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"There's Something Odd About the Babysitter" Lesson Plan Guide

written by Elayne Crain, illustrated by John Ledda

Unit Overview

Duration: 1 week

Grade Level: K–2

Subject Integration: ELA, Social-Emotional Learning, Science/Social Studies

Essential Question: *What happens when we give someone a chance instead of judging them right away?*

Learning Objectives — Students will be able to:

- Identify how Freddie's feelings and attitude change across the story
 - Discuss the concept of first impressions and what it means to give someone a fair chance
 - Make predictions and inferences about what makes the babysitter "odd"
 - Express understanding through creative writing, drama, and personal reflection
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ONE-WEEK LESSON PLAN

Day 1: The Setup — Freddie's Very Low Expectations

Objective: Introduce Freddie, his history with babysitters, and his starting attitude

Materials: Book, expectations anchor chart, "Before" drawing prompt

Opening (10 min):

- Ask: "Have you ever expected something to be bad before it even started? What happened?"
- Partner share

Main Activity (35 min):

- Read aloud through the babysitter's arrival
- Stop before the oddness is revealed: "What do you think Freddie is thinking right now?"
- Discuss: What is a "first impression"? Have you ever gotten one wrong?
- Create a class anchor chart: "Freddie expects ___ because ___"

Closing (5 min):

- Exit ticket (draw or tell): "Draw Freddie's face when the babysitter arrives"

Assessment: Comprehension, prediction, first impressions concept introduction

Day 2: Something's Not Right — The Oddness Builds

Objective: Explore the clues that something is unusual and build inference skills

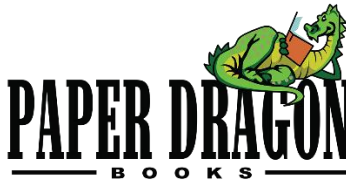
Materials: Book, inference chart, "Something odd is happening because..." sentence frames

Opening (10 min):

- Recall: "What's the first thing Freddie notices that seems strange?"

Main Activity (35 min):

- Read the section where the babysitter's oddness becomes increasingly clear
- Pause at each odd moment: "What do YOU think is going on? What are the clues?"
- Create an "Evidence Chart": Odd thing → Clue → My theory



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- Discuss: "Is being odd the same as being bad? Can something be strange AND good?"

Closing (5 min):

- Share theories: "I think the babysitter is odd because ____"

Assessment: Inference making, evidence-based thinking, open-mindedness discussion

Day 3: The Choice — Freddie Decides to Team Up

Objective: Analyze the key moment when Freddie chooses curiosity over suspicion

Materials: Book, T-chart comparing "stay suspicious" vs. "team up" outcomes

Opening (10 min):

- Prediction: "Freddie could stay suspicious OR he could decide to work WITH the babysitter. What do you think he should do?"

Main Activity (35 min):

- Read the moment Freddie decides to team up
- Discuss: "Why did Freddie make this choice? What changed for him?"
- T-chart exploration: What might have happened if Freddie stayed suspicious? What happened because he teamed up?
- Connect to real life: "Can you think of a time you gave someone a chance and it paid off?"

Closing (5 min):

- Ask: "What's one reason it can be hard to give someone a chance when your first impression was bad?"

Assessment: Character motivation analysis, decision-making, personal connection

Day 4: The Best Night Ever — What Changed?

Objective: Explore how Freddie's feelings change by the end and connect to the theme

Materials: Book, Before/After feelings chart

Opening (10 min):

- Recall: "How did Freddie feel at the beginning? How does he feel now?"

Main Activity (35 min):

- Read the end of the story and celebrate the resolution together
- Complete a Before/After chart: Freddie's feelings at the start vs. at the end
- Big idea discussion: "What changed Freddie's mind? Was it the babysitter—or Freddie's own choice?"
- Ask: "What lesson do you think Freddie learned? Has anyone learned something like that?"

Closing (5 min):

- Class reflection: "Finish this sentence: If Freddie hadn't teamed up, then ____"

Assessment: Theme synthesis, character change tracking, causal reasoning

Day 5: Create Your Own Odd Character

Objective: Apply learning through imaginative creative projects and sharing

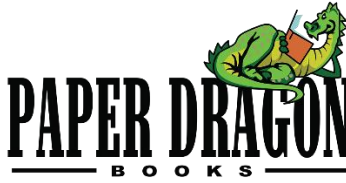
Materials: Drawing and writing supplies, project choice cards

Opening (10 min):

- Ask: "What was your FAVORITE odd thing about the babysitter?"

Main Activity (35 min):

- Option A: Design the ODDEST babysitter imaginable—draw them and write 3 things that make them unusual
- Option B: Write or tell the story from the babysitter's perspective—what were THEY thinking?
- Option C: Draw a Before/After story strip: Freddie's face when the babysitter arrived vs. at the end of the night



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- Gallery walk or Author's Chair to share work

Closing (5 min):

- Closing: "One thing I want to remember from this story is ____"

Assessment: Creative expression, perspective-taking, personal meaning-making

Differentiation

- **Advanced learners:** Write the full babysitter's perspective, or compose a sequel night with a new odd visitor
 - **Students needing support:** Use Before/After visual templates and sentence frames for all writing tasks
 - **English Language Learners:** Pre-teach vocabulary (odd, suspicious, impression); use drawing and partner discussion throughout
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Materials List

- Class set or big book of "There's Something Odd About the Babysitter"
- Expectations anchor chart materials (Day 1)
- Evidence/Inference chart template (Day 2)
- Before/After feelings chart (Days 3 and 4)
- Drawing and writing supplies
- Project choice cards (Day 5)