



School-Home Connection

Your child is reading a realistic fiction story called “Frindle.” Nick, a fifth grader, is intrigued when his teacher tells him that words get their meanings because we all agree to use the same name for the same thing. Then his friend, Janet finds a pen, and Nick decides to call it a *frindle*. He gets a group of friends to go into a store on different days and ask the clerk for a *frindle*. Before long, the clerk figures out that *frindle* means “pen,” and Nick’s experiment with word meanings is a success.

Early Words

Young children often mispronounce words or make up names for things. Occasionally these childish words become part of a family’s vocabulary when family members talk among themselves. Discuss with your child any such words you recall that your child or other children in the family may have made up.

VOCABULARY

Using Vocabulary Words

While reading “Frindle,” your child has learned the following new vocabulary words:

beaming
aisle

absorbed
sidetrack

reputation
oath

Have your child write the vocabulary words lightly in pencil on a sheet of paper. Choose one of the words, and ask your child to tell you what it means and to use it in a sentence. Then have your child use a pen to trace over that word. Continue choosing words in random order, asking your child to define and use each of them in a sentence until all six words are written in ink.



TIME TO READ

Encourage your child to read for at least 30 minutes outside of class each day.

Frindle Riddles

Play a riddle game with your child, using the word *frindle* to substitute for familiar words. For example, a player might say, “A frindle has four legs and fur.” If the other player or players cannot guess what the frindle is, the first player may give additional clues, such as, “A frindle climbs trees,” and “A frindle says meow.” When the riddle is solved, the next player takes a turn giving clues, substituting *frindle* for a different word.

