69

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick's story made the paper.
- The story was true but the way it was told got people heated up.
- Judy used a lot of colorful description to get a reaction in her readers.
- Nick's mother was upset at Nick.
- The Superintendent tried to blame Mrs. Chatham.
- Mrs. Chatham tried to put blame on Mrs. Granger.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Create a class poster/timeline of Nick's experiments.

Chart how Nick changes along the way. Students will begin to see that Nick has to sacrifice for his change.

Add to change poster.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to OMP for Mrs. Granger and Nick.

Create a magazine/newspaper front page.

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *Los Angeles Times*.

1. You have been assigned to write for the front page.
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.

2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

1. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
2. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
3. Bind the cover and pages together to form a mini-book.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do journalists use creative language to write their stories?
2. What was valid in the newspaper? What was not?
3. Why do you think Nick's mom, the superintendent, and Mrs. Chatham all had the same reaction?
4. How would you react if Nick were your child?
5. How do you think Judy got the class picture?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 68-69

“‘What’s the meaning of this?!’ That’s what Nick’s mother said.

‘What’s the meaning of this?!’ That’s what the school superintendent said to Mrs. Chatham.

‘What’s the meaning of this?!’ That’s what Mrs. Chatham said to Mrs. Granger shaking the newspaper in front of her face” (p. 68-69).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

At the beginning of the book frindle seemed like a meaningless and harmless prank. It now seems to be getting out of hand. Three different people in the chapter

asked “What is the meaning of this? Everyone has a different point of view on the issue at hand. Each person would answer this question differently.

Long-Term Writing: Persuasive/Argumentative Essay

Step Five: What Might Others Think or Say? (Counterarguments)

Just like Nick’s situation, not everyone may agree with your point of view on the issue you are presenting. What might those who have a different opinion say? **Explain in more detail what an opponent, or a person who disagrees with your opinion, might say. Organize your counterarguments into a clear and coherent paragraph.**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan **Frindle, Day 12**



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Lead a class discussion on the following question:

What is a trademark or a copyright?

A trademark is a symbol, word, or words legally registered or established by use as representing a company or product. A copyright is the exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same. Should these be allowed? By having these restrictions, does it make change less likely to occur?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

amazing (71)	published (73)	squinted (75)	controversial (76)	chat (76)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 70-83

Setting	Characters	Pages
Around Town	Nick	70-71
Around Town	Bud Lawrence	72
Carrington	Alice Lunderson	72-73
Westfield	Alice, Mrs. Granger, Nick, Nick's parents	73-77
Bud's Office	Bud, Nick's Dad (Tom)	78-82
The Bank	Nick's Dad (Tom)	83

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick became a hero.
- The news media picked up his story and came to interview him.
- Bud Lawrence started marketing frindles.
- The word spread across America.
- Tom Allen was asked to sign trademark papers for the frindle.
- Tom Allen set up a trust account for Nick.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to Nick's timeline.

Chart his ideas, progress and sacrifices.

Add to change poster.**EXPLORE****7. Activity** Explore the reading more deeply with a visual or oral language activity.**Plot Profile Chart**

Do a plot profile chart for the chapter.

8. Discussion Ask discussion questions of all 9 types.**Key Questions**

1. Why is everyone interested in the frindle story?
2. What makes this good human interest?
3. Are Nick's parents right to protect him from the media?
4. How will Bud's foresight benefit Nick in the long run?
5. What would you do if you found out something you made up had a copyright?

9. Analyze Analyze the key paragraph.**Key Paragraph, p. 70**

"Nick became sort of a hero for kids all over town, and he quickly learned that being a hero—even if you're just a local hero—isn't a free ride. It has a price" (p. 70).

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Nick started the word frindle as a prank. Now it is taking off and with that comes fame, fortune, and a separate set of rules. He is standing behind his idea and defending it regardless of different viewpoints in order to make a change.

Long-Term Writing: Persuasive/Argumentative Essay**Step Six: Rebuttal**

During the interview, Nick must respond in a way where he is defending his idea yet answering the counterarguments against him. How would you respond to the counterarguments for your issue?

Explain why you disagree with the opposing point of view. What would you say to others to show that the change about the issue should occur? Provide details that support your opinion and organize your reasons into a clear and coherent paragraph.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Plot profile chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

Frindle, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Have a class discussion on the following questions:

Is conflict always bad?

How can conflict be handled to allow for positive results?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hopping (84)	imported (85)	council (85)	forbidden (85)	celebrity (87)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 84-87

Setting	Characters	Pages
Westfield	Nick, Mrs. Granger, students	84-87

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Things calmed down at Lincoln Elementary School.
- The word frindle did not go away.
- Towns across America were going through frindle mania.
- Mrs. Granger gave up on fighting Nick about the word.
- Westfield was named, "Home of the Frindle".
- Nick is still overwhelmed by the fuss.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to Nick's timeline.

Chart his ideas, progress and sacrifices.

Add to change poster.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to bookmark.

Add to OMP of Nick and Mrs. Granger.

Do a character profile chart on Nick.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How is the word frindle affecting the economy of Nick's town?
2. What positive things are coming from the start of the word frindle?
3. Do you think Nick regrets his prank?
4. What do you think Mrs. Granger is thinking as the hype dies down?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 84

“All of the kids and even some of the teachers used the new word. At first it was on purpose. Then it became a habit, and by the middle of February, frindle was just a word, like door or tree or hat. People in Westfield barely noticed it anymore” (p. 84).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Change requires a vision, plan, and effort. Nick started his change with a vision, created a plan and recruited people to help, and then added effort and sacrifice to keep the new word going. Now frindle is part of daily language and is sweeping across the nation. Do you think this was what Nick intended when he started with his plan? **In a clear and concise paragraph analyze the theme of “Change Requires Effort” through the book and how it developed. As you analyze the development, summarize the key details and ideas leading up this point of the reading.**

Long-Term Writing: Persuasive/Argumentative Essay

Step Seven: Conclusion

Similar to *Frindle*, the issue you are defending required a vision, plan and effort. Restate your opinion and state a solution or suggestion to the issue.

The concluding paragraph should summarize the most important evidence (ideas) of your issue. By this point in your essay, you are persuading the reader to agree or take on your position.

The closing sentence can be a dramatic plea, a prediction that shows a need for urgent action, a question that makes readers think seriously about the issue, or suggestions that give readers specific ideas on what they can do.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Profile Chart—Nick

The diagram is a character profile chart for 'Nick'. It features a central vertical rectangle labeled 'Character'. To the left of this central rectangle are two trapezoidal shapes labeled 'Trait 1' (top) and 'Trait 3' (bottom). To the right are two trapezoidal shapes labeled 'Trait 2' (top) and 'Trait 4' (bottom). Each trait box is connected to the central 'Character' box by a diagonal line. On the far left, there are two rectangular boxes labeled 'example 1' (top) and 'example 2' (bottom), connected to the 'Trait 1' and 'Trait 3' boxes respectively by diagonal lines. Similarly, on the far right, there are two rectangular boxes labeled 'example 1' (top) and 'example 2' (bottom), connected to the 'Trait 2' and 'Trait 4' boxes respectively by diagonal lines. All boxes and lines are outlined in thick black.

Character Based Literacy Program Lesson Plan

Frindle, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Have a class discussion on: perseverance.

What does it mean? It is steadfastness in doing something despite difficulty or delay in achieving success.

Are there times when it is a bad idea to not back down, or is it always good?

If there are times when it is inappropriate, how can you tell the difference between those times and the times it is good?

2. Word Wall

consumers (88)	tilted (91)	clamming (92)	remarkable (92)	delicious (93)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 88-94

Setting	Characters	Pages
School	Nick	88-89
Mrs. Grangers Class	Nick, Mrs. Granger	90-93
Nick's House	Nick	94

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick's idea's started to scare him.
- Nick keeps to himself more at home and is not as outgoing.
- Nick asks Mrs. Granger about the letter; she says he'll get it when it's all over.
- Mrs. Granger compliments Nick on his self control and his change.
- Nick is able to enjoy things after he speaks to Mrs. Granger.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to Nick's timeline.

Chart his ideas, progress, rules, and sacrifices.

Add to change poster.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to bookmark.

Do a Character Profile Chart on Mrs. Granger.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Nick start to keep to himself?
2. How have all of the changes affected Nick?
3. Who else has changed in the novel?
4. Why do you think Mrs. Granger waited for Nick to come to her before she spoke to him like she did?

5. Would their conversation have been effective if she went to him?

9. Analyze Analyze the key paragraph.

Key Paragraph p. 92

“...I’ve noticed you’ve been quiet the last few months. You know, Nicholas, you didn’t do anything wrong this year. I know a lot of things happened, and a lot of things were said, and you must have had some difficult days here and there. But your idea was a good idea, and I have been very proud of the way you behaved—most of the time...” (p. 92).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Both Mrs. Granger and Nick have changed throughout the book. In two separate paragraphs analyze their change. **Write a paragraph about Mrs. Granger. Describe her now compared to the beginning of the book. How do you think her actions have helped Nick and his future? Do the same for Nick and ask yourself, has he changed for the better? How will his change help him in the future? Be sure to address how their point of views shaped the issue at hand and affected their change.**

Long-Term Writing: Persuasive/Argumentative Essay

Step Eight: Review

After you put the writing from the different steps together to form an argumentative essay make sure to go back and check the style of writing, that it is written for the audience you are trying to reach, it has clear and logical transitions, grammar, and punctuation.

Transitions hold the essay together. Transitions should wrap up the idea from the previous section and introduce the idea in the next section.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Profile Chart—Mrs. Granger

A character profile chart for Mrs. Granger. The chart is a symmetrical, zig-zagging shape. At the center is a vertical rectangle labeled "Character". To its left and right are two trapezoidal shapes, each labeled "Trait 1" and "Trait 2" respectively. Further out on the left and right are two more trapezoidal shapes, each labeled "Trait 3" and "Trait 4" respectively. At the far left and right ends are two more trapezoidal shapes, each labeled "example 1" and "example 2" respectively. The chart is designed for a student to fill in details about Mrs. Granger's character, traits, and examples.

example 1

Trait 1

Trait 2

example 1

example 2

example 2

Character

example 1

Trait 3

Trait 4

example 1

example 2

example 2

Character Based Literacy Program Lesson Plan

Frindle, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Have a class discussion with your students:

Why people stand up for themselves or back down when faced with opposition?

What is the best way to face opposition?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

legally (95)	reminded (95)	rooted (100)	urge (103)	impatiently (103)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 95-105

Setting	Characters	Pages
Nick's apartment	Nick	95-101
Mrs. Granger's House	Mrs. Granger	101-105

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nick is at college and doing well for himself.
- He gets a package from Mrs. Granger—Frindle has been added to the dictionary.
- Mrs. Granger sent Nick her (pen) with the word frindle on it.
- Nick set up a scholarship fund in Mrs. Granger's name at school.
- Nick sent Mrs. Granger a gold (pen/frindle) and tells her she can call it anything she would like.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Add to change poster.

Add to Nick's timeline. Chart his ideas, progress, rules, and sacrifices.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to the OMP for Nick and Mrs. Granger.

Venn Diagram

Do a Venn diagram. Compare how Nick and Mrs. Granger have changed in the novel.

Create a movie poster

Poster should include:

- Cast
- Trailer
- Title
- Reasons to go see it
- Visuals
- A verbal hook

Poster should have a layout and entice the audience to see their film.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Nick try to do something nice for his parents and family?
2. Why is it important that they allow him to?
3. Is Nick shocked when he realizes Mrs. Granger was rooting for him and his word?
4. What did Mrs. Granger mean when she said you can't stop a sunrise?
5. Was her part as villain important for Nick's word being put in the dictionary?
6. How did Nick honor Mrs. Granger?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 97

"This is a brand new dictionary, the one I recommend that my students use for their homework. And now when I teach them how new words are added to the dictionary, I tell each of them to look up the word frindle" (p. 97).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Mrs. Granger sends Nick a letter to apologize. It took 10 years but she sent the letter. **Continue to add to your previous days writing. Now 10 years have passed, how else have both Nick and Mrs. Granger changed? How effective was the word frindle in the end? What changes did Mrs. Granger help Nick make? What changes did Nick help Mrs. Granger make?**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Venn Diagram Chart

Changes between Nick and Mrs. Granger

