

What's Up?

by Diana Noonan



Book Summary

What's Up? shows that the air above us is bustling with living things and objects made by people. The book takes a close look at things that float, things that fly, and things that glide in the air around us.

Features of the Book

- The high-frequency words – “up,” “A,” “and,” and “me.”
- The close picture/text match.
- The repetition in the structure of the story.
- Clear, well-placed text.
- The contraction “What’s.”
- The initial “b” consonant – “bird,” “bat,” and “bumble bee.”
- The “pl” blend – “plans.”
- The double vowels – “ee” and “oo.”
- The double consonants – “bubble” and “balloon.”

Purpose

What's Up? can be used in a guided reading setting to introduce the following skills and strategies:

- S** responding to simple questions about the story’s content;
- S** recognizing the relationship between letters and their sounds;
- S** introducing and discussing new words contained within the story;
- S** collecting information related to the story to share with others.

Introducing the text

Lie on the floor with the class and look up.

Discuss “What’s up?”

– *What do you see?*

If appropriate, go outside, and lie down again.

– *What do you see? What do you imagine?*

Look at the cover and discuss the dandelion seeds.

Read the title and author’s name to the group.

Reading the text

- S** Responding to simple questions about the story’s content.
- S** Recognizing the relationship between letters and their sounds.
- S** Introducing and discussing new words contained within the story.

Some things live above the ground because that’s where they are in nature. Others are put there by people. Can the children recognize the difference? Pages 2 and 3 – Discuss the photos and then read the text.

– *How did these seeds get up in the air?*

– *How did the balloon/bubbles get up?*

Pages 4 to 7 – Continue asking similar questions on each spread.

– *What’s up on page 8? How did it get there?*

Use these initial visual clues to focus attention on the meaning of the text.

Page 8 – After reading this page, talk about the ways that people can be up in the sky.

Children now read the book independently.

Revisiting the text


Find examples of double vowels “ee” and “oo.”

List other examples and discuss.

Find the words in the story that begin with “b” and list others the children know.

Following Up

- S** Collecting information related to the story to share with others.

 Encourage the children to think of other things that are “up,” for example, clouds, dust, snow, leaves, a space shuttle, and helicopter. Illustrate and label.

- B** Complete the blackline master opposite.