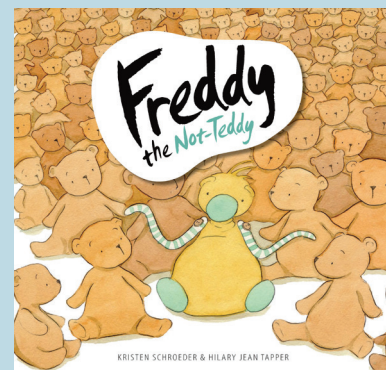




EK BOOKS TEACHER NOTES & RESOURCES

Title: Freddy the Not-Teddy
Author: Kristen Schroeder
Illustrator: Hilary Jean Tapper
Publisher: EK Books
Price: ANZ \$24.99 | USA \$18.99 | CA \$24.99 | UK £10.99
ISBN: 9781922539090
Publication date: May 2022
Audience age: 4-8 years
Key Curriculum Areas: English, Science/STEM, Health and Physical Education, Visual Arts



SYNOPSIS:

Freddy is certainly not a Teddy, but that won't stop him from being the star of the Teddy Bears' Picnic in this inspiring story about inclusion, friendship and staying true to yourself.

Freddy is Jonah's favourite stuffed toy, but no one knows quite what Freddy is – a funky duck, a peculiar platypus, a punk rock penguin? When Jonah's teacher announces that they're going to have a Teddy Bears' Picnic, it seems that if Jonah wants to take Freddy, Freddy will have to go in disguise!

Jonah and Freddy try all of their best Teddy Bear disguises, but nothing can quite cover up the fact that Freddy is a little different. What should Jonah do? He loves Freddy, but should he still take Freddy to the picnic if he doesn't look like all the other teddies?

Find out what happens when Jonah stands up for himself and for his beloved Freddy in a heart-warming story that will resonate with any child who has ever felt like they're a little different. A celebration of inclusivity and being kind to others, *Freddy the Not-Teddy* will inspire young readers to express themselves just as they are!

THEMES:

Inclusion. Friendship. Staying true to oneself. Accepting differences. Kindness. Imagination.

SELLING POINTS:

- Features a main character who is courageous and stands up for those he cares about – a strong role model for young readers.
- Covers topics that will be relatable to many children, including stuffed toys and school events.
- Inspired by the true story of the author's son's stuffed animal, which no one could quite identify!
- Will appeal to children who are sensitive, creative, and imaginative, and those who are trying to figure out who they are.

WRITING STYLE:

A simple yet evocative writing style, making use of alliteration and direct speech to bring characters to life.

ILLUSTRATION STYLE:

Hilary's illustration style is hand-drawn, nostalgic and whimsical. She uses watercolour paint and pencil.

AUTHOR MOTIVATION:

My son had a stuffed animal named Freddy and we weren't sure what he was – a weird looking duck or chicken. One day I referred to him as Freddy the Not-Teddy and the book idea came from there!

AUTHOR/ILLUSTRATOR BACKGROUND:

Kristen Schroeder writes for children from her home in Minnesota. She and her family are dual American Australian citizens and consider Melbourne their second home. *Freddy the Not-Teddy* is Kristen's second picture book, inspired by her son's favourite stuffed toy, Freddy.

Hilary Jean Tapper is a picture book illustrator, children's arts therapist and dollmaking teacher. Her work seeks to inspire connection within ourselves, with those around us, and the greater world we are a part of.

INTERVIEW:

AUTHOR

What is the inspiration for this story?

In addition to my son's favourite stuffy, Freddy, I was also inspired by a Teddy Bear's Picnic that I took my daughter to in Melbourne. It's held annually at the Rippon Lea Estate and is a wonderful day out for children and their Teddies.

What was the most rewarding part of this project?

Seeing Freddy's character come to life through illustrations was such a fun milestone. I fell in love with Freddy when I saw Hilary's first sketches.

What was the most challenging part of this project?

I wrote my first draft of *Freddy the Not-Teddy* back in 2015, but it was worth the wait to find the right publisher. Working with EK Books has been a dream and I am thrilled that children will be able to get to know Jonah and Freddy.



ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

I used watercolour paint and pencil. My process begins with rough sketches, then gradually a refined version of each image. I trace these images onto watercolour paper, and then paint them with watercolour paint. To finish, I draw darker pencil over all the outlines.

What was the most rewarding part of this project?

The most rewarding part of this project was falling in love with Freddy. After reading the manuscript for the book, I immediately had a vision of Freddy. I sent sketches through to the publisher and author, we made a few tweaks, but for the most part, he stayed the same. The more I drew him, the more I loved him, and now, he feels very alive for me, as if he is a real friend.

What was the most challenging part of this project?

The most challenging part was drawing the teddy bears on the front cover – I re-did this cover a few times – I've never drawn so many teddy bears in all my life!

TEACHER ACTIVITIES/NOTES:

Discussion Notes and Activities:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

Before Reading

- Look at the cover of *Freddy the Not-Teddy*. What do you see? What can you tell about the character in the middle?
- Why do you think the title might include the name, 'Not-Teddy'? What might this mean?
- Can you use some describing words to describe the differences between the 'not-teddy' and the other teddies?
- What do you think this book might be about? What gives you this idea?
- Do you have a favourite teddy or soft toy? It is a regular teddy or one that is unique? What makes it unique or special?

During Reading

- What do you think Freddy looks like?
- Why do you think that Jonah called him 'Freddy'? What do you think he likes about Freddy?
- Why might Jonah think that Freddy being a 'not-teddy' is bad news for the school picnic?
- Why do you think Jonah wants to disguise Freddy? How might Jonah be feeling about taking Freddy to school?
- Why do you think that Jonah packed his other old teddy as well?
- Do you think Jonah will choose Teddy or Freddy to show his classmates?
- What do you think of the children's reaction to seeing Freddy?

After Reading

- What was the story about? What is the main idea?
- What did you like / dislike about the story? How did it make you feel?
- What was it about Freddy that made him difficult to identify? Does it matter that he didn't have a specific label, like a teddy or a duck? How did Jonah feel about Freddy anyway?
- What were some of the possible ideas for what Jonah and the other children thought Freddy might be?
- What did you learn from Jonah? How did his thinking change from the beginning to the end of the story?
- Discuss and list the emotions Jonah may have felt at different parts of the story. Was he scared, brave, embarrassed, proud?
- How would you respond if you were faced with the same situation? Who would you talk to? What alternative plans can you think of, as opposed to trying to disguise your toy?
- How did Jonah show kindness in the story? Were the other children kind and inclusive? How did Jonah respond when they weren't kind? How was this an effective strategy?
- What do you like about the illustrations? How do the pictures show how Jonah, Freddy and Cassie are feeling at different parts of the story? What is the illustrator showing about the differences amongst the children, and how does this relate to Freddy being different to the other teddies? What kinds of colours and style of painting has the illustrator used? Do you feel the pictures suit this kind of story? Why?
- Why is it important to just be yourself, like how Freddy was just 'Freddy'?



ACTIVITIES:

ENGLISH

Vocabulary: Rhyming Words

(ACELA1439) (ACELA1438) (ACELA1458) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1472) (ACELA1824) (ACELA1825)

Freddy rhymes with Teddy. Make a list of other rhyming words for 'Freddy'. For example, ready, steady, teddy, already, unsteady. Write them around the outline template (See **BLM 1**). What do you notice about the spelling patterns? Can you identify any common digraphs and trigraphs?

Vocabulary: Alliteration

(ACELA1439) (ACELA1438) (ACELA1474) (ACELT1585) (ACELA1825) (ACELT1831) (ACELT1832)

'A peculiar platypus?', 'A freaky frog?', 'A loopy lizard?', 'A cheeky chicken?'

Think of the name of your favourite teddy, or Freddy, and write an alliterated sentence about what it looks like or how you feel about it, or write a silly alliterated sentence! Illustrate.

Vocabulary: Proper Nouns

(ACELA1452) (ACELA1468) (ACELA1469) (ACELA1470) (ACELT1578) (ACELT1584) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670) (ACELY1661)

'Freddy the Not-Teddy', 'Secret Agent Teddy', 'Ghost Teddy', 'Mummy Teddy'.

Proper nouns are the names of a particular person, place or animal. Together, students can make a list of other proper nouns in the story, and any more they can think of. These can be more funny disguise names for Freddy!

Draw a labelled diagram of one of the disguises from the book, or one of your own, including a title with its proper noun, and names of body parts. Students could use BLM 1 to dress up Freddy!

Vocabulary: Powerful Verbs

(ACELA1435) (ACELA1451) (ACELA1452) (ACELA1467) (ACELA1469) (ACELA1470)

Verbs are doing words that describe an action. In *Freddy the Not-Teddy*, can students find powerful verbs that more explicitly show an action? For example, the author has used 'raced' instead of 'ran', or 'assembled' instead of 'put together'. Other verbs include: 'rummaged', 'hiked', 'noticed', and so on.

Create interesting sentences with powerful verbs. Illustrate.

Adjectives: Character Profiles

(ACELT1783) (ACELT1589) (ACELY1650) (ACELY1660) (ACELA1452) (ACELA1468) (ACELA1469)

Write adjectives, or describing words, and other information that describes one of the characters in the story (Jonah, Freddy or Cassie). Use the character profile sheets (see **BLM 1, 2, 3**) to list the features including appearance, behaviours, character traits, feelings, challenges and achievements, etc.

Comprehension: Text-to-Self, Text-to-Text, Text-to-World

(ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELY1650) (ACELY1660) (ACELY1665) (ACELY1670)

Ask students to think about the text and how this connects to what they know. Answer and write about the following questions...

Text-to-Self: What are some aspects in the story, 'Freddy the Not-Teddy', that you can relate to in your own life? When was a time that you felt embarrassed, uncertain or self-conscious? When was a time that you showed kindness, or someone showed kindness to you? Have you been to a Teddy Bears' Picnic?

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different story about a favourite stuffed toy, about feeling 'different' or believing in yourself.

Text-to-World: What can you do to show kindness to a stranger or a neighbour or friend? What can you find out about community events such as a local Teddy Bears' Picnic or donations of stuffed toys to those in need? How can this story help other children across the world?

Comprehension: Friendship and Feelings Opposites

(ACELA1787) (ACELT1575) (ACELT1783) (ACELT1578) (ACELT1582) (ACELT1584) (ACELT1591) (ACELY1650) (ACELY1670)

In the story, Jonah felt a range of feelings about his favourite toy, Freddy. Think about his different feelings and connect it with the opposite feeling. For example, Jonah may have felt embarrassed by Freddy in the beginning, but then he felt proud at the end. Other examples might include: *uncertain – confident, self-conscious – affirmed, downcast – elated*, etc.

In addition, find the behaviours that make a good friend, and the opposing behaviours that are unkind. For example, Jonah gifted Cassie with his old Teddy because she didn't have one (*kindness*), and the other children made remarks and called Freddy names when they first saw him (*unkind*).

Draw up a chart or divide a page into two columns; Negative and Positive. Fill in each column, and add your own to the lists.

Comprehension: Match Freddy Identities

(ACELT1575) (ACELT1581) (ACELT1783) (ACELT1582) (ACELT1589) (ACELT1578) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670) (ACELY1651) (ACELY1661)

Freddy was given many identities and disguises by Jonah and the other children. Match the label with the picture. Students can write a sentence about why they think Freddy should just be 'Freddy'. See **BLM 4**.

Creative Writing: Invitation Poster

(ACELA1430) (ACELA1447) (ACELA1450) (ACELA1463) (ACELA1466) (ACELA1454) (ACELA1470) (ACELT1575) (ACELY1655) (ACELY1651) (ACELY1654) (ACELY1661) (ACELY1664) (ACELY1671) (ACELY1674)

Design and create an invitation / advertisement poster (written or digital) to the school's Teddy Bears' Picnic. Details need to include: What, Where, When, Time, and other information like what to bring and who to reply to. Decorate and display.

Narrative Writing

(ACELT1580) (ACELY1651) (ACELY1652) (ACELT1832) (ACELY1661) (ACELY1672) (ACELY1648) (ACELY1658) (ACELY1674)

Students can write a narrative story based around the imaginative guesses as to what Freddy might be. Imagine your teddy could disguise itself as a 'Secret Agent', a 'Mummy' or a 'Ghost Teddy', or perhaps a 'freaky frog', a 'loopy lizard' or a 'cheeky chicken'. What kind of mission, adventure or journey would you and your toy go on? What would you do? What kinds of problems or challenges happen along the way? How will they be resolved?

Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Set it out with a beginning, middle and end.

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

X-Chart: Students can imagine themselves, or Jonah or Freddy, in one of the scenarios in the book, such as dressing up in disguises, or showing a teddy at the school Teddy Bears' Picnic. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like, Smells/Tastes Like. See **BLM 5**.

De Bono's Six Thinking Hats: Think about the scenario where Jonah had to choose between showing Freddy and old Teddy at the Teddy Bears' Picnic, with the use of the six hats: Red (fears, feelings, intuition), White (information, facts), Yellow (Benefits, positive thinking), Blue (big picture, focus, learnings), Green (creative thinking, alternatives), Black (risks, problems, obstacles).

Mind Map: Brainstorm and map out different topics, including:

- Freddy Identities (Secret Agent, Mummy, Ghost, freaky frog, loopy lizard, etc).
- Benefits of Toy Companions (how they help with mental, social and physical health).
- Friendly Behaviours (sharing, including others, playing games together, being kind about differences, acts of kindness, etc). See **BLM 6**.

Venn Diagram: Complete a Venn Diagram to compare the similarities and differences between Jonah and Freddy, or Freddy and the other teddies, or even Freddy and the animals in the book. Think about their appearances, personality traits, interests, behaviours, etc. See **BLM 7**.



SCIENCE / STEM

Animal Studies

(ACSSU002) (ACSSU017) (ACSSU211) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034) (ACSHE035) (ACSIS014) (ACSIS037) (ACSIS025) (ACSIS026) (ACSIS027) (ACSIS213) (ACSIS012) (ACSIS042)

In *Freddy the Not-Teddy*, Freddy is seen with the appearance and behaviours of various animals, including ducks, platypuses, penguins, frogs, lizards and chickens.

1. Sort these animals into categories; mammals, birds, amphibians and reptiles. Write and draw or cut and paste pictures into the correct columns.
2. Choose one of the animals in the book to study. Write and create an information report / chart, including name of the species, characteristics, life cycle, breeding, etc, with labelled diagrams, pictures or photos.
3. Alternatively, research some animals that disguise themselves in the wild as a form of protection from danger or to go unnoticed; find animals that camouflage with the environment and even change shape! Make a mural with a habitat and attached camouflaged paper animals.

Disguises in the Wild

Science links – (ACSSU002) (ACSSU017) (ACSSU211) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034) (ACSHE035) (ACSIS014) (ACSIS037) (ACSIS025) (ACSIS026) (ACSIS027) (ACSIS213) (ACSIS012) (ACSIS042)

Design and Technologies links - (ACTDEK001) (ACTDEK002) (ACTDEK003) (ACTDEK004) (ACTDEP006) (ACTDEP007) (ACTDEP008) (ACTDEP009)

1. As per the idea above, introduce camouflage with some images of animals hiding in their environment. Discuss the four types of camouflage: blending, pattern, disguise and mimicry.
2. Conduct a fun experiment using M&Ms and Skittles, to show how camouflage works in the wild. Students will need to act fast and differentiate between their 'prey' (the M&Ms) and the environment (the Skittles) when 'hunting'. Students use skills in predicting, conducting, analysing, evaluating and communicating their findings. See full instructions here: Candy Camouflage | STEM Activity (sciencebuddies.org)
3. Students can plan, design and construct their own disguises using craft materials, including cardboard rolls, paper, textures, and natural objects such as feathers, leaves, twigs, etc. Be creative and think about how animals use shape, colour and pattern to blend in with their environment.

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with friends.

- Identify feelings, fears and worries in your mind and body
- Write down lots of different solutions for overcoming a worry

- Cuddle and play with your favourite teddy or stuffed animal
- Read a book, draw a picture or have a snack with your toy in your treehouse or favourite secret spot
- Spend time outdoors and in nature – go for a hike!
- Swim like a duck or a platypus
- Role play acting like different animals
- Dress up in costumes and disguises
- Invite your friends to a Teddy Bears' Picnic!
- Engage in a random act of kindness.

VISUAL ART

Sew / No-Sew Stuffed Animals

(ACAVAM107) (ACAVAM108)

Depending on the ability of the students, create a stuffed toy animal (or unknown creature) of your choice. A simple toy can be made by gluing two pieces of felt together with stuffing placed in the centre. Alternatively, extend students' fine motor skills with easy sewing loops through two pieces of felt or other fabric. Students can either draw or trace their pattern onto the fabric. Add details such as eyes and other body parts with your choice of materials. Don't forget to leave a hole to push the stuffing into before closing it all up!

Mixed-Up Mixed-Media Animal Art

(ACAVAM106) (ACAVAM107) (ACAVAM108)

Using a range or selection of media and techniques of your choice, including waterpaints, collage, pencils, fabrics, and so on, design and create your own mixed-up animal art. Your mixed-up animal can include body parts from various animals. For example, a bill of a platypus, legs of a frog, a tail of a lizard, and feet of a duck. Create the background / habitat to reflect your imaginative creature's home or favourite activity.

Animals in Disguise Art

(ACAVAM106) (ACAVAM107) (ACAVAM108)

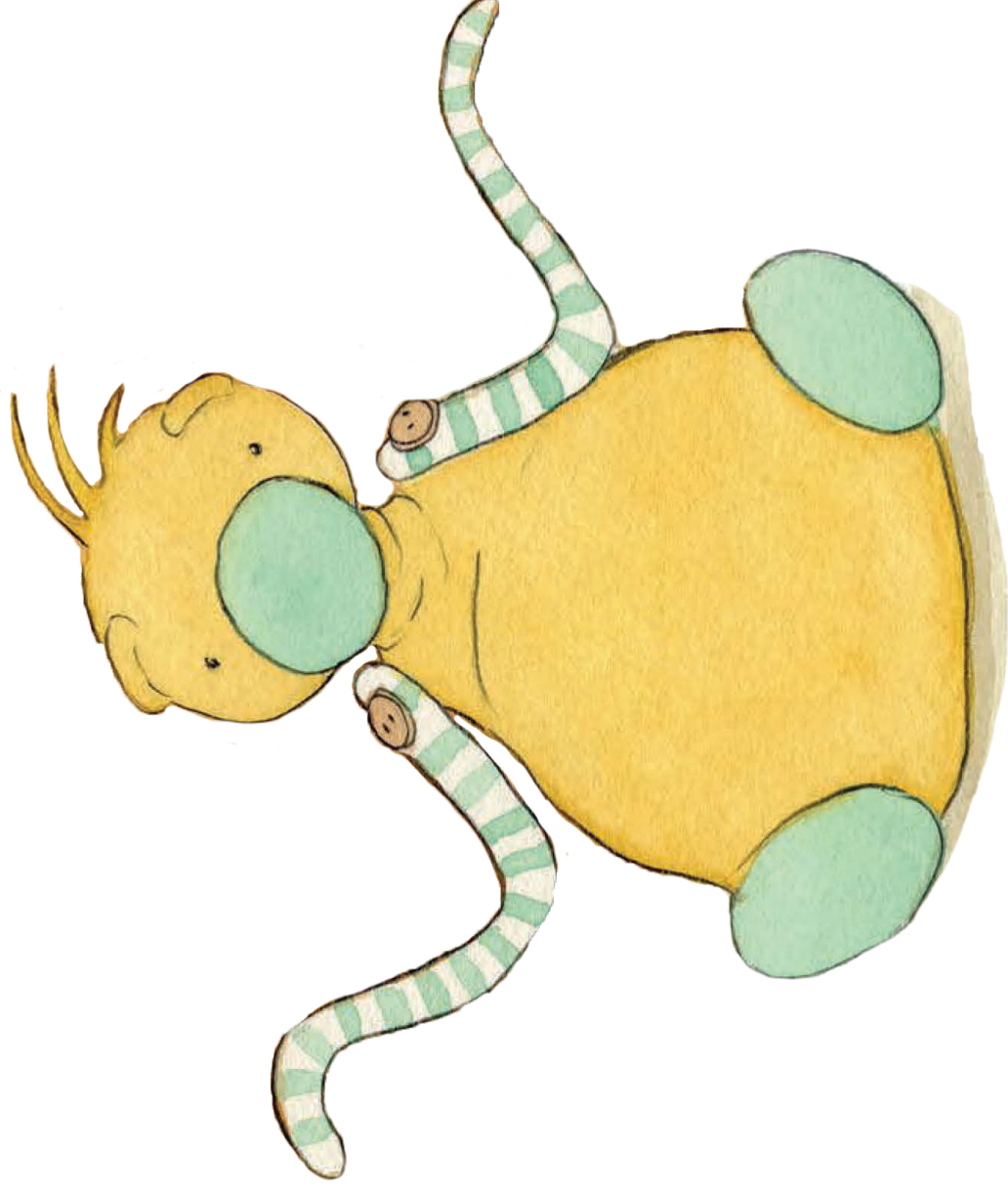
Draw an animal that will be camouflaged onto its background, such as a 'loopy lizard' chameleon, or a green 'freaky frog' in a tree. Colour the animal with your chosen colours and patterns, then cut it out. (*Optional, for a 3D effect: Fold the animal in half, then fold up the legs the opposite way so they can be stuck down and the body can stand up). Design a background in similar colours and patterns as the animal, and 'hide' your creature in your picture.

Freddy the Not-Teddy

BLM 1

NAME _____

DATE _____



NAME _____

DATE _____



NAME _____

DATE _____



NAME _____

DATE _____

DRAW A LINE FROM THE NAME TO THE CORRECT PICTURE



Loopy Lizard



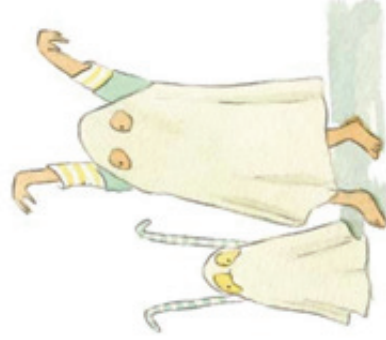
Cheeky Chicken



Mummy Teddy



Ghost Teddy



Freaky Frog



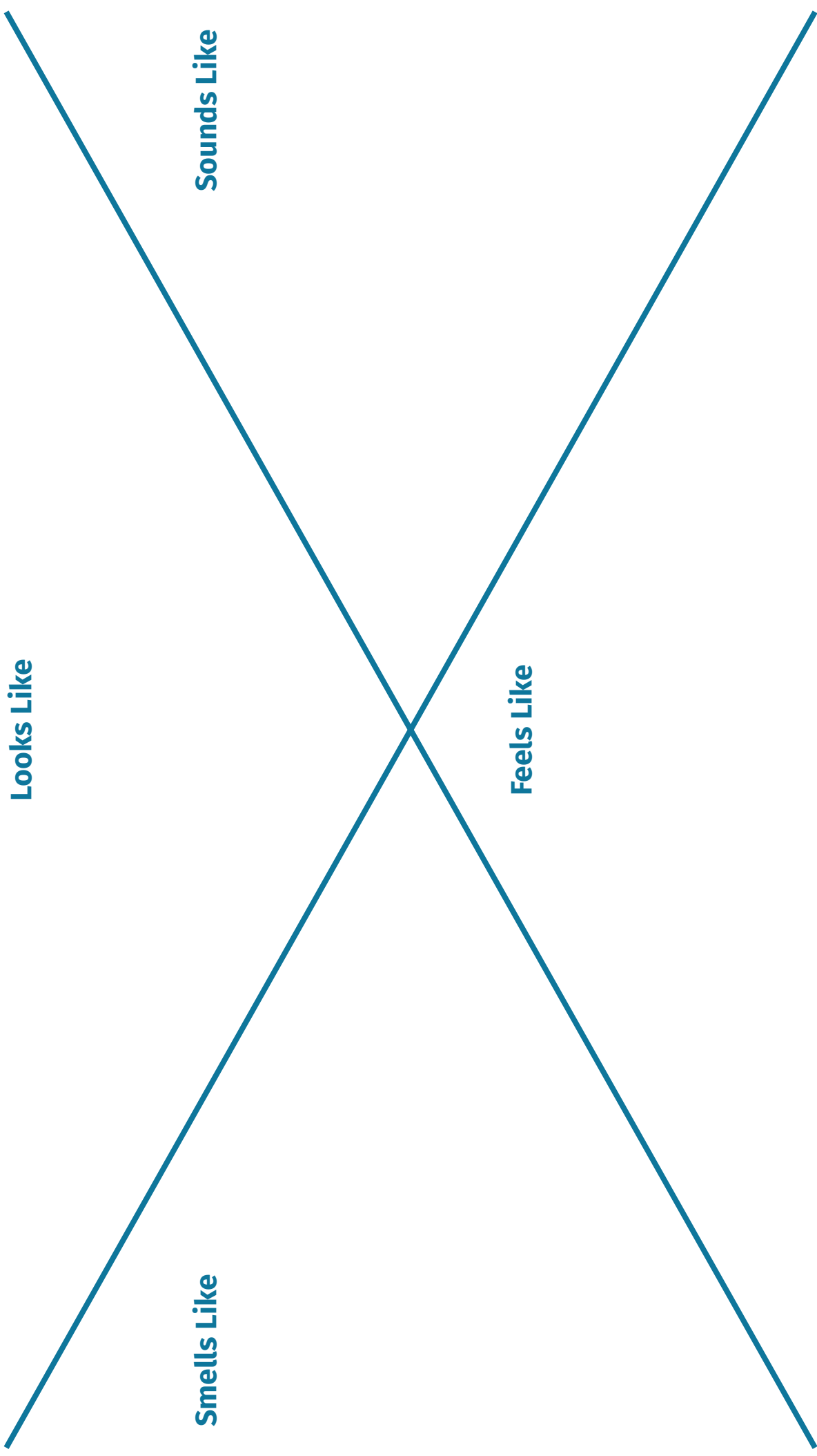
Secret Agent Teddy

X-Chart

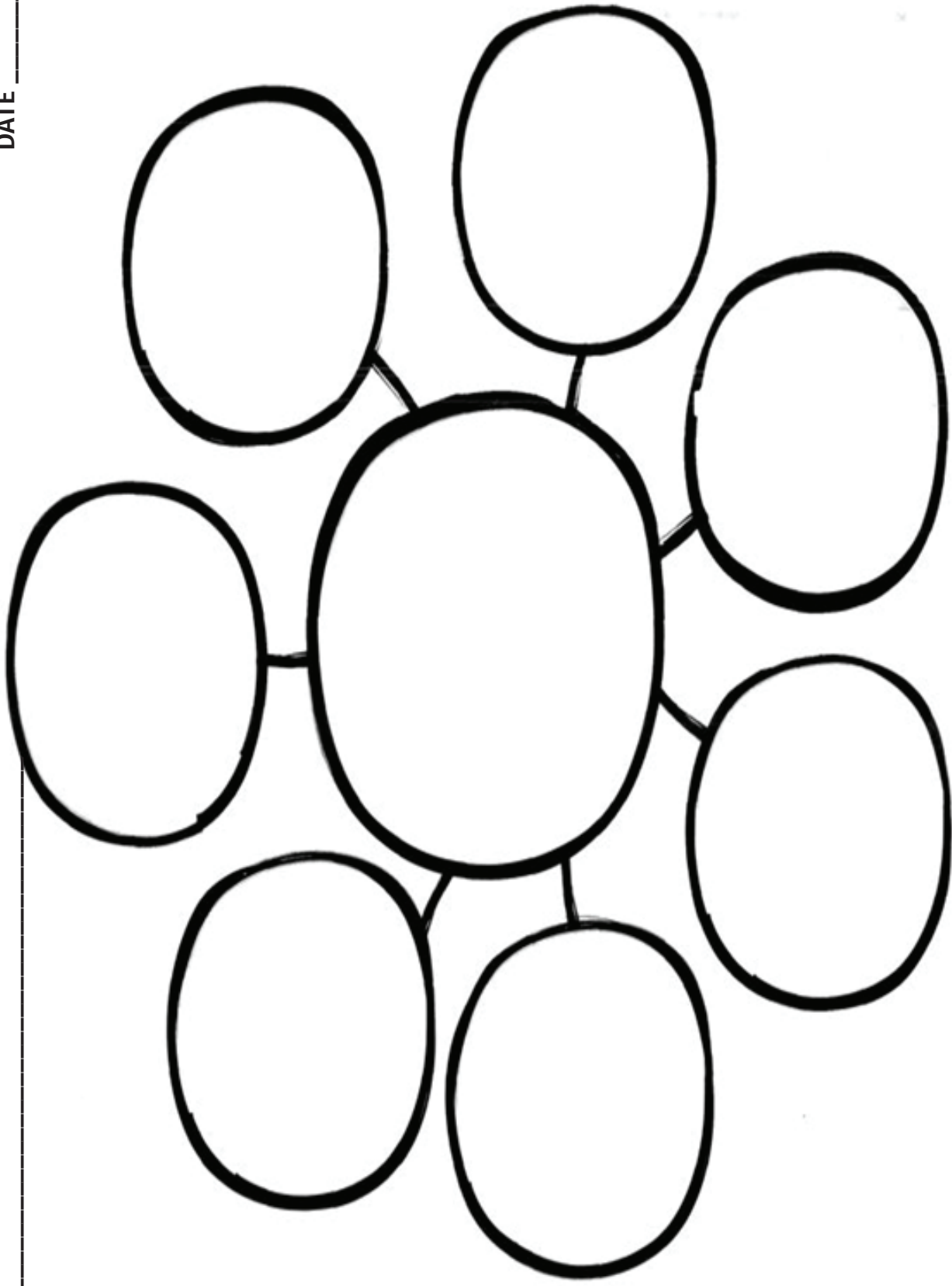
BLM 5

NAME _____

DATE _____



NAME _____ DATE _____

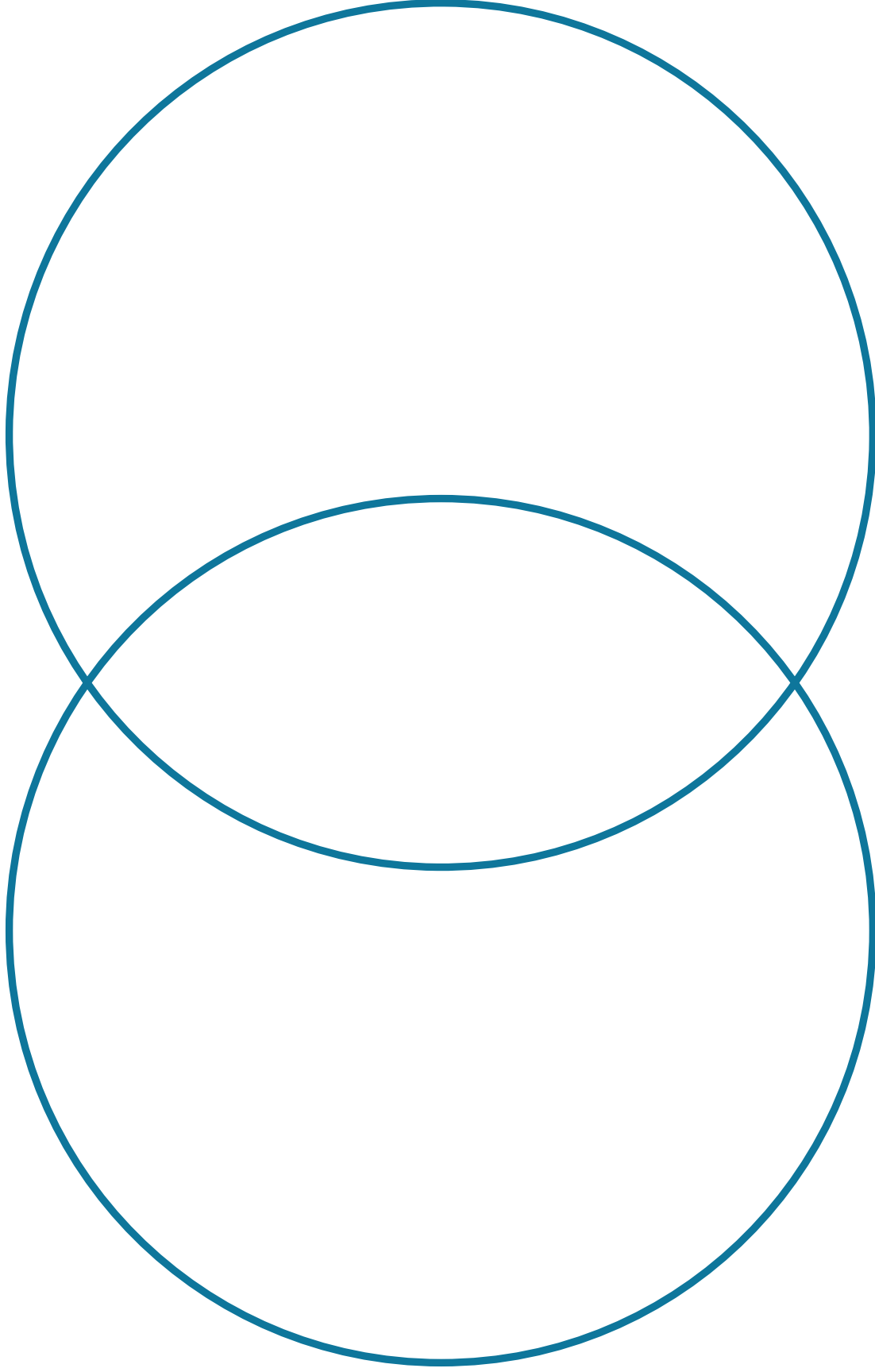


Venn Diagram

BLM 7

NAME _____

DATE _____



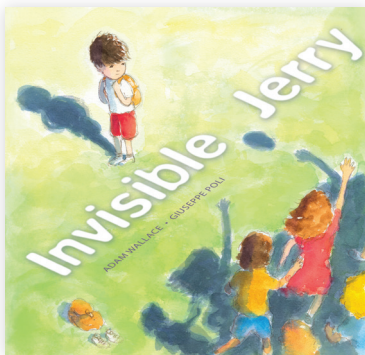
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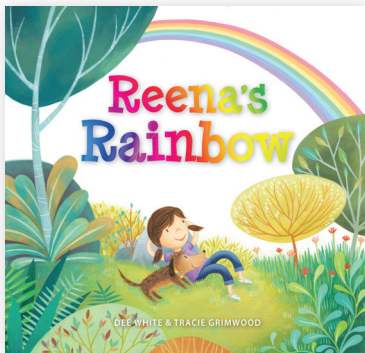
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