

LESSON 7: DAY 5

MATERIALS

- Illustrating Supplies
- Lined paper and pencil
- *Ursula Upside Down* by Corey R. Tabor

OBJECTIVE

Investigate perspective in illustrations.

Introduction

1. **Ask:** Have you ever hung upside down? How did the world look different?
2. **Say:** Try turning a book upside down.
 - **Ask:** Is it easier or harder to read? What happens to the pictures when you turn them upside down?
3. **Say:** Today, you will look at how the author and illustrator Corey R. Tabor plays with upside-down words and pictures in *Ursula Upside Down*. The way he does this makes the story more interesting.

Noticing Upside-Down Techniques

1. **Go through** *Ursula Upside Down* turning the book around so that Ursula and then the words are right side up. *Optional:* Re-read the book.
2. **Pause** to discuss upside down techniques.
 - **Text Placement:** Why do you think the words are flipped on certain pages? How does this make the story more fun or surprising?
 - **Illustrations:** What happens to Ursula when we turn the book around? How does the author show that she is confused?
 - **Perspective:** How does seeing the world upside down change how Ursula feels?

Activity: Create an Upside-Down Illustration

1. **Say:** First, you will draw a picture. Then, you will write a sentence about the picture that is upside down compared to the picture, just like in *Ursula Upside Down*.
2. Give your learner two choices:
 - **Draw** the whole picture upside down.
 - **Draw** it right-side up, then turn the paper upside down and draw something upside down like Corey Tabor does in *Ursula Upside Down*.

Adding a Sentence

1. **Say:** Now, let's add a sentence about your picture. Remember to flip the picture upside down when you write the sentence, just like in *Ursula Upside Down*.
2. **Have your learner** write a sentence or dictate to you that describes their drawing. Provide sentence starters if needed.
3. **Glue** or **tape** the sentence to the illustration. Make sure the words are upside down compared to the drawing.

Story Sentences

1. **Read** the Author's Note at the back of the book together.
 - **Say:** Now we are going to use the Author's Note to practice what we have been learning.
2. **Write:** The catfish swims.
 - Under the sentence, **write:** where:
 - **Say:** Where asks about a place. The Author's Note tells us where this type of catfish lives. Where does the upside-down catfish swim?
 - **Add:** [your learner's response] --> *Example: in the Congo River in Africa.*
 - **Write** the sentence. --> *The catfish swims in the Congo River in Africa.*
 - **Check** the writing rules. Capital letter? Period?
 - **Point to** Congo River and Africa. **Say:** These are names of places. Names of places are proper nouns. They start with capital letters.
3. **Write:** Bats sleep upside down, but
 - **Say:** But shows that something different happens. What is something bats cannot do upside down?
 - **Add:** [your learner's response] --> *Example: Bats sleep upside down, but they cannot fly upside down.*
 - **Say:** Check the writing rules. Capital letter? Period?
 - **Point to** the comma before *but* in the second sentence. **Say:** The comma before *but* is already there.

LESSON 8: DAY 5

MATERIALS

- Whiteboard and Markers
- *Hot Dog* by Doug Salati
- Lined paper and pencil
- Illustration supplies

OBJECTIVE

Explore alliteration in literature while maintaining awareness of sentence completeness.

Introduce Alliteration

1. **Say:** I have a special word for Book Nook Day. It is alliteration.
 - **Write:** alliteration
 - **Say:** Alliteration is when words start with the same sound. This makes writing more musical.
2. **Say:** Let's try some tongue twisters that use alliteration:
 - **Write and say:** Silly snakes slither slowly.
 - **Ask:** What sound do you hear repeated? --> The s sound
 - **Say together:** Big brown bears bounce.
 - **Ask:** What sound repeats here? --> The b sound
 - These sentences show alliteration because each word starts with the same sound.

Hot Dog

1. **Say:** As I read *Hot Dog*, listen for alliteration.
2. Read *Hot Dog*. Pause occasionally to emphasize alliteration. *Example:* sweltering subway; *Example:* panting, pouting pooch
 - **Ask:** Did you hear repeated sounds?
3. After reading, **ask:** Did you hear alliteration when I was reading? Did those repeated sounds make the book more fun to listen to?

Write and Illustrate an Alliterative Sentence

1. **Say:** Now let's create our own sentences using alliteration. We will choose an animal and think of other words that start with the same sound.
2. **Write:** turtle, snake, bear, puppy, cat, mouse
 - **Say:** You can choose one of these animals or think of a different one, and I will write that on the board. If your learner adds an animal, **add** it to the list.
3. **Say:** First, let me show you with the word rabbit.
 - **Write:** Red rabbits really relish radishes.
 - **Underline** the r in each word.
 - **Say:** Notice how this is still a sentence. It has *who or what* (Red rabbit) and an action red rabbits do (relish radishes).
4. **Have your learner** pick an animal and create their own sentence using alliteration:
 - **Guide them** to use words with the same beginning sound. **Help brainstorm** if needed.
 - **Make sure** their sentence is complete with *who or what* and an *action*.
5. When they have a sentence, **your learner can** draw an illustration for it.

Story Sentences

- Say:** Now we are going to use the story to practice what we have been learning.
- Write:** Splashed loudly
 - Ask:** Is this a sentence or a fragment? Does it have a who or what? --> No.
 - Say:** Does it have an action? --> Yes, splashed.
 - Ask:** Is this a fragment or a sentence? --> It is a fragment. It is missing who or what.
- Write:** The noisy city.
 - Say:** Is this a sentence or a fragment? Does it have a who or what? --> Yes, the noisy city.
 - Say:** Does it have an action? --> No.
 - Ask:** Is this a fragment or a sentence? --> It is a fragment. It is missing an action.
- Write:** The dog ran fast.
 - Say:** Is this a sentence or a fragment? Does it have a who or what? --> Yes, the dog.
 - Say:** Does it have an action? --> Yes, ran.
 - Ask:** Is this a fragment or a sentence? --> It is a sentence. It has both parts.

Alliterative Sentence Matching

- Say:** Now let's practice alliteration with sentences. Remember, alliteration is when words start with the same sound.
- Write** these in two columns on the board:

Who or What	Action
the happy hot dog	played
the big beach	hurried
the panting pooch	beckoned

- Say:** Draw a line from each who or what to the action that starts with the same sound.
 - Have your learner** draw the lines.
 - Write** and **read** the sentences together.

Answer Key: The happy hot dog hurried. The big beach beckoned. The panting pooch played.