

# READY, FREDDY! HOMEWORK HASSLES

## Ready, Freddy! Homework Hassles

by Abby Klein

Ages 5-7

Running Time: 49 mins.

Lexile® Level: 540 Guided Reading Level: L

### Summary

Freddy's teacher assigns a big report on nocturnal animals. Freddy and his friend Robbie decide to research by staying up all night to observe animals for the report. It seems like a great idea until Freddy has an accident. Now, Freddy is in big trouble with his parents, he can't even use his right arm, and he still doesn't have an idea for his project. Freddy assumes that his injury will excuse him from having to do the project, until he finds out that it's an oral report. Then Freddy finds a surprising ally to help him through his homework problems. Now all he has to do overcome his stage fright!

### Learning Objectives

- Students will practice the reading strategy of identifying conflict and resolution.
- Students will develop their vocabulary through listening, reading, writing, drawing, and movement.
- Students will use the internet to research nocturnal animals.

### Before Listening/Viewing Activities

1. Preview these important vocabulary words. Provide a word list for students. Have the students read each word aloud, assisting with pronunciation. Then, as the students listen to the story, have them highlight the word when they hear it. Students will revisit this word list after listening to the story for further vocabulary development.

nocturnal  
diurnal  
lubricate  
possum  
caress(ing)  
echolocation  
mammal

2. Introduce or review the reading strategy of identifying conflict and resolution with the students. Explain to students that every story has a conflict, or problem. The solution to the problem is called a resolution. Tell students that in chapter books, like *Homework Hassles*, each chapter usually has a smaller conflict and resolution that add to the overall conflict and resolution of the book. Encourage students to listen for the conflict and resolution in each chapter. Tell them that you will decide as a class what the overall conflict and resolution of the program was after listening.

### After Listening Activities

1. Listen to students' ideas about the conflicts and resolutions in each chapter. Guide them in filling in a conflict/resolution chart that looks like this: (include all chapters)

#### Chapter Conflict Resolution

#### The Assignment

#### Hanging Around

#### The Plan

#### In the Dark of Night

#### Is It Broken?

#### Not So Bad After All

#### King of the World

After students have determined the smaller conflicts and resolutions in each chapter, work together to identify the overarching conflict and resolution. Example: Conflict: Freddy breaks his arm while trying to "research" for his nocturnal animal report, and he is unprepared to give the report until the last minute. Resolution: Mrs. Jackson helps Freddy think of an idea for the report, Robbie helps him research it, and Suzie helps him get prepared for his oral presentation. Freddy's teacher is very proud of his report.

2. Return to the vocabulary list. Give each student seven 3x5 index cards, one for each word. Have students write the words in large letters on one side of the card. On the other side of the card, have students draw an X to divide the card into four equal sections. In the top

section, students should write the definition of the word (provided by the teacher or from the dictionary). In the right section, students should write 2 or more synonyms for the word (provided by the teacher or from a thesaurus). In the bottom section, students should draw a picture that represents the word's meaning. In the left section, students should write a sentence that contains the word. All of the students' vocabulary cards can be hole punched and kept on a "vocabulary ring" (a metal binder ring) or kept in a plastic bag.

3. Ask students the following comprehension questions: (can be administered as an assessment)
  - Why did Freddy and Robbie want to stay up all night?
  - How did Freddy break his arm?
  - What were the consequences of Freddy's accident?
  - What is a nocturnal animal?
  - What animal did Freddy decide to give his report on?
  - How did Suzie help Freddy prepare for his presentation?
4. Have students research nocturnal animals on the internet. Like Freddy and his classmates, they can give an oral presentation on the animal that they research, or they can prepare written reports or poster presentations. Useful websites:  
<http://www.enchantedlearning.com/coloring/nocturnal.shtml> This comprehensive website has pictures of many nocturnal animals from all over the world. Students can follow links to find out about the habitats and lifestyles of each animal.  
<http://www.zoobooks.com/newFrontPage/animals/virtualZoo/petnocturnal.htm> This site gives facts about nocturnal animals and allows students to listen to sounds that different nocturnal animals make. There are also interactive games and quizzes.  
<http://www.naturepark.com/sound1.htm> This site focuses on the sounds that nocturnal animals make. Students can listen to a sound, and then find out facts about the animal that makes it.

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