



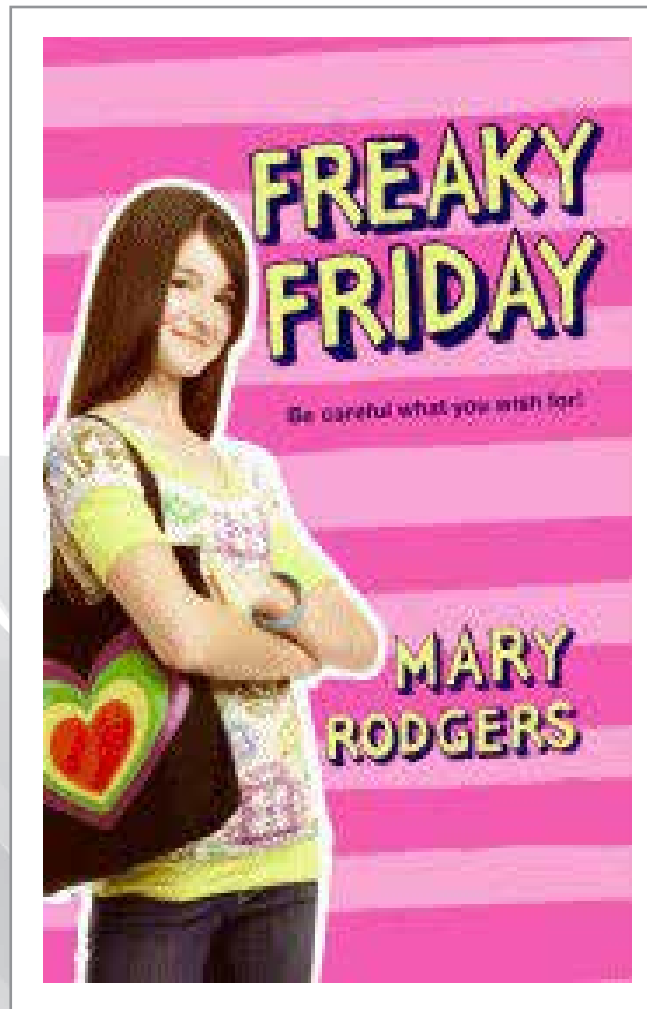
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Freaky Friday

Mary Rodgers



READ, WRITE, THINK, DISCUSS AND CONNECT

Freaky Friday

Mary Rodgers

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

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Skills and Strategies

Thinking

Brainstorming, visualization

Listening/Speaking

Discussing, drama

Vocabulary

Word mapping, antonyms

Comprehension

Predicting, comparison/
contrast

Literary Elements

Story elements, alliteration,
characterization

Summary

Annabel Andrews spends a scary, strange, unique, and enlightening freaky Friday as her mother. When she awakens that morning, she is in her mother's body, and everyone thinks that she is her mother! Annabel's humorous, often bittersweet antics include a school conference, entertaining Mr. Andrews' business associates, losing her younger brother, firing the cleaning lady, and doing the laundry.

About the Author

Mary Rodgers was born January 11, 1931, in New York, New York. She is the daughter of Dorothy and Richard Rodgers, the composer. Mary Rodgers married Julian B. Beaty, Jr. in 1951 and has three children from that marriage, Richard R., Linda M. and Constance P. She divorced Beaty in 1957, and married Henry Guettel in 1961. They have two children, Adam and Alexander.

She attended Wellesley College from 1948 until 1951. Rodgers is a composer and lyric writer. She was the assistant producer of the New York Philharmonic's Young People's Concerts from 1957-71. She is a member of the Dramatists Guild, American Federation of Television and Radio Artists, Screen Actors Guild, and the Cosmopolitan Club.

Rodgers is the composer of the music and author of the book and lyrics for the musical play "Three To Make Music," and the composer of the music for the musical plays "Once Upon A Mattress," "Hot Spot," and "Mad Show." She is also the composer of numerous children's musicals, including "Davy Jones' Locker," and "Pinocchio" performed with the Bill Baird Marionettes, and "Young Mark Twain."

Her writings include *The Rotten Book*, Harper, 1969; *A Word To The Wives* (with her mother, Dorothy Rodgers), Knopf, 1970; *Freaky Friday*, (ALA Notable Book), Harper, 1972; *A Billion For Boris*, Harper, 1974.

Introductory Information and Activities

Note: When using this study guide, please be selective and use the suggestions and activities that would be most appropriate for your use and your students. It is not intended that you do everything that is included in this guide, but that discretionary choices be made.

Initiating Activity

It is suggested that you start this activity early in the day on Friday.

After the children gather in a group, ask them to keep a list of events that occur on that particular Friday, especially the ones that are unusual or funny in some way. Later in the day, discuss the lists made by the children.

Ask them to think of descriptive words to use for that Friday that begin with the same letter/sound as "Friday." List the words on the bulletin board under the section for Friday. (See Bulletin Board Idea on the following page.)

(Some examples: fabulous, festive, fair, faithful, fake, false, familiar, fancy, fantastic, far-out, fascinating, fashionable, favorable, favorite, fearful, featured, feisty, fetching, feverish, fickle, fiendish, fierce, fiery, frightful, first-rate, fishy, fit, fitful, fixed, flagrant, flamboyant, flashy, flaunty, flavorful, flawed, flawless, flexible, flimsy, flighty, flipped, floppy, flowing, fluid, fluky, foamy, foggy, foolish, forceful, fortunate, foul, fragile, frail, frantic, freakish, freaky, free, freezing, fretful, frightful, frilly, frisky, frivolous, frizzy, fruitful, fulfilling, full, futile, etc.)

Go on to the "Previewing the Book" section.

Bulletin Board Idea

Cover the bulletin board with background paper, such as wallpaper, gift wrap, paper tablecloths, etc. Staple across the background paper a large, plain rectangle that has the days of the week at the top. This will be used to record the descriptive words that the students think of to go with each of the days.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Previewing the Book

Look at the picture on the cover of the book. It shows a girl sitting in a chair and using the telephone.

Ask for volunteers to read the title of the book, and the question that is asked on the cover. How might the title and the question be related? Discuss.

Make, and record, some predictions about the story. Refer back to them after the story has been read. If you complete this section on Friday, wait until the next meeting of the group to do the section "Introduce the Story."

Introduce the Story

After the students gather in a group, dramatically read the first paragraph aloud, as well as the italicized sentence in paragraph two.

Write on the board or a sheet of paper the italicized sentence, *"When I woke up this morning, I found I'd turned into my mother."*

Chapter One, Pages 1-6

Vocabulary

nuisance 2

executive 3

hybrid 4

hacked 5

Vocabulary Activity

On page 5 Annabel tells of her eye coloring, and being a “hybrid brown.” Discuss the meaning of the word *hybrid* with the students. (*Hybrid: [Genetics] The offspring of genetically dissimilar parents. In this case, a mother with brown eyes and a father with blue eyes.*)

Discussion Questions and Activities

1. Who is telling the story? (*page 2, Annabel Andrews*)
2. Describe the members of the Andrews family. (*Page 2, Annabel Andrews is 13, has brown hair, brown eyes, no middle name, no nickname, and is five feet tall. Page 3, William Waring Andrews is the father of the family. He is called Bill, is 38, has brown hair, blue eyes, is five eleven and a half, is an account executive, and Annabel thinks that he is “cool.” Page 4, Ellen Jean Benjamin Andrews is the mother of the family. She is 35, has brown hair, brown eyes, straight teeth, a good figure, and Annabel thinks that she is strict. Page 3, Ben is Annabel’s brother. He is 6, is missing a few teeth, has blue eyes, long eyelashes, and curly hair. Annabel calls her brother Ape Face.*)
3. On pages 4 and 5 Annabel tells about how strict her mother is. What are some of the things that Annabel disagrees with her mother about? Describe the points of view of each. (*Annabel and her mother disagree about Annabel’s food, room, hair, nails, and freedom. Annabel has to eat a nourishing breakfast and the purchased lunch at school. She would rather eat less food for breakfast, and bring her lunch to school. Annabel’s mother thinks that Annabel’s bedroom is messy. Annabel feels that their ideas of messy and neat are not the same. Annabel likes her hair long, her mother does not. Annabel bites her nails, her mother wishes that she didn’t. Annabel thinks that she is old enough to have more freedom than she is getting.*)
4. Annabel and her mother have a “fight.” What is it about? (*page 6, freedom*)
5. Listen to the quotes:

Annabel: “...Listen!...You are not letting me have any fun and I’m sick of it. You are always pushing me around and telling me what to do. How come nobody ever gets to tell you what to do, huh? Tell me that!”

Mother: “Annabel, when you’re grown-up, people don’t tell you what to do; you have to tell yourself, which is sometimes much more difficult.”

Discuss the reply that Annabel’s mother gives to her. What do you think that she means?

Have you ever been in a situation in which you had to tell yourself how to behave? react? respond? Was it difficult to do? How did you manage it? Would you like to tell us about it?

-
- Annabel's mother responds to the request for freedom soon with, "Well, we'll just see about that!" (page 6) Has your parent ever said that to you? What happened next? Would you like to tell us about it?
 - Start a story map. Add to it as the story evolves. (See page 10 of this guide.)
 - Start an attribute web for Annabel Andrews. Add to it as more is learned about her. (See pages 8-9 of this guide.)

Chapter Two, Pages 7-10

Vocabulary

imaginative 7 phony 7 mucking 8 moisturizer 8
groaned 10

Vocabulary Activities

- Make a list of the vocabulary words. Make a separate list of the definitions.
- Match the definitions to the vocabulary words.

Definitions:

- Spending time idly; puttering (*mucking*)
 - Made a sound of annoyance (*groaned*)
 - Creative (*imaginative*)
 - A product said to hold moisture in the skin (*moisturizer*)
 - Fake; not genuine or real (*phony*)
- Ask for volunteers to use the vocabulary words in sentences. Record the sentences and display them with the vocabulary words and their meanings.

Discussion Questions and Activities

- What does Annabel say to the reflection of her mother that she sees as she looks in the mirror? (Page 8, "Lovely. You're lovely. I'm lovely.") Do you think that Annabel has ever told her mother that she is lovely? Why do you think as you do?
- Have you ever given a member of your family a compliment? Do you think that it is difficult to say something nice about/to a family member? Why do you think as you do?
- What does Mr. Andrews think of the face that is presented to him as he awakens? (Page 9, *He thinks that it is a little fancy for that time of the day, as Mrs. Andrews does not usually put on all of that "stuff" before breakfast.*)