

Which Way Is Up?

GOALS

Comprehension

Reading strategies: Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: which, is, up, said, the, little, that, big, I, to, go, there, so, do, not, for, me, you, but, a, want, how

Content Words: way, cockatoo, kangaroo, far, long

Phonemic Awareness

Recognise and produce words that begin with the same sound: /n/

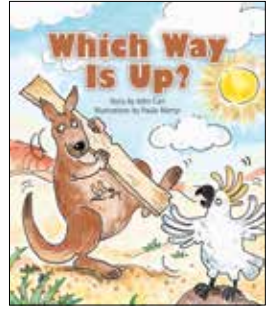
Phonics

Letters and Sounds: n

Words to Blend and Segment: nag, nap, nip, not, nut

Fluency

Model reading of the text with expression, noting the punctuation and change of characters.



A cockatoo and a kangaroo figure out the difference between up and down.

Before Reading

- Read the title. Discuss the meaning of title question *Which Way Is Up?* Ask: Who asks the question? Then reread the title and read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What animals are in the picture? What is Kangaroo holding? What is Cockatoo doing? Look at the title page illustration. What is different? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who is talking on each page, who is asking a question or answering and how you know? (punctuation – question marks and speech marks)
- On page 12 have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together.
- Ask: What are some of the things good readers do? Then model how to use picture, print and contextual cues. On page 2 look at the picture. Ask: What do you think is happening? Is Cockatoo talking? Could he be asking a question? Is it the same question as in the title of the book? How do you know? Is Cockatoo little or big? Read the words together. Do they look right, make sense and sound right?
- Follow this pattern for each page up to page 12, discussing the picture and reading the words.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration. Read the text together. Ask: Did you laugh at the ending? Why is it funny? What does “not far for me” mean?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author

thought of to make a funny ending?

- Reread the story together and have students change voices for the two characters.
- Have them notice the questions and question marks. Model how to read a question, e.g. *How far is up?* What does *far* mean? What does *not far* mean? What does *a long way* mean?
- Ask students to retell the story using the pictures on each page as a guide.
- Model making a question/answer chart on the board. Students look at the book and tell what to write on the chart under question/answer.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /n/ Have students hear the first sound in *nap*. Say the word slowly, emphasizing /n/ students repeat. Do the same for *nag*, *nip*, *not*, *nut*.
- Students indicate when they hear you say words starting with /n/ in the following list, *net*, *nap*, *new*, *nuts*, *not*, *nice*, *pot*, *hat*, *sun*, *nip*, *nag*, *cot*. They repeat the /n/ words.

Phonics

- Discuss the name and sound of the letter n. Write *cvc* words *nag*, *nap*, *nip*, *not*, *nut* on the board to practise blending and segmenting the sounds together as a group. Say the word slowly, then segment into separate sounds before blending again, *not*, /n/ /o/ /t/, *not*.
- Illustrate using alphabet or magnetic letters for *not* and touching the letters as the sounds are made for the word *not*.

Word Study

- Talk about the words *which*, *do*, *not*, *there*, *for*, *that*. Print multiple sets of the flash cards from the inside front cover to play matching games. Read the words together. Ask students to locate them in the text. Students ask each other riddle questions, e.g. What word has three letters, means a long way and starts with /f/? (*far*)
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.
- Students retell the story using their own question-and-answer chart.

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat after you. Reread the story together.
- Have students work in pairs, taking the roles of Cockatoo and Kangaroo. They read the direct speech like a conversation.

Writing

- Students write a new story about *down*. They draw a picture first, then write the story. Ask them to use speech bubbles for the talking, e.g. "*Which way is down?*" *said the little duck.*
- Model making a time line of the order of the story. Students use this to retell the story.

Home/School Link

Take the book home and any related activity done in class to share with family.