

### About the Book

Text Type: Fiction/Narrative Page Count: 22 Word Count: 706

#### Book Summary

*The UpDown Boy* tells the story of a little boy who is sad because the people around him are sad. He wants to make everyone happy but can't figure out how. Eventually, he solves the problem by changing his view of the world. To his surprise, he helps make the unhappy people around him happy once again. Imaginative illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Use the reading strategy of visualizing
- Identify cause and effect
- Understand the use of exclamation marks in text
- Identify adjectives and the nouns they describe

#### Materials

Green text indicates resources available on the website

- Book—*The UpDown Boy* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, adjectives worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- Content words: *ceiling, confusing, discovery, gooey, magical, muddled, simplest, slurped, squiggly, wonderfully*

### Before Reading

#### Build Background

- Discuss the five senses: seeing, touching, hearing, tasting, touching. Ask students for examples of words that describe things we see, touch, and hear. Tell students to look for these types of descriptions in the book.
- Ask students to close their eyes and visualize, or picture, squishing a banana between their fingers. Ask them to share what they see.

#### Preview the Book

##### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

## Lesson Plan *(continued)*

## The UpDown Boy

- Invite students to preview the rest of the book by looking at the illustrations, discussing what the pictures tell about the book. Ask students what they think *The UpDown Boy* is about, based on what they see.

### Introduce the Reading Strategy: **Visualize**

- Explain and model visualizing.  
*Think-aloud: Whenever I read a story, I always pause after several pages to create a picture in my mind of what the author is describing. This helps me keep track of everything, and it also helps me make sure I understand what is happening. I know that good readers always do this when they read, so I am going to try to visualize as I read this story.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words. Model how to apply word-attack strategies.
- Direct students to page 10. Have them find the word *gooey*. Model how they can use context clues to figure out the meaning of an unfamiliar word. Explain that the sentences before it describe the boy walking on his hands on the floor. The sentence with the unfamiliar word in it says that there was used, *gooey gum* on the floor. The sentences after it and the picture on the page describe the *gooey gum* stuck to the boy's hand. Tell students that these clues make you think that the word *gooey* means *messy and sticky*. Have students follow along as you reread the sentence on the page to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

### Set the Purpose

- Have students read the book to find out more about the UpDown Boy's adventures. Remind students to stop and visualize as they read to help them remember and understand what they're reading.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 12. Ask students if they stopped to visualize, or create a picture in their mind, of any of the images the author described in the book.
- **Think-aloud:** *When I read about the UpDown Boy bending over to see the world upside down, I paused to picture in my mind how that would look. I envisioned what it would look like to see people's sad faces look happy because their frowns were turned upside down.*
- Have students share pictures they visualized in their minds while reading.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## **After Reading**


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Have students share any other questions they had while they were reading. Ask how using the strategy of visualization helped them understand and remember what they read.  
*Think-aloud: When I read about the UpDown Boy walking through mud puddles on his hands, I paused to picture in my mind how funny that would look. I envisioned a boy splashing through*

*the puddle, getting mud all the way up his arms and on his face. This helped me to understand what I had read and to remember that part of the story.*


### Teach the Comprehension Skill: Cause and effect

- **Discussion:** Discuss cause-and-effect relationships. Explain that a *cause* is an action that makes something happen, and the *effect* is what happens because of, or as the result of, the action. For example, if you're walking down the street and you step on a patch of ice and fall, you can say stepping on the ice "caused" you to fall, and the fall was the "effect" (or the result) of stepping on the ice.
- **Introduce and model:** To illustrate a cause and effect relationship from the text, have students turn to page 16. Ask what the cause of the boy having a difficult time eating was (he is eating upside down). Ask what the effect of eating upside down was (soup spilled on the floor).
-  **Check for understanding:** Have students review the text to find and circle the cause of the boy wearing pajama bottoms on his head (he was dressing upside down). Allow time for students to share their findings.
- **Independent practice:** Have students practice identifying cause and effect relationships by completing the [cause-and-effect worksheet](#). When they have finished, have students discuss their work and explain their answers with references to the text.
- **Extend the discussion:** Ask students what they thought of *The UpDown Boy*. Ask if they would have had the same idea to make people smile or if they would have done something different. Invite them to share their ideas.

### Build Skills

#### Grammar and Mechanics: Exclamation marks

- Review or explain that an *exclamation mark (!)* is a *punctuation mark* used at the end of a sentence to show surprise or strong emotion. Tell students that they may also hear it called an *exclamation point*.
- Write the following sentence from page 10 on the board: *This was a bad thing!* Tell students that this is an example of a sentence of exclamation, showing surprise and strong emotion. Point out the punctuation mark at the end (!).
- Review or explain to students the other kinds of punctuation marks they might find at the end of sentences: a *period (.)* or a *question mark (?)*.


 Have students turn to page 16. Write the following sentences on the board and ask students to circle them in the text. Ask them to tell which one has an exclamation mark:

*There was no sandwich*


*Oh, what a mess*

*The boy tried to down the soup*

Ask students how they might read the sentence with the exclamation mark differently from the rest (with strong emotion).

 Have students find the rest of the sentences of exclamation in the book. Tell them to circle all of the sentences that contain an exclamation mark (page 10: *This was a bad thing!* page 12: *This was a good thing!* page 13: *Oh, oh, oh ka-chew!* page 14: *Oh, yuck!* page 16: *Oh, what a mess!* page 17: *Oh, no!*).

- Discuss how these sentences stand out from the rest because they show surprise or strong emotion. Ask student volunteers to read the sentences of exclamation aloud.

 **Check for understanding:** Have students use the inside front cover of their book to draw an exclamation mark followed by the words *exclamation mark* to help them remember the terminology.

**Word Work: Identifying adjectives and the nouns they describe**

- Review or explain that *adjectives* are words that describe nouns or pronouns. An adjective tells which one, how many, or what kind.
- Write the following sentences on the board. Ask students to count the number of adjectives in each sentence. Tell them to hold up the same number of fingers as there are adjectives in each sentence after you read it aloud (2, 1, 3).  
*He made wonderful, silly faces.*  
*Then he made a magical discovery.*  
*There was used, gooey gum stuck to his little hand.*
- Have individual students come up to the board and circle the adjective(s) in each sentence. Then have them tell the noun that each adjective describes.
- ✎ Have students work in pairs to go through the story and underline all of the adjectives they find. Discuss the results as a group, identifying the nouns that each adjective describes.
- **Check for understanding:** Have students complete the [adjectives worksheet](#). Read and discuss the correct answers once all students have finished working independently.
- ✎ Have students use the inside back cover of their book to write *adjective* along with the definition of the term (*a word describing a noun or pronoun that tells which one, how many, or what kind*) to help them remember the terminology.

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

**Extend the Reading**
**Writing Connection**

Have students write several paragraphs telling about what it would be like to spend a whole day walking on their hands, from the time they woke up in the morning until they went to bed that night. Review the five senses (seeing, hearing, tasting, touching, feeling) and ask students to use sense words in their writing.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

**Art Connection**

Have students draw a picture of an upside down view of a familiar sight, such as their bedrooms, classroom, or front yard. Have them pay particular attention to the details in the location as they draw it upside down.

**Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.

Lesson Plan *(continued)*

## The UpDown Boy

- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- use the reading strategy of visualizing to better comprehend and remember events in a story
- accurately recognize and explain cause-and-effect relationships
- identify and find the exclamation marks in the book and tell what they mean
- identify adjectives and the nouns they describe; apply skill in a worksheet

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)