

READY, FREDDY! DON'T SIT ON MY LUNCH!

Ready, Freddy! Don't Sit on My Lunch!

by Abby Klein

Ages 5-7

Running Time: 47 mins.

Lexile® Level: 500 Guided Reading Level: N

Summary

Max is the biggest bully in the first grade. So Freddy is dismayed when Max butts his way into trying out for the one open spot on the hockey team. With the help of his friend Jessie, Freddy practices his skating, passing, and shooting to get ready for the big try-outs. But will all of the practice, his lucky shark's tooth, his lucky underwear, and his sister's lucky penny be enough for Freddy to be chosen over Max Sellers? When the day of the try-outs arrives, Freddy and Max find out that teamwork is the only way to win the game – and get a spot on the team.

Learning Objectives

- Students will practice the reading strategy of identifying cause and effect.
- Students will develop their vocabulary through listening, reading, writing, drawing, and movement.
- Students will identify and practice ways to handle bullies.

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.

jersey
glare
hilarious
hysterical
sportsmanship
gleeful(ly)
elegant
assist
scrimmage
rebound

2. Introduce or review the reading strategy of identifying cause and effect with students. Tell students that a **cause** is what makes something happen and an **effect** is what happens as a result. Give students straightforward examples to practice, such as:
Cause: You don't do your homework.
Effect: You stay in for recess to complete it.
Cause: You don't look both ways before crossing the street.
Effect: You could get hit by a car.

After providing several examples for students, give them time to practice thinking of their own cause and effect scenarios with partners. Give students time to share with the class the scenarios that they came up with. Then, write the following cause and effect questions on the board. Tell students to think about these questions as they listen to the program.

- What caused Freddy to get so angry at his sister?
- Why do you think that Max was so mean to the other kids?
- What was the effect of Max and Freddy's good teamwork?

After Listening Activities

1. Return to the cause and effect questions that were presented before the program. Invite students to share their answers. Write the students' answers under the questions. Ask students if they recognized any other cause and effect situations in the story. Ideas:
Cause: Max was mean and rude to the other kids.
Effect: Most of the other kids didn't like Max and were not very nice to him.
Cause: Freddy's sister teased him about being friends with Jessie.
Effect: She was sent to her room.
Cause: Jessie helped Freddy practice for the hockey tryouts.
Effect: Freddy learned how to pass a puck.
2. Return to the vocabulary list. Give each student seven small 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 didn't Chloe think that she would like to play hockey?
 - What kind of bet did Freddy make with Max?
 - How did Freddy's mom feel about him trying out for the hockey team?
 - What did Freddy's sister let him borrow for good luck?
 - What kind of snack did Freddy have when he went to Jessie's house after school?
 - Who got onto the hockey team?
4. Have a discussion about bullies with the class.
Guiding questions:
 - Why do you think that bullies act the way they do?
 - Have you ever been bullied before?
 - Have you ever bullied anyone before? Why?
 - What are different ways that people can be bullies?After students have had a chance to share their experiences, talk to them about how bullies are usually people who feel left out or don't feel good about themselves, so they try to make others feel bad also. Next, brainstorm ideas about what to do if you are being bullied. Ideas:
 - Tell an adult.
 - Ignore the person.
 - Smile at the person and walk away.
 - Tell students that bullying is a serious problem. The most effective way to deal with it is to tell an adult and then try to ignore the bully. Give students an opportunity to practice different bullying scenarios through role-playing.

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