

Freddie in the Shade

A story about coping with change

About the Story

Lexile® 740L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to analyze how and why a character changes over the course of a story

Key Skills: character, conflict, inference, symbolism

Essential Questions:

- How can we cope with change?
- How can others help us get through difficult times?
- How can our perspective affect how we feel?

Standards:

The story and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Story read-aloud
- Text-to-speech
- Vocabulary

Vocabulary Slideshow

Connected readings from the Scope archives:

- "My Favorite"
- "Dear Future"
- "Back to Normal?"

Skill Building Activities to print, project, or share digitally:

- Writing Planner: Freddie's Conflict
- Close Reading and Critical Thinking
- Vocabulary: Definitions
- Core Skills Workout: Inference
- Choice Board
- Quiz*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson

Close Reading, Critical Thinking, Skill Building

1. Preparing to Read

20 minutes

Do-Now: Journal and Discuss (10 minutes)

- Project the following journal prompt on your whiteboard: *Think about an item of clothing or an accessory that makes you feel a certain way when you wear it. Describe the item, how it makes you feel, and why. (You can also choose to write about an item of clothing or an accessory that you had in the past.)*
- Invite volunteers to share their responses.

Preview Vocabulary (10 minutes)

- Project the **Vocabulary Slideshow** on your whiteboard. Review the definitions and complete the activity as a class. The audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Highlighted words: *bombarding, camaraderie, endeavored, enlightening, furtively, sauntered, savored, tantalizing, wavered, wistful.*

2. Reading and Discussing

45 minutes

- Read the **As You Read** box on page 26 or at the top of the digital story page.
- Point out the directions at the top of the column on the far-right side of page 27 and read them aloud to your students.
- Optionally, for students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the story again, pausing to discuss the close-reading questions that appear in the margins of the print magazine or by clicking on the bolded words on the digital story page. Have students record their answers in their own document or on the **Close-Reading and Critical-Thinking activity**.

Close-Reading Questions

(30 minutes)

The close-reading questions can be shared in printable or interactive form.

1. **In your own words, explain what is going on in Freddie's life as the story begins and how he feels about it.** (character, conflict) *As the story begins, a lot is changing in Freddie's life: His dad recently got remarried, his dad and his stepmom are expecting a baby, and Freddie's family has just moved from a big city in California to a suburb of Minneapolis. Freddie is unhappy about all these changes. He shows no excitement about any of them; rather, he is focused on what he has lost and how uncomfortable it will be to start ninth grade as the new kid.*
2. **Why does Freddie decide to work at the bakery?** (inference) *Freddie takes the job at the bakery as a way of avoiding his dad and his stepmom, Maggie, who have been trying to involve Freddie in preparations for the baby they are expecting. Freddie says he has been spending all of his time in his room to avoid his dad and Maggie; the job will give him an even better way of avoiding them.*
3. **Why might the sunglasses have made Freddie feel this way?** (character) *Answers will vary, but students may say that to Freddie, the sunglasses felt like a protective shield—a barrier between himself and the events in his life that he was unhappy about. Perhaps the sunglasses made him feel hidden, as though if no one could see him, no one could harm him.*
4. **Why does Amy think Freddie is lucky?** (inference) *Amy thinks Freddie is lucky because she sees Freddie having two things she deeply longs for: parents who live together and a sibling. Plus, while it's true that Freddie is currently dealing with the stress and sadness of moving, from now on, he will have the stability of living in the same place year-round, while Amy will continue to shuttle back and forth between two homes in two different towns so that she can spend time with each of her parents, who are divorced. As Amy explains to Freddie at the end of the story, it's hard for her to go back and forth because other kids establish their friendships and routines while she is away, so she never feels completely a part of things.*
5. **Why do you think Freddie takes off his sunglasses in this moment?** (symbolism, character) *Students may offer that Freddie takes off his sunglasses in this moment as a way of signaling to Amy that he is now seeing her fully. The sunglasses limited Freddie's perception of everything, including Amy. They provided something for Freddie to hide behind, and he focused so much on himself that he failed to notice what Amy had been trying to tell him about her own struggles. Freddie's removal of his sunglasses also signals that he is at a turning point: Rather than hiding from the world, he is now going to engage with it.*
6. **How has Freddie changed over the course of the story?** (character) *Freddie has gone from being miserable about the changes taking place in his life to embracing those changes. He has gone from not wanting to share his feelings to being willing to share them, and he has gone from being quite internally focused to having a greater awareness of and compassion for others.*

- As a class, discuss the following questions.

Critical-Thinking Questions

(5 minutes)

The following questions can be shared in printable or interactive form.

- 1. What message does the story have about change and how we can cope with change? What makes you say so?** *Answers will vary. Students may say the story's message is that change can be difficult, but there's no point in trying to avoid or deny it. Freddie is upset about the changes happening in his life and starts wearing sunglasses in an effort to hide from these changes, but the sunglasses can't shield him from change or make things go back to how they were. Amy sums this up when she says to Freddie, "Stuff changes all the time. How are sunglasses going to stop it?" Students might also offer that the story has the message that the best way to cope with change is to face it, so you can appreciate what might be positive about your new situation. This idea is expressed through the way Freddie finds happiness—making new friends and celebrating the birth of his baby sister—after he removes the sunglasses he was wearing in an attempt to wall himself off from the changes in his life.*
- 2. How is the way Amy sees Freddie's life different from the way Freddie sees his life?** *Freddie sees his life as unstable and full of change: His dad just got married, the family just moved, and Freddie is going to have a new sibling. Amy, however, sees Freddie's life as stable because he has two parents who live with him all the time.*
- 3. Do you think Freddie was a good friend to Amy throughout the story? Do you think Amy was a good friend to Freddie throughout the story? Explain your answers.** *Answers will vary. Students may say that until the end of the story, Freddie wasn't all that great a friend to Amy because he never asked her any questions about herself and he was too self-absorbed to think about why she might have told him more than once that he was lucky. Students are likely to say that Amy was a good friend to Freddie because she asked him questions about himself and was gentle but honest with him about her view of his life and his choice to wear sunglasses. Some students, however, might say that Amy should not have kept from Freddie that she'd be leaving at the end of the summer until right before she left—that she should have told him whether he asked her about it or not.*

3. Skill Building and Writing

30 minutes

- Have students complete the **Writing Planner: Freddie's Conflict**. This activity will help them organize their ideas in preparation for the writing prompt on page 28 in the printed magazine and at the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Connected readings from the *Scope* archives about coping with change:

- Fiction In a Flash: "[My Favorite](#)" (December 2021/January 2022)
- Fiction: "[Dear Future](#)" (April 2021)
- Fiction: "[Back to Normal?](#)" (September 2021)