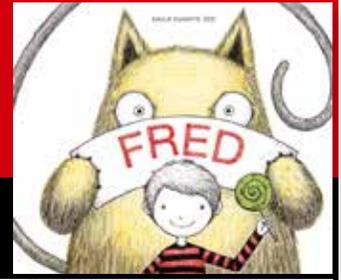


# FRED

by Kaila Eunhye Seo



## Common Core Teaching Guide

### About the Book

Fred's world is filled with fantastical friends that make his days so much fun he hardly notices that no one else can see them. But one day Fred goes off to school, and things start to change. As Fred grows up, his childhood friends slowly fade away and seem to disappear, taking some of life's sparkle with them. But a chance meeting with a special young girl reminds Fred—and readers young and old alike—that magic and wonder never really disappear . . . they live forever in our hearts.



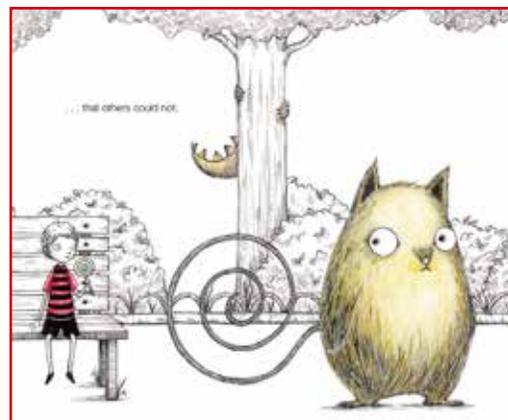
### Introduction

Dear Teacher,

Perhaps you were a child with one or more imaginary friends. Most certainly, you can count many such children among the students you have taught over the years—children who are somewhat different from the others, seemingly shy or withdrawn, but with enormous imaginations. Fred is just such a boy. While to those observing him, he might seem to be a loner, he lives in the rich world of his imagination, populated with friends of all stripes who keep him company and make the world an intensely interesting place.

In this sweet story told in spare text and perfectly matched line art, Fred's journey takes him away from his imagined world to the everyday world of school and human friends, and, through a chance encounter, back again to the world of his imagining. As you share the story, you'll find several opportunities to respond to Common Core Reading Literature, Speaking and Listening, and Writing standards.

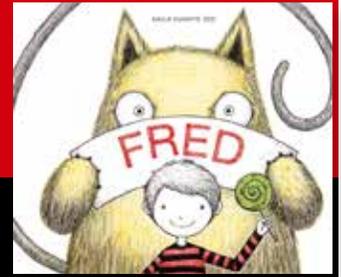
In addition, you can use it as a springboard for the creation of a portrait gallery featuring your students and their favorite imaginary friends.



This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., author, educational consultant, and school librarian. [www.tonibuzzeo.com](http://www.tonibuzzeo.com)

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## Common Core Teaching Guide

### Reading Literature and Speaking and Listening Standards

#### Reading Literature Standard 1

**RL K.1** With prompting and support, ask and answer questions about key details in a text.

**RL 1.1** Ask and answer questions about key details in a text.

**RL 2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

#### Speaking and Listening Standard 2

**SL K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

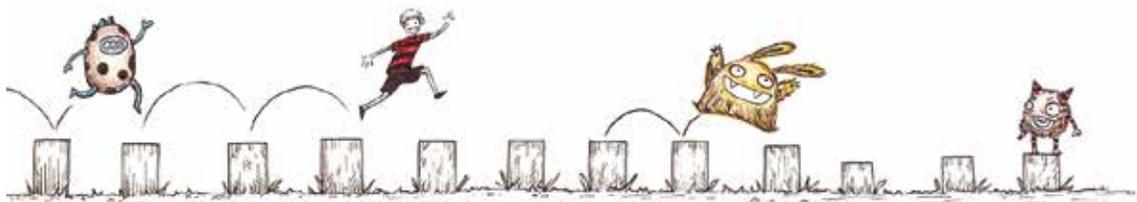
**SL 1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL 2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### Questions: 5 W's and an H

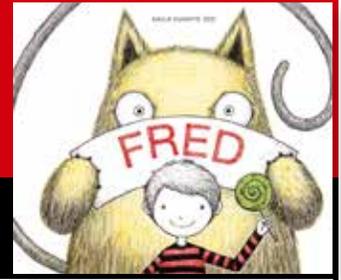
**Kindergarten, Grade One, Grade Two:** After reading *Fred* aloud, challenge students to answer the following questions about key details in the text:

- *Who is the main character in this story?*
- *What makes him different from everyone else?*
- *Who are the other (secondary) characters in the story?*
- *Where does the story primarily take place? Are there any other places/settings in the story?*
- *When does Fred first begin to change?*
- *What brings about this change?*
- *How does the change affect his imagination?*
- *Why does Fred return to his old imaginative self at the end of the story?*



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## Common Core Teaching Guide

### Reading Literature Standard 2

RL K.2 With prompting and support, retell familiar stories, including key details.

RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

## And Then What Happened?

**Kindergarten, Grade One:** After reading *Fred* aloud to students and discussing characters, setting, and plot, invite students to retell the story, including as many key details as they remember from both text and illustrations. Record these responses. Then, revisit the book, looking for additional details they may have forgotten, paying particular attention to the illustrations for these missing details.

**Grade One:** In *Fred*, the central message is especially important to students' understanding of the story as a whole. Once the retelling is complete, engage students in a conversation about the central message of the story, focusing on the progression of Fred's feelings from the beginning, to the middle, and then through the end of the story.

### Reading Literature Standard 3

RL 2.3 Describe how characters in a story respond to major events and challenges.

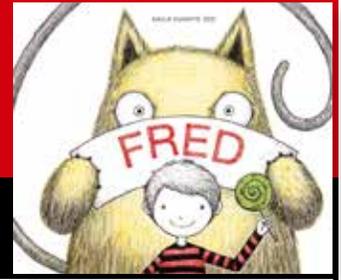
## Growth and Change

**Grade Two:** After reading and discussing *Fred* aloud, invite second graders to think more deeply about Fred, the main character of the story. Referring to both text and illustrations, ask them to:

- Describe Fred as the story opens, focusing on the things that make him different from everyone else;
- Discuss his transformation as he enters school and meets other “ordinary” children;
- Describe his feelings in adulthood;
- Discuss his transformation after encountering the strawberry-lemon-lollipop girl;
- Consider how Fred's changes throughout the story might reflect author Kaila Eunhye Seo's central message in *Fred*.

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## Common Core Teaching Guide

### Reading Literature Standard 5

**RL K.5** Recognize common types of texts, (e.g. storybooks, poems).

**RL 1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RL 2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

## Real or Imagined?

**Kindergarten:** Before reading *Fred* to your students, discuss and list the key traits of storybooks, poems, and informational text, sharing examples of each. Then, with your list available for reference, read *Fred* aloud without sharing the cover or interior illustrations. Ask students to discuss which of the three types of text it is. Ask them to support their claims. Then, read *Fred* once again, this time sharing the accompanying illustrations. Again, ask students to determine which of the three types of text it is, offering support for their claims.

## Friends, Imaginary and Real

**First Grade:** After reading *Fred* aloud, share one or more informational books about friendship with your class. Two recent suggested titles might be found in your library:

- *Family and Friends* by Louise Spilsbury
- *All Kinds of Friends* by Norma Simon

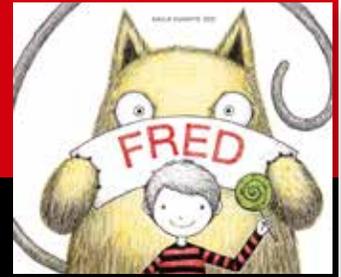
Now ask them to explain major differences between an informational book about friendship and a fictional storybook like *Fred*.

## From Beginning to End

**Grade Two:** After reading *Fred* aloud, ask students to think about the beginning and ending of the book. Ask: *When and how does author Kaila Eunhye Seo introduce you to Fred's "problem" in the story and does she present it as a problem? How does the problem change as the story continues? Does the author provide a satisfying ending that solves the problem the story posed at the beginning or does the problem get reversed?*

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## Common Core Teaching Guide

### Reading Literature Standard 6

**RL K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RL 1.6** Identify who is telling the story at various points in a text.

**RL 2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### Speaking and Listening Standard 4

**SL K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL 1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**SL 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

## The Storyteller

Read *Fred* aloud and ask: *Who is telling you the story?* Then discuss the role of the narrator (or storyteller) in stories told in the third person.

**Kindergarten:** Listen for kindergartners to name the author, Kaila Eunhye Seo, who is also the illustrator of the story. Discuss the work of an author/illustrator and how it differs from the work of people who are only authors or only illustrators.

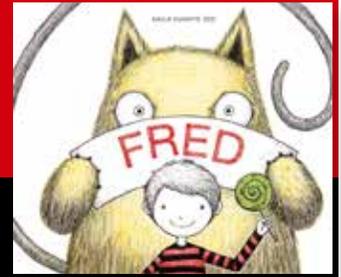
**Grade One and Two:** Ask: *Who is telling the story throughout?* (Listen for: the narrator or Kaila Eunhye Seo.) Then ask: *What if the story were told, instead, from Fred's point of view all the way through? How would it change? What if the story were told, instead, from the point of view of one of Fred's imaginary friends? How would it change?*

Following this discussion, invite students to retell the story, orally, from Fred's point of view or from the point of view of one of Fred's imaginary friends. Ask them to notice how the telling must change to accommodate the thoughts and feelings of the new narrator.



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## Common Core Teaching Guide

### Reading Literature Standard 7

**RL K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**RL 1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

## What? No Pictures?

**Kindergarten, Grade One, Grade Two:** After reading *Fred* aloud, ask students to consider the role the illustrations play in this book. The text of the book is quite spare, requiring the illustrations to convey much of the information. Emphasize this fact to students by following this process:

1. Read the text that accompanies each illustration aloud.
2. Discuss the information that the text alone supplies.
3. Discuss the information that is communicated by the illustrations.
4. Imagine that the illustrations are missing; create the text that must be added in order for the characters, setting and events of the story to be fully understood without the illustrations.

### Reading Literature Standard 9

**RL K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RL 1.9** Compare and contrast the adventures and experiences of characters in stories.

## World of Imaginary Friends

**Kindergarten and Grade One:** After reading and discussing *Fred*, share other books about children with imaginary friends. These recent suggested titles might be found in your library:

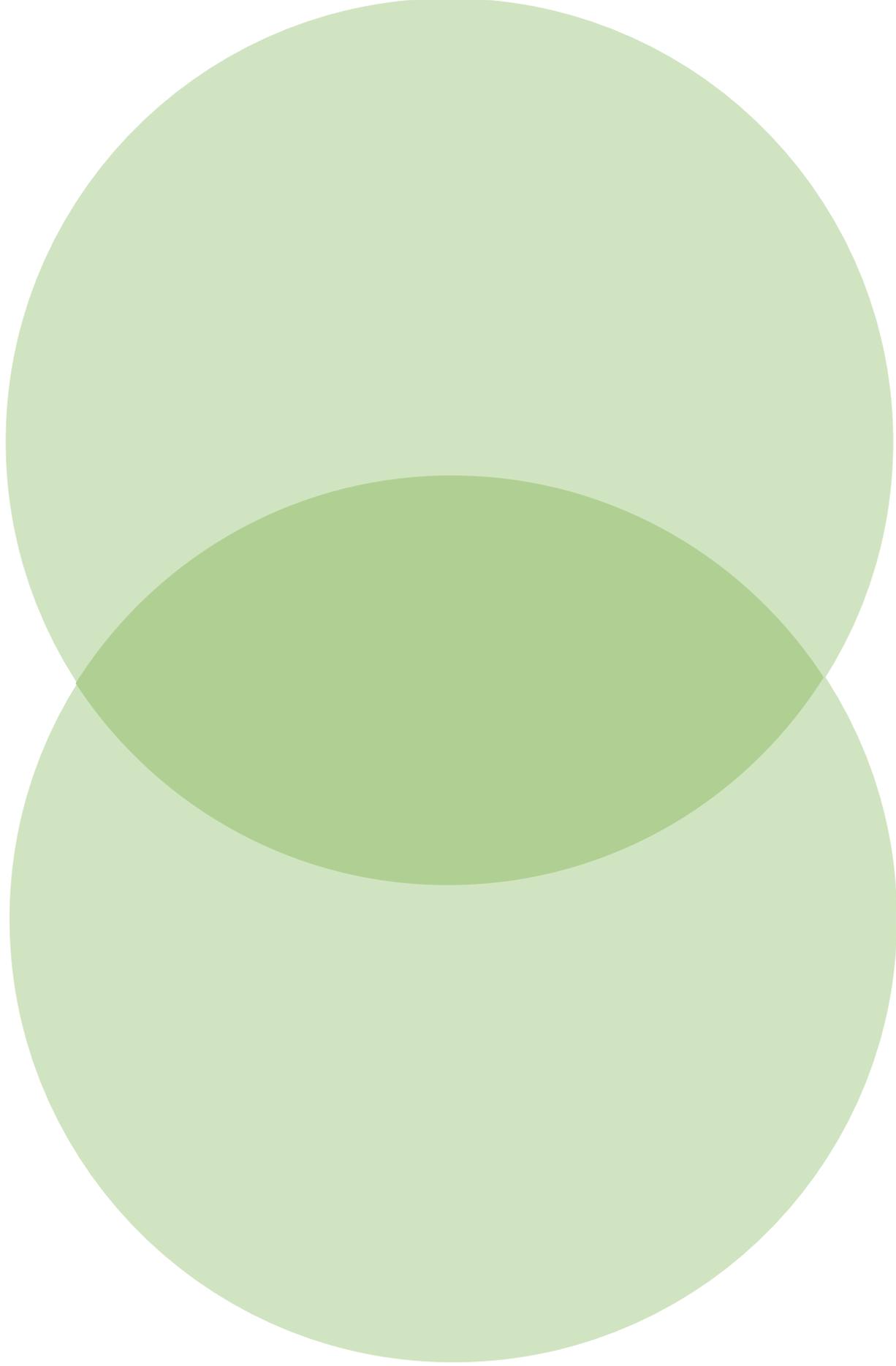
- *Dream Friends* by You Byun
- *The Adventures of Beekle: The Unimaginary Friend* by Dan Santat
- *Nobody* by Liz Rosenberg

Then, choose a favorite book as the basis for comparison with *Fred*. Complete the **World of Imaginary Friends** Venn diagram, on the following page, for each book you compare.

# World of Imaginary Friends

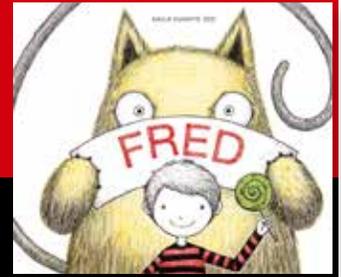
Fred

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## Common Core Teaching Guide

### Writing Standards

#### Writing Standard 3

**W K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**W 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W 2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### My Imaginary Friend

**Kindergarten, Grade One, Grade Two:** Invite students to think about an imaginary friend they currently have, have had in the past, or wish they could have. Allow students time to discuss these imaginary friends and time to sketch them on the **My Imaginary Friend** sheet that follows in order to solidify details in their minds.

Next, invite them to plan a narrative featuring themselves and their imaginary friend or friends. Use the **My Imaginary Friend Story Planner** that follows to record their thoughts.

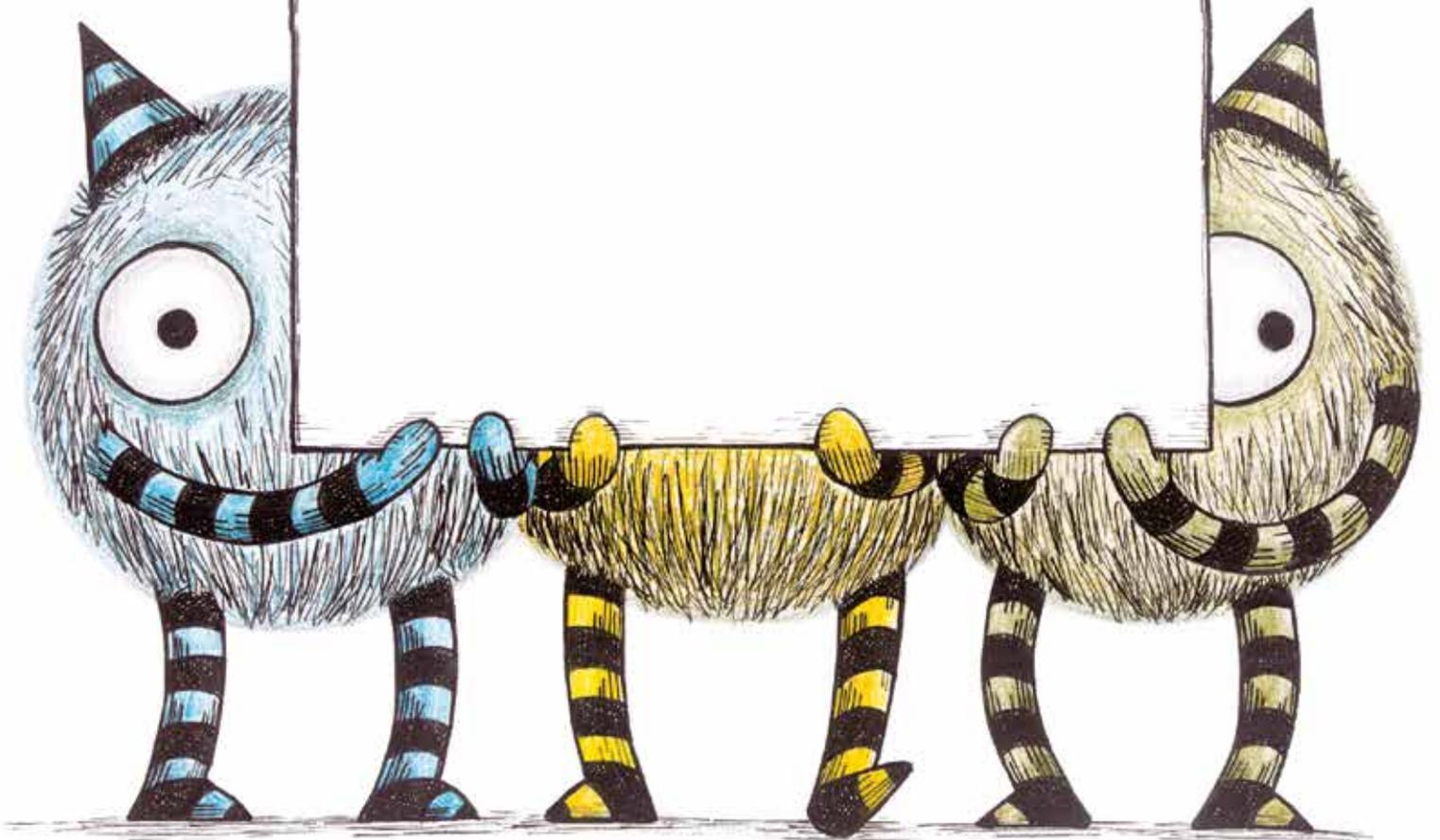
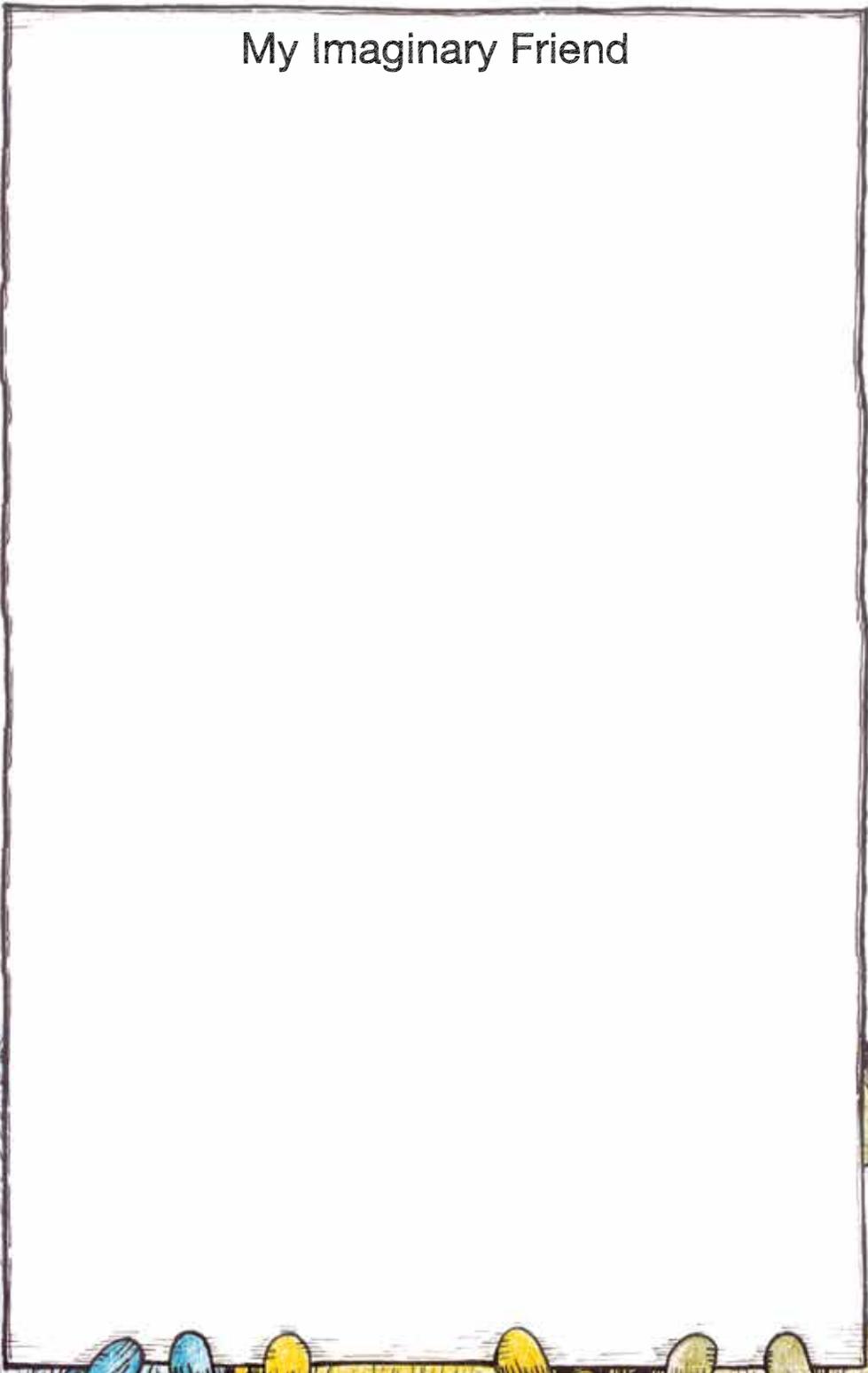
Finally, ask students to write their stories as planned, including details, using temporal words to suggest order, and supplying an appropriate conclusion. (Note: Kindergartners may use a combination of drawing, dictating, and writing.)

### ART EXTENSION ACTIVITY

### Me and My (Imaginary) Friend Portrait

Challenge your students to create a portrait gallery on a bulletin board or open wall space covered in chart paper and featuring a self portrait of each student with his or her favorite imaginary friend lurking in the background and holding a name banner similar to the portrait we see of Fred and his friend on the front cover of the book. Use the **Me and My (Imaginary) Friend** sheet that follows.

My Imaginary Friend



# My Imaginary Friend Story Planner

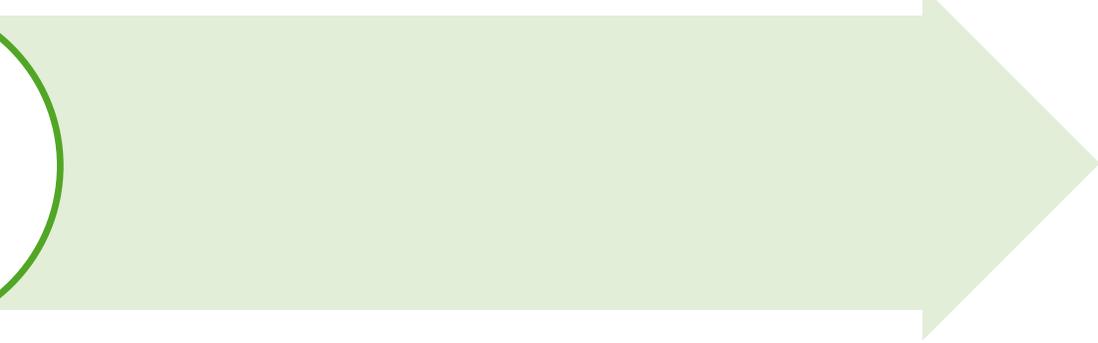
First  
Event



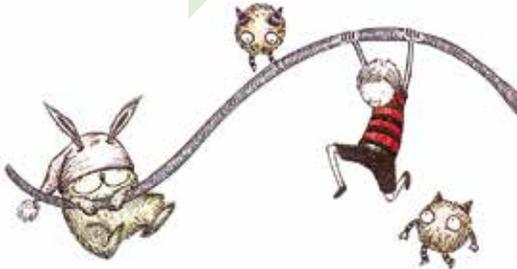
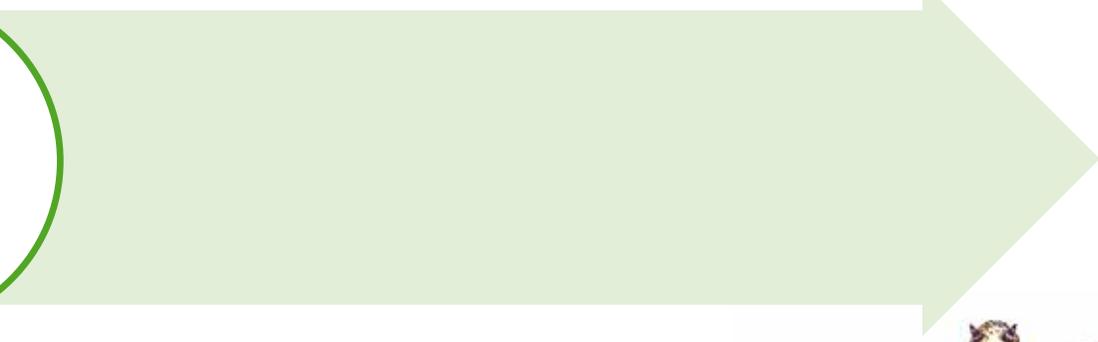
Second  
Event



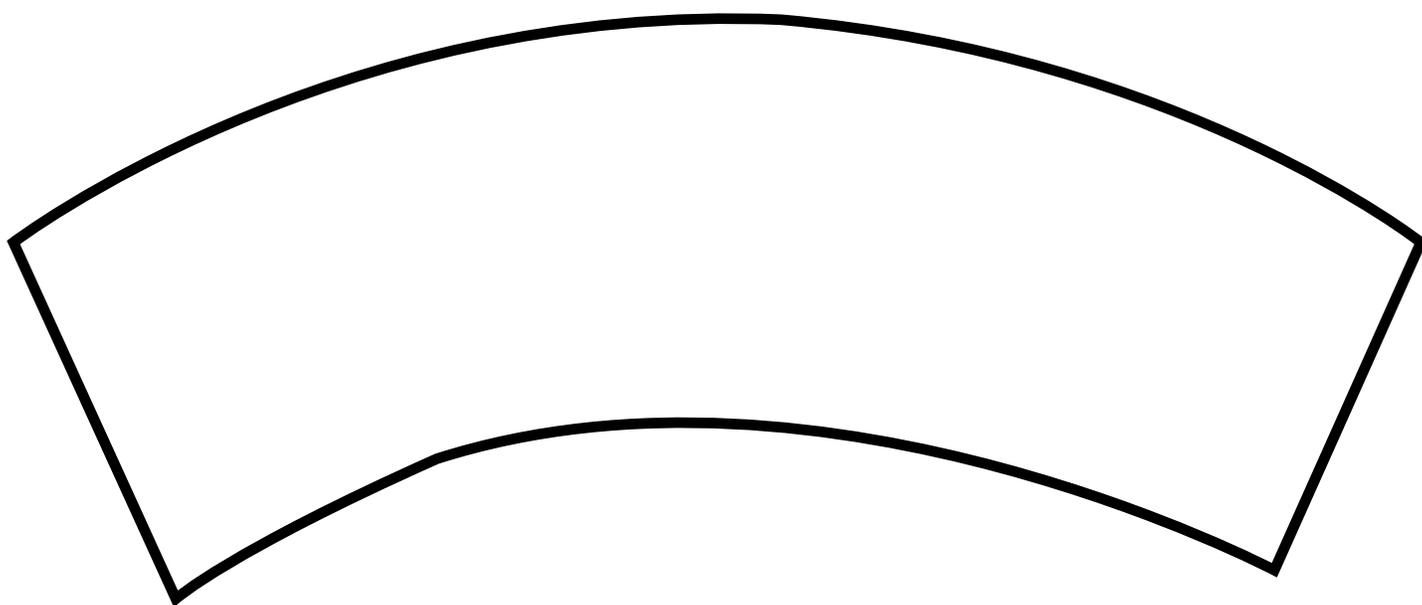
Third  
Event



Ending

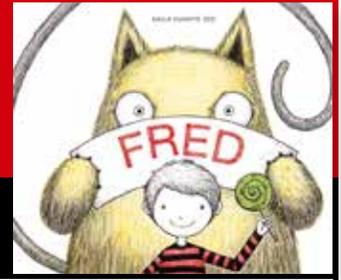


# Me and My (Imaginary) Friend



# FRED

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## Common Core Teaching Guide

### About the Author and Illustrator

Author and illustrator **Kaila Eunhye Seo** received her BFA in Illustration at the Rhode Island School of Design. She has loved art since she was a child, and is passionate about creating work that has a visual and emotional impact on her audience. She lives in Seoul, South Korea. This is Kaila's debut children's picture book.

