



## Up, Down, and Around Interactive Read-Aloud

*A note to story readers: The following includes recommended ways to make Up, Down, and Around an interactive read aloud. There are many suggestions listed, so you can pick and choose what works best for the children.*

### **Pennsylvania Academic Standards:**

*Academic Standards for Reading, Writing, Speaking and Listening:*

- 1.1. A Develop book/print knowledge and conventions
- 1.1. B Develop sentence awareness/word awareness
- 1.1. K Name and describe new concepts
- 1.1. M Listen to new vocabulary in multiple contexts in order to understand new words and concepts
- 1.1. N Discuss unknown words and word meanings
- 1.1. P Demonstrate an increasing understanding of new vocabulary introduced in conversations, activities, stories or books
- 1.2.A Determine important ideas and messages in informational texts
- 1.3.A Understand and respond to a variety of literary selections that are read, listened to or viewed

### **Before Reading:**

**Introducing the Text:** Explain the purpose for reading the story

Example: “I have a very special story to share with you today; it is my FAVORITE this week. The title is **Up, Down, and Around** by Katherine Ayres. Right now, I would like you to bring your eyes to the cover of this book. What are you *wondering* about the story when you look at the front cover?”

Prompts: I wonder why it’s called, Up, Down, and Around.

I wonder why there are so many bugs.

I wonder what the children are planting.

I wonder where they are.

### **Introducing the Genre:**

“The book that I am sharing with you today is an informational book. As a successful reader, I know that this type of book has true facts and information about a topic. While we are reading you may notice some things that you know

are true. You may also learn something that you did not know before. What is something you would like to learn from this book?"

Examples: I would like to learn about different kinds of vegetables.

I would like to learn how to plant a garden.

I would like to learn about the bugs.

### **Introducing the Author/Illustrator:**

"As successful readers, we should always notice the authors and illustrators of the books we read. Katherine Ayres is the author of this book; she wrote the words. Nadine Bernard Westcott is the illustrator; she created the pictures."

### **Getting Started:**

"All of the things we are wondering help us to get really excited about reading this book. Let's dive into this story together and find out what is inside.

### **During Reading:**

*As this is a short, rhyming book, read through the whole story once. Then go back and reread it, this time with a focus on open-ended questions and vocabulary.*

### **Ask Open-Ended Questions:**

*On the page that begins, "In the dirt..." ask:*

What do you think they're planting? (inference)

Have you ever planted seeds in the ground? What happens to them? (connection, text-self)

*On the page that states, "Corn grows up," ask...*

What direction is up? (trace "up" direction with finger on page to demonstrate)

*On the page that states, "Carrots grow down," ask...*

Where are the carrots growing?

What direction is down? (trace "down" direction with finger on page to demonstrate)

What part of the carrot plant do we eat?

What else do you see down in the ground on this page? (observation)

*On the page that states, "Cucumbers climb around and around," ask ...*

What part of the cucumber is climbing around and around?

Do you see anything else climbing around and around? (observation)

*On the page that states, "Pumpkins vine around and around," ask...*

What part of the pumpkin plant vines around and around?

How are pumpkins like cucumbers? (comparison)

*On the page that states, "Broccoli grows up," ask...*

What is the boy trying to do? (observation)

*On the page that states, "Beets grow down," ask...*

What is the beet?

Have you ever eaten a beet before? What does it taste like? (connection, text-self)

How does the dad look/How does he feel? Why? (inference)

*On the page that states, "Onions grow down," ask...*

Have you ever eaten an onion? How does it taste? (connection, text-self)

What happens when you chop onions? (connection, text-self)

What bugs do you see on this page? (observation)

*On the page that states, "Tomatoes twine around and around," ask...*

Which is the tomato plant?

Where do you think this family lives? Why? (inference)

What do you think they are going to do with all of these vegetables? (prediction)

*On the page that states, "Pick some, pull some," ask...*

What are the children doing? Why? (inference)

*On the last page, ask...*

What foods do you see? (observation)

Which vegetables were used to make all the different foods?

Have you ever made a salad? What ingredients did you use? (connection, text-self)

How do you think the family is feeling? (inference)

### **Vocabulary:**

"Listen very carefully as I read this sentence again and try to pick out one of my special words for today. Think about what these words mean in the story. Can you think of other meanings for these same words?"

**Twine:** A strong string or thread; to twist together; to wind about something

**Beet:** A plant with an edible red or white root

### **After Reading:**

#### **Retell Activities:**

"Let's think back to the special story that we shared together."

1. Where did this story take place? (setting)
2. What were some vegetables that grew up? Down? Around?
3. What do plants need in order to grow?
4. What was something new that you learned from the story?
5. Have you ever planted seeds before? (connection, text-self)
6. Have you ever cooked food using ingredients that came from the ground? (connection, text-self)

**Make Text-Text Connections:**

1. “If you like this story that we shared together you may really like \_\_\_\_\_, or these informational books \_\_\_\_\_.”
  - a. Hurry! Hurry! By Eve Bunting
  - b. Bean and Plant by Christine Beck
  - c. One Bean by Ann Rockwell
  
2. Does this book remind you of any other book we have read together or that you have read on your own?

You may also wish to have a connecting activity to further enhance the literacy experience you just enjoyed with the children. Refer to the activity guide for suggestions.

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