

Otto's Backward Day

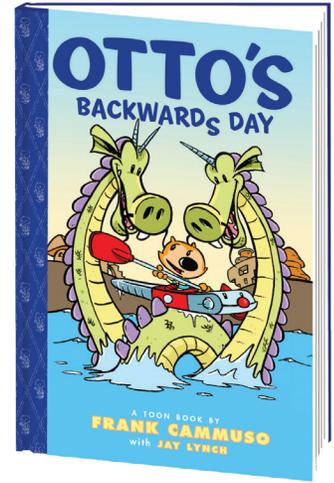
by Frank Cammuso

ISBN: 978-1-935179-33-7

Guided Reading Level = M

Lexile Level = GN 180

by Alexa Rosselli,
 Editorial Assistant



ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	
When does this story occur? Where does Otto go? Who does he meet? What are the other characters like?	RL.2.1, RL.3.1
On page 30, Otto invites Evil Olive to his birthday, after Evil Olive stole it from him. Why does he do this?	
On pages 6 and 31 Otto talks about what is "important" for his birthday. To what is he referring each time? How does Otto learn that friends and family are more important than cake and presents?	RL.2.2, RL.3.2
On pages 10-11, Professor Backwards shows Otto the Palindrome? How does the idea of a palindrome relate to the Backwards world? Explain how both work. Why does Evil Olive steal Otto's birthday in the first place? Why must Otto go to the backwards world to get it back?	RL.2.3, RL.3.3

INTEGRATION OF KNOWLEDGE AND IDEAS	
When Otto realizes his birthday has been stolen, what does he do? Look at the illustration on page 8. How thoroughly does he look for his stuff?	RL.2.7, RL.3.7
How does Otto get to the Palindrome? Look at page 9. What leads him there?	
On page 11 Otto asks, "Will I be backwards?" Will he? What is the logic behind the backwards world? Cite another example that demonstrates this.	RI.2.8, RI.3.8
We see the set-up for Otto's birthday three times: at the beginning (pages 5-6), in the backwards world (pages 26-30), and at the end (page 31). How is it different each time? Which specific aspects change?	RL.2.9, RL.3.9

CRAFT AND STRUCTURE	
The word "backwards" is used on pages 6 and 27. Does it mean the same thing both times? Explain the definition of backwards in each context.	RL.2.4, RL.3.4
On page 27, when Evil Olive says, "Surprise!" Otto thinks it is a trap. Is it? Look at the next panel to explain the intention.	
How is the bottom-left panel on page 31 a direct response to the beginning of the story?	RL.2.5, RL.3.5
Otto travels to a new place at the beginning of chapters 2 and 3. Why does he go to each of these places? How do these transitions drive the story forward?	
On pages 22-23 the 2 heads of Ogoopogo are both talking. How can you tell which one is talking each time?	RL.2.6, RL.3.6
What does the author think is the most important part of birthdays? Which characters agree with him? Identify the pages that show this.	

SPEAKING AND LISTENING / WRITING	
Have students write an account of their own day if it instead took place in a backwards world. Have them write an additional paragraph detailing what things are backwards, what things are the same, and why.	W.2.2, W.3.2, W.2.3, W.3.3, W.2.4, W.3.4, W.2.5, W.3.5
After reading the story, split students into groups and have them discuss birthdays. Have them recount their own recent birthdays, describing what happened and who was there, allowing their peers to ask questions. What do they think is important on birthdays? Do they empathize with Otto?	SL.2.1, SL.3.1, SL.2.2, SL.3.2, SL.2.3, SL.3.3, SL.2.4, SL.3.4, SL.2.6, SL.3.6



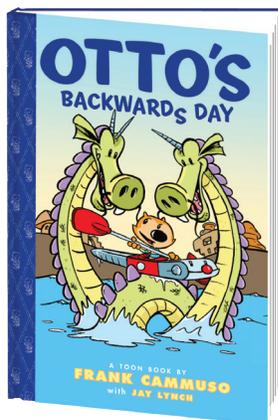
FOR VISUAL READERS
TOON BOOKS®

Lesson Plan for *Otto's Backwards Day*
by Frank Cammuso with Jay Lynch

BY ALEXA ROSSELLI

Overview	<i>Otto's Backwards Day</i> is a great book to use for a vocabulary lesson because of its focus on palindromes, backwardness, and appreciating the true meaning of things. This book looks for opportunities to put a new spin on words you already know, and encourages readers to think deeply and imaginatively.
Subject	English Language Arts
Grade Level	3-4
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper.
Objectives	Students will learn about the importance of vocabulary, participate in an interactive read aloud, and write palindromes and illustrate backwards things.
Before Reading:	<p>Explain to students: One of the things you will be looking for in reading this week is vocabulary. Look for words you haven't seen before or don't know. You can often glean what these words mean from the context. In comics the pictures provide great context for understanding new words.</p> <p>Vocabulary does not exclusively refer to words you do not yet know. Have students look for words that have multiple meanings. They may find words they knew in contexts that they did not expect to find them in. Additionally, combinations of words and phrases can have meanings that are entirely different from the words themselves.</p> <p>Surely, this is not the only time you have done vocabulary lessons in this class. The main reason for vocabulary acquisition is to increase the sophistication of writing, speech, and organization of thinking. After 2nd grade, readers need to add about 1500 new vocabulary words to their repertoire yearly. That's a lot of words. The only way to do this is to read books that have a lot of new words in them and to figure out what they mean as you read. By focusing on the vocabulary in the TOON Books you are reading in this unit, you can teach students the habit of seeking out new words in all of the reading that they do, which will make them stronger readers and thinkers overall.</p> <p>If you are looking closely at the words in a book, you may come to appreciate how carefully chosen each word is. When you write, it is up to you to choose the right words to say exactly what you want to say. Different characters will say things in different ways, and you will use different words to describe the same thing depending on whether you are conveying that thing through dialogue, captions, or sound effects.</p>

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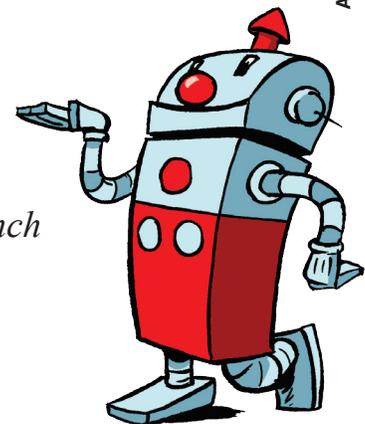


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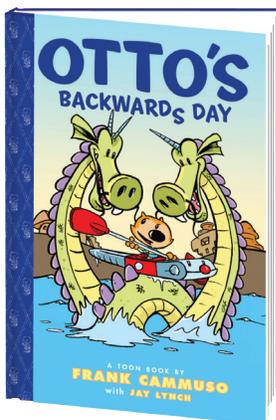


OTTO'S BACKWARDS DAY LESSON PLAN (PAGE 2)



<p>Reading:</p>	<p>Make this an interactive read aloud, allowing students time to stop and jot when they notice vocabulary words. When you finish the read aloud, have students share the words they found. Write these all on the white board. Then, try to define them as a class. Ask students to volunteer definitions. If a student is unsure what a word means, revisit the moment in the text where the word occurred. Display this page using the Elmo or document projector. Examine the panel it appears in. Are there any clues in the picture that help determine what the word means? Do this for one or two words only. Here are some examples of moments to look at for vocabulary:</p> <p>The word “backwards” is used on pages 6 and 27. Does it mean the same thing both times? Explain the definition of backwards in each context.</p> <p>On pages 6 and 31 Otto talks about what is “important” for his birthday. To what is he referring each time?</p> <p>On pages 10-11, Professor Backwards shows Otto the Palindrome? How does the idea of a palindrome relate to the Backwards world? Explain how both work.</p> <p>On page 27, when Evil Olive says, “Surprise!” Otto thinks it is a trap. Is it? Look at the next panel to explain the intention.</p>
<p>After Reading:</p>	<p>Have students turn and talk with partners to do this creative writing project. Now that they have read a whole book on palindromes and backwards things, you will have students create their own. Encourage them to come up with palindromes, or rewrite words they know backwards and try to figure out what these backwards words would mean (or look like). Encourage students to doodle their backwards creations to share with other students.</p>

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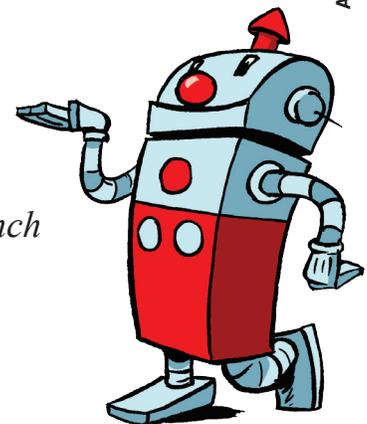


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FUN WITH PALINDROMES!

Professor Barkwords told us that “a **palindrome** is a word that is the same spelled forward and backwards, like **TOOT!**” How many other palindromes can you find in this book?

Here are a few to get you started:

O T _ _

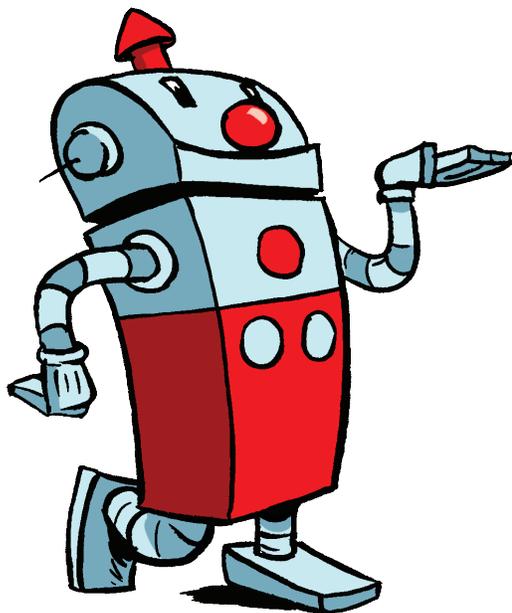
R _ D A _

_ A C E _ _ R

O G O _ _ _ _

K _ Y _ _

E V _ _ O L _ _ _



Palindromes can even make whole sentences, like “**Yo! Banana Boy!**” and “**Sit on a potato pan, Otis!**” Check out this poem made entirely from palindrome phrases:

“Tuna Nut”

Was it a hat I saw?

Was it a rat I saw?

Was it a bar or a bat I saw?

Was it a vat I saw?

Was it a mat I saw?

Was it a car or a cat I saw?

Can **you** make a palindrome poem of your very own?

