

SAMPLE

Educator's Guide

For

Upside-Down Magic

By Sarah Mlynowski, Lauren Myracle and Emily Jenkins

**Created by Tara Bardeen
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About *Upside-Down Magic*

From *New York Times* bestselling authors Sarah Mlynowski, Lauren Myracle, and Emily Jenkins comes the hilarious and heartfelt story of a group of magical misfits.

Nory Horace is nine years old. She's resourceful, she's brave, she likes peanut butter cookies. Also, she's able to transform into many different animals. Unfortunately, Nory's shape-shifting talent is a bit wonky. And when she flunks out of her own father's magic academy, Nory's forced to enter public school, where she meets a group of kids whose magic is, well, different.

Source: *Goodreads.com*

The Five Types of Magic:

Flare – Can make heat and fire

Flicker – Can make things invisible

Fluxer – Can change into different animals

Flyer – Can fly

Fuzzy – Can easily tame animals

About the Authors

SARAH MLYNOWSKI is the author of many books for tweens, teens and adults, including the *New York Times* bestselling *Whatever After* series, the *Magic in Manhattan* series and *Gimme a Call*. She would like to be a flicker so she could make the mess in her room invisible. Visit her online at www.sarahm.com.

Source: *Scholastic.com*

LAUREN MYRACLE is the *New York Times* bestselling author of many books for young readers, including *The Winnie Years* (which begins with *Ten*), the *Flower Power* series (which begins with *Love Ya Bunches*) and the *Life of Ty* series. She would like to be a fuzzy so she could talk to unicorns and feed them berries. You can find Lauren online at www.laurenmyracle.com.

Source: *Scholastic.com*

EMILY JENKINS is the author of many chapter books, including the *Toys Trilogy* (which begins with *Toys Go Out*) and the *Invisible Inkling* series. Her picture books include *Lemonade in Winter*, *Toys Meet Snow* and *The Fun Book of Scary Stuff*. She would like to be a flare and work as a pastry chef. Visit Emily at www.emilyjenkins.com.

Source: *Scholastic.com*

Getting Started

Seven Reading Skills Every Kid Needs: Grades 3 - 5

This educator's guide aligns with Common Core State Standards for Reading and supports the development of the following seven reading skills.

ONE: Ask and answer questions to demonstrate understanding of a text and reference examples and details from the text to support one's answer.

TWO: Summarize a text and identify themes in a story.

THREE: Describe characters, settings and events in a story using specific details from the text.

FOUR: Determine the meaning of unfamiliar words and phrases in a text.

FIVE: Describe how a story is composed of chapters and how each successive part builds on earlier sections.

SIX: Describe how a narrator's or a speaker's point of view changes the way events are described in a text.

SEVEN: Compare and contrast stories.

Note: These targets are based on the following Common Core English Language Arts College and Career Readiness Anchor Standards for Reading, as applied to grades 3-5: CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.3, CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.R.5, CCSS.ELA-LITERACY.CCRA.R.6, CCSS.ELA-LITERACY.CCRA.R.9.

Suggested Timeline for a Six-Week Program

<i>Week</i>	<i>Chapters</i>	<i>Pages of Reading</i>
1	1, 2, 3, 4	34
2	5, 6, 7	32
3	8, 9, 10	27
4	11, 12	33
5	13, 14, 15	36
6	16, 17, 18	29

Setting the Stage for a Reading Adventure

Creating a culture of literacy in your classroom goes beyond just reading, it's about inviting the whole group to dive into a journey filled with fun characters, interesting discussions and activities that bring the book to life. Here are some suggestions for incorporating your reading adventure into your classroom space and keeping track of the story as you read:

1. **Bulletin Board Collage** – Make a dedicated space for student drawings and summaries created for each chapter of book. Add photos of class activities too!
2. **Story String Timeline** – Run a string or a long piece of blue painter's tape along a wall in the classroom to create a timeline. Divide the timeline into 18 segments, one for each chapter in *Upside-Down Magic*. As you read, invite students to add drawings showing the action in each chapter and short summaries to the timeline.
3. **Our Story Scrapbook** – For each chapter in the book and for each book-related activity the class completes, create a scrapbook page (or multiple pages) that combine words and images to record what happened. Scrapbook pages can be made individually by each student in order to create a personal scrapbook to take home at the end of the book study, or the class can work together to create a single book, with students working in small groups to create each entry.
4. **Adventure Journals** – Provide students with notebooks, or invite them to create their own simple paper journals using notebook paper, construction paper and staples. Have students draw pictures and write a few sentences about the important events of each chapter as they read. Students can also use their journals when responding to writing prompts in this guide.
5. **Story Gallery** – Create a gallery space with 18 empty frames (paper frames cut out of construction paper or ones made from decorative bulletin board borders work well). For each chapter in the book, assign a small group of students to be the “gallerists” in charge of creating an image to go in the frame that captures the important parts of the chapter. The gallerists will also select a title for their artwork that connects to the text and write a short “plaque” describing the events and characters depicted in the artwork.

Five Ways to Mix Things Up at Reading Time

Giving students regular opportunities for quiet reading is essential for helping them develop fluency as a reader, but if regular reading time is starting to feel too repetitive, give one of these alternatives a try:

1. **Listen Along** – Gather the class to listen to the story as you read it aloud or listen to it on audio CD.
2. **I Read, You Read** – Divide students into small groups to take turns reading to each other. Invite students to switch readers after each page of text.
3. **Story Sketchers** – Divide students into pairs and give each pair two sheets of paper and drawing supplies. While one student reads, the other draws what’s happening in the story, paying close attention to any details mentioned in the text. Halfway through the reading period, have students swap roles.
4. **Reading Radio** – Using a smartphone or other recording device, invite students to take turns reading a few lines of the text that they have practiced ahead of time. Encourage students to read with enthusiasm and experiment with pacing and even voices. When time allows, playback the recording to hear everyone’s voice!
5. **Seating Switcheroo** – Reading can happen anywhere! Could you read outside? Or under the desks? Or swap classrooms with another group? Invite students to brainstorm fun new places to read and then hold a vote to select the seating switcheroo venue.

Five Ways to Use the Discussion Questions

Discussing a text with students allows them to check their understanding of what they read, make connections between the text and themselves and practice important literacy skills. The discussion questions provided in this guide offer a selection of chapter-by-chapter questions to get you started, but you should feel free to add your own questions and invite students to offer their questions to the group too. If desired, questions can be given to students ahead of time so they can look for the answers in the text as they read.

For comprehension questions, answers are provided with a corresponding page number listed in parentheses. Model referencing passages in the text to support one’s answer or opinion. Answers are not provided for discussion questions that are broader in scope or invite students to share personal experiences and opinions.

Educator Tip: Encourage students to have their books with them during the discussion so they can refer to specific passages in support of their answers.

1. **Educator-Led Class Discussion** – The group works as a whole and the educator poses questions for students to answer.
2. **Small Groups** – Students work in small groups to discuss the questions while the educator circulates from group to group listening in on the discussion and asking follow-up questions.
3. **Task Groups** – Each group of students is given a question (or questions) to answer and then reports back to the entire class with their answer(s).
4. **Written Response** – The discussion questions can also be used as writing prompts and students can answer all or just selected questions as part of a journal assignment.
5. **Discussion Cards** – Invite students to chat about the book as they eat lunch, ride the bus or wait for programming to begin by writing discussion questions on index cards which can be passed around the group for pairs of students to discuss.

How to Use the Writing Prompts

Just like reading, writing is a skill that improves with practice. Three writing prompts are given for each chapter in order to allow students some choice regarding what they write. Encourage students to choose the prompt that interests them most. Educators may also ask students to write a short summary of the chapter as part of their writing time. Celebrate your students' writing by allowing time for them to share what they wrote with a classmate, a small group, or the whole class.

How to Use the Activities

Fun activities in art, movement, language and STEM (Science, Technology, Engineering and Math) bring books to life and enhance learning. For each chapter of *Upside-Down Magic*, you'll find a suggested activity that connects to themes in the chapter or the book as a whole. Complete these activities with the suggested chapter or as fits best with your group's schedule and interests. Complete activity instructions and materials lists can be found in the Activity Instructions section.

Educators are also encouraged to incorporate additional activities throughout the summer that connect with the themes found in *Upside-Down Magic*.

Possible Programming Themes for *Upside-Down Magic*

Invite students to explore themes from *Upside-Down Magic* across the curriculum throughout your book study period. Here are some possible programming themes from the book.

- Animal traits (Nory creates blended animals like a beaver-kitten)
- Strategies for preparing for a test (Nory uses self-talk, visualization and practicing ahead of her magic test)
- Siblings and family dynamics (Nory's siblings cover for her; Nory's dad is disappointed in her; Nory's aunt Margo takes her in)
- Word blending and inventing new words (a beaver-kitten becomes a "bitten")
- Cooking (Flares use magic to roast marshmallows and cook eggs; Nory enjoys pepperoni pizza, cinnamon rolls and cinnamon toast; Elliott uses magic to make frozen lemonade slushies)
- Viewing the world from a different perspective (Nory sees the world through the minds of the animals she becomes; Ms. Starr has the students do headstands to change their perspective)
- Making new friends (Nory has to fit in at a new school)
- Science of sound waves (Sebastian can see sound waves)
- Science of fire and ice (Elliott can freeze things; Flares can produce heat/flare)
- Science of gravity and flight (Andres floats; Aunt Margo and Flyers can fly)
- Seeing opportunity in difference (students in the Upside-Down Magic class learn to embrace their different magic)
- Dealing with bullies (Nory roleplays approaches to handling mean kids; the Upside-Down Magic class students look out for each other and confront bullies)
- The value of tolerance and forgiveness (Ms. Starr asks the Upside-Down Magic class to forgive Nory after she turns into a skunkephant and sprays the cafeteria)
- Strategies for dealing with a bad day and difficult emotions (Nory experiments with controlling versus understanding her emotions; various characters cheer up Nory)

- Interpretive dance (Ms. Starr has the class dance to an ocean theme as a way to explore their emotions)
- Team building activities/trust activities (Ms. Starr emphasizes the importance of supporting each other and working together as a team)
- Respecting an individual's uniqueness and realizing there is no "normal" (Ms. Starr challenges Elliott and Nory to embrace their unique skills instead of trying to become "normal")
- Self-acceptance (Nory struggles to feel good about her unique magic)
- Using one's talents to help others (the students in the Upside-Down Magic class work together to save a classmate in trouble)
- Exploring one's fears (the students in the Upside-Down Magic class take turns sharing their fears)
- Yoga, meditation and visualization (Ms. Starr has the students in the Upside-Down Magic class use yoga to center themselves)
- The power of complimenting others (Nory compliments Elliott on his magic as a way to cheer him up)
- No place for hate, racism, bigotry or treating others differently (Principal Gonzalez confronts mean students and reviews the school's policy)
- The five types of magical talents:
 - Flare – can manipulate fire and heat
 - Fuzzy – can tame animals
 - Flicker – can make things invisible
 - Flyer – can fly
 - Fluxer – can change physical form
- Nory's unique creatures:
 - Bitten – beaver + kitten
 - Dritten – dragon + kitten
 - Snitten – snake + kitten
 - Koat – kitten + goat
 - Skunkephant – skunk + elephant
 - Enormous-Bluebird-Nory-with-Nory's-Actual-Face – bluebird + Nory face

Chapter-by-Chapter Lesson Plans

Chapter 1

Summary: Nory is a 4th grader with special magical talents that often go “wonky.” She hopes to get into Sage Academy, a prestigious magic school where her father is the headmaster and her two siblings, Hawthorn and Dalia, already attend. Tomorrow is the day of the Big Test to see if Nory will be admitted to the school. While practicing transforming herself into a black kitten, her magic goes wonky and her kitten form takes on attributes of a beaver as well. Before she can regain control, Beaver-Kitten-Nory destroys her father’s office by gnawing on furniture and chewing up books. It is her brother Hawthorn who discovers her and the mess she has made.

Discuss!

- 1. The *setting* in a story is when and where it takes place. What do you know about the setting of this story?**
Place: Nory’s home in the garage and in her father’s office; time: the middle of summer (1, 5).
- 2. Why does Nory want to attend Sage Academy?**
It’s a very important and fancy magic school where her father is the headmaster and her two siblings already attend (2).
- 3. How does Nory feel about taking the Big Test? How do you know?**
Nory is anxious about taking the test. She knows that her magic is strong, but she worries about keeping it under control. The text says, “Thinking about the Big Test made Nory queasy” (3).
- 4. What about the text tells us that we’re reading Nory’s thoughts?**
The authors use italicized text to show that we’re reading Nory’s thoughts.
- 5. What do you think the word “zamboozle” (found on page 4) might mean? What are your strategies for figuring out the meaning of this word?**
Possible answers could include: “oh no,” “yikes” or “ack.” When figuring out the meaning of the word, ask students to consider how Nory might be feeling when her magic goes wonky.
- 6. What happened when Beaver-Kitten-Nory entered her father’s office?**
She chewed up furniture including an antique bookshelf, her father’s desk, his armchair and four of his books (5-6).
- 7. At the end of the chapter, it says “She, Beaver-Kitten-Nory felt better than she had in weeks!” Why do you think she might feel so good?**
As students share their ideas, remind them that one of the neat parts of reading a book is bringing our own experiences and perspectives to a story. That means everyone might have different opinions on different parts of the text and that’s okay!
- 8. What do you think Hawthorn might do after finding the mess that Nory made in their father’s office? What do you think might happen when Nory’s father sees his office?**

9. In the story, Nory is preparing for an important test by practicing her skills.
How do you get ready for a big test?
10. Has there ever been a time in your life when things didn't quite go to plan?
How did you feel?

Write!

1. Write about a time when things didn't go as you had planned.
2. Make a short comic strip that includes the word "zamboozle."
3. Describe the room as if you were an animal (you choose which kind!).

Do!

Animal Mashup

Students create unique mixed-up creatures using images of animals, scissors and glue.
Find complete instructions in the activities section.

Chapter 2

Summary: Nory's 16-year-old brother, Hawthorn, discovers the mess Beaver-Kitten-Nory has made in their father's office and bathroom. The two work together to clean up the beaver dam in the bathroom and the piles of wood chips and shredded books strewn about the office. Hawthorn calls a carpenter to fix the desk and orders new copies of the books that were destroyed. It's clear that Hawthorn is frustrated by Nory's lack of control over her magical powers and doesn't find her "wonky" magic at all charming. He suggests they blame the mess on one of their sister Dalia's rabbits. Nory has misgivings about this plan, but doesn't want to make her father even more angry the day before the Big Test. When Nory's father gets home, he is indeed upset about the damage and proceeds to use his powers as a Flicker to make his whole office disappear before telling his children that he'd like to be left alone for the evening and then disappearing himself. On the morning of the Big Test, Hawthorn and Dalia help Nory get ready and continually give her advice as she eats, dresses and walks to Sage Academy. As Hawthorn has a summer job and Dalia has an appointment with her math tutor, Nory must wait by herself for her turn to enter the Hall of Magic and Performance. While in line, she meets a girl named Lacey whose father is intensely going over the proper way to roast a marshmallow. The mood in the waiting area is tense. Just before it's Nory's turn, Lacey emerges from the building sobbing and wailing.

Discuss!

1. Who are the characters we learn about in this chapter? What do you know about each of them?

Remind students that *characters* are people, beings or creatures in a story. Hawthorn: Nory's brother, age 16, Flare, and "like[s] sports and cooking and bossing people around" (7); Dalia: Nory's sister, age 13, Fuzzy, and "ha[s] a lot of pets including two bats, three toads, a ferret, a toucan, a pair of mice, and twelve rabbits" (10); Nory's father, a powerful Flicker who can make a whole room disappear and who "didn't talk about a lot of things" (14); Lacey: "a light-skinned girl with a sharp, short haircut" who is in front of Nory in the line to take the Big Test (18).

2. What does Nory look like when she's not a kitten? How do you know?

On page 8, it says: "big hair, small body, brown skin, purple shirt."

3. Who cleans up the mess Nory made?

Nory and Hawthorn clean up the mess in her father's office and bathroom together. Hawthorn calls a carpenter to fix the desk and orders copies of the books Beaver-Kitten-Nory destroyed (8-9).

4. How does Hawthorn feel about Nory's unusual magic? What clues can you find in the text?

Hawthorn doesn't approve of Nory's upside-down magic. He tells her, "And when you turn into an animal, turn into a normal animal...Stop mixing your parts up. You're getting really wonky and nobody likes it" (9).

5. After Beaver-Kitten-Nory destroys her father's office, Hawthorn says, "We'll have to blame Dalia's rabbits, I guess." (10). What do you think of this solution? Do you think there might be another way to handle the problem?

6. Nory makes up a new word for a Beaver-Kitten by combining the two words. She calls it a "bitten" (10). Words that are created by combining the sounds and meanings of two words are called *portmanteaus*. For example, the word "brunch" comes from combining "breakfast" and "lunch" to describe a meal that's eaten between breakfast time and lunchtime. Can you think of other examples of a portmanteau?

Some familiar portmanteaus include: cheese + hamburger = cheeseburger; motor + hotel = motel; spoon + fork = spork. Discover even more by searching for a portmanteau word list online.

7. What are the 5 types of magic? Which one would you most want to have?

Flare – can make heat and fire; Flicker – can make things invisible; Fluxer – can change into different animals; Flyer – can fly; Fuzzy – can easily tame animals (12).

8. What happens when Nory's father comes home and sees the damage in his office?

When Hawthorn tells their father about the damage to his office, he marches straight upstairs to inspect it. He gives Dalia a warning that she needs to keep better control over her rabbits and thanks Hawthorn for contacting the carpenter and reordering the books. He doesn't say anything to Nory. Clenching his fists, he causes the whole room to become invisible and then asks to be left alone for the rest of the evening before disappearing himself. (14-15).

9. On the day of the Big Test, Nory's siblings give her lots of advice. Similarly, Lacey's dad gives her advice and warns her not to mess up. Does it seem like all this advice is helping? Why or why not?

Through the text, we get the impression that Nory feels overwhelmed by the flood of advice and reminders she receives on the morning of the test. Hawthorn and Dalia emphasize being normal and keeping control of her magic (17). When Nory observes Lacey's dad talking to Lacey while waiting in line, she doesn't think that he is being particularly helpful. We read that Lacey's lip trembles and her hands shake as she listens to her dad's coaching (19).

10. Making a *prediction* means taking a guess at what you think will happen sometime in the future. What is your prediction about what will happen when Nory has her turn in the Hall of Magic and Performance?

Write!

1. If you could have any one of the five magic types (Flyer, Flicker, Fluxer, Fuzzy or Flare), which would you choose? Why?
2. Make up 5 new portmanteau words (those are words created by combining the sound and meaning of two words) and use each one in a sentence.
3. Write a letter to Nory giving her advice on how to stay calm and do well on the Big Test.

Do!

Animal Advocate

Students research an endangered species and report back to the group about ways to protect this species. Find complete instructions in the activities section.

Chapter 3

Summary: Nory enters the grand Hall of Magic and Performance and walks onto the stage to face a panel of four teachers and her father, the headmaster of the school. Mr. Puthoor asks her to state her full name, Elinor Boxwood Horace, and then provides an overview of the testing process before asking her to attempt four distinct tasks to test her abilities. To determine whether she is a Flicker, she is asked to make a toad disappear; she cannot. To see if she has Flare magic, she is asked to light a match without striking it; she shakes her head and says she can't. To see if she is a Flyer, Mr. Puthoor asks her to lift herself exactly two feet off the floor; she remains firmly on the floor. In the fourth test, she is asked to coax a unicorn to eat mushrooms, a food they do not like. Despite Nory's pleading, the unicorn bolts off the stage and disappears into the lobby. It's clear that Nory is not a Fuzzy like her sister Dalia. Four tests failed. The Fluxer test is still ahead and Nory is optimistic that she can pass it.

Discuss!

- 1. What is the setting in this chapter? What details about the setting can you find in the text?**

The setting for this chapter is the Hall of Magic and Performance. From the text: "The ceilings were painted with dragons and unicorns. The seats were covered in dark purple velvet. The curtains on the side of the stage were gold. A large chandelier hung from the ceiling, lit by candles" (21).

- 2. What is Nory's full name?**

Elinor Boxwood Horace (22).

- 3. What's the test to see if Nory is a Flicker?**

She is asked to make a toad disappear (23).

- 4. What's the Flare test?**

Nory is asked to light a match without striking it (24).

- 5. What's the Flyer test?**

Nory is asked to hover precisely two feet above the ground (24).

- 6. How is Nory tested to see if she is a Fuzzy?**

She is supposed to get a unicorn named Pokey to eat mushrooms even though unicorns do not like mushrooms and are normally skittish around people (25).

- 7. What does the word "skittish" mean (25)? If you don't know what a word in a text means, what strategies do you use to figure it out?**

Skittish means easily scared. Possible strategies could include: reading around a word to see if the text can help one understand a word; looking for familiar parts of a word that might give clues to its meaning like prefixes and suffixes; and using reference materials like a dictionary or the Internet.

- 8. After Nory fails four of the magic tests, the text says, "Nory wanted to hide." Can you relate to how she is feeling? What words would you use to describe this feeling?**

Responses could include: “embarrassed”, “ashamed”, “like a failure”, etc.

9. Why do you think the authors decided to end the chapter before Nory takes the Fluxer test?

Ask students to think about how they’re feeling at the end of the chapter. Are they curious to know what happens next? Are they anxious to read more? Perhaps the authors decided to end the chapter before the Fluxer test in order to create suspense, or perhaps they wanted to have a whole chapter to write about what we think will be Nory’s best magical talent. Invite students to notice how text is broken up into chapters as they continue reading the rest of the story.

10. What do you think about tests? Do they seem like a good way for a teacher to know what skills you have? Why or why not?

Write!

1. Continue the story by writing about what Pokey the unicorn does after she leaps off the stage, runs down the aisle and disappears up the stairs.
2. Imagine you are taking one of the magic tests that Nory faces. In your story, do you pass the test or does something wonky happen?
3. Write up the notes you think the teachers watching Nory’s magic tests might have written on their clipboards.

Do!

Suggest-A-Book Cootie Catcher

Students think about their favorite books and then create a cootie catcher they can use to recommend books to friends. Find complete instructions in the activities section.

[Lesson plans for chapters 4 – 18 are included in the full guide]

Activity Instructions

Art

Animal Mashup
Positivity Portrait
Shrunken Scene

Books

Animal Advocate
Read Weird Words
Suggest-a-Book Cootie Catcher

City

City View
I Can Help
Sounds of the City

Movement

Animal Charades
Escape from the Cafeteria
Shake, Shake, Groove
You Might Like Yoga

STEM

Fun with Freezing Points
Magnet Magic
Super Solar Nachos

Writing

Best Friends Mini Magazine
Double Talk Comic Strip

Animal Advocate

Suggested Chapter Pairing: 2

Materials: Access to the Internet or reference materials about endangered animals, paper and pencils

Background: Nory's sister Dalia is a Fuzzy, which means she can easily tame animals. She has lots of pets including bats, ferrets, toads, mice, rabbits and even a toucan (10). When Nory considers blaming Dalia's pets for a mess she made, Dalia speaks up on behalf of her pets as their *advocate*.

Instructions: Share with students that an "advocate" is someone who stands up for someone else or argues on behalf of a cause. Ask students to consider how they could become advocates for animals that are in trouble. Working in pairs or small groups, have students research an endangered animal to find out where the animal lives, what it eats, why it is threatened and what might be done to help. Invite students to present their findings to the group.

Animal Charades

Suggested Chapter Pairing: 12

Materials: Whiteboard and markers

Background: Fluxers like Nory can change into animal forms.

Instructions: Invite students to think about animals that have distinct movements and features, like the way a fish swims, an elephant swings its trunk and a snake slithers. Brainstorm 12 distinct animals and write them on the board. As a class or in small groups, have students select an animal from the list without telling anyone and then act it out while everyone else tries to guess the answer.

Animal Mashup

Suggested Chapter Pairing: 1

Materials: Images of animals, paper, scissors, markers and glue

Background: Nory's magic always goes a bit "wonky," causing her to turn into mixed-up animal creatures like a "bitten" (a combination of a beaver and a kitten) or a "skunkephant" (a combination of a skunk and an elephant).

Instructions: Invite students to create their own mixed-up animal creature from printed images of animals or by drawing their own animal parts to paste together. Ask: *Why did you choose each part for your creature? What do you call your creature?*

Best Friends Magazine

Suggested Chapter Pairing: 7

Materials: Paper, colored pencils and a stapler

Background: The students in the Upside-Down Magic class at Dunwiddle School are often teased because of their differences, but just like any kid at any school, they want to feel included and find friends.

Instructions: Working in pairs or small groups, have students discuss what it takes to be a good friend and what activities they like to do with their friends. Next, have each student create a page for a class magazine about friendship that includes both text and an image. Possible page themes could include, but aren't limited to: tips for being a good friend; advice for cheering someone up on a hard day; games to play with friends; a list of books to read with a friend; a poem about friendship or a short story about a time when a friend made your day. Encourage students to include a drawing on their page. Once the pages are complete, staple them together to create a magazine. Invite everyone to take turns reading the class magazine.

City View

Suggested Chapter Pairing: 11

Materials: A computer and internet access

Background: Nory's Aunt Margo is a Flyer who can even take passengers with her as she flies high above the town of Dunwiddle (106).

Instructions: Take students on a virtual aerial tour of their city using www.GoogleMaps.com. Using Google maps in the satellite view mode, invite students to imagine they're flying high over the city. Can you find the building where you are right now? What about the nearest library and park? What local landmarks can you find? Can you find a house with a swimming pool in the backyard? What else do you notice? Ask students to contribute ideas for places to find on the map.

Double Talk Comic Strip

Suggested Chapter Pairing: 4

Materials: Paper, pencils and markers

Background: Throughout the book, the authors not only write about what characters are doing and saying, but also include Nory's *internal dialogue* (what she is thinking to herself).

Instructions: Discuss the difference between internal dialogue and external dialogue using examples from the book, like those found in chapter four. Ask students to consider why the author chose to include Nory's internal dialogue. How does it change the reader's understanding of a character? Would it be helpful if we could read people's thoughts in real life? Next, using paper, pencils and markers, invite students to create a comic strip with two halves for each frame: one showing what their character is doing or saying, and another that shows what their character is thinking at that moment.

Escape from the Lunchroom

Suggested Chapter Pairing: 10

Materials: Bandanas (or blindfolds), assorted objects such as chairs, books, cones or desks to use in creating an obstacle course

Background: In chapter 10, Nory turns into a skunkephant and sprays a group of students known as the Sparkies. She sprayed the Sparkies so thoroughly that "an actual fog surrounded them" (96).

Instructions: In an open space (classroom, gym or level sports field), lay out a variety of objects to create obstacles that must be avoided as students cross from one side of the space to the other. Ask students to form a line on one side the space. Blindfold the first student in the line. This student will play the part of one of the Sparkies who was sprayed by Nory's skunkephant and temporarily can't see. The next student in line will act as a guide and use verbal commands (go forward, step to your right two times, stop, etc.) to help the blindfolded student avoid the obstacles and get to the other side of the space. Once everyone has had a turn to cross the space, rearrange the obstacles and invite students to switch roles as they go back to the other side of the space. After the activity, ask students: *How did it feel to be the guide? How did it feel to walk through a space without being able to see? Did it feel like your guide cared about keeping you safe? This kind of activity is called a "trust activity," why do you think that is? How does it feel to trust your classmates? If you did this activity again, is there anything you would do differently?*

Fun with Freezing Points

Suggested Chapter Pairing: 13

Materials: For each student: 1 gallon-size zip-top bag; 1 sandwich-size zip-top bag; ½ cup milk or half and half; 1 tablespoon sugar; ¼ vanilla extract; ½ cup kosher salt (or table salt); 4 cups ice; a towel or gloves

Background: Even though Elliot is a Flare, he also has the power to freeze things (74).

Instructions: Share with students that all substances have a “freezing point”, which is the temperature at which they turn from a liquid into a solid. If possible, show a short online science video about freezing points and ice cream. Next have students combine these ingredients in their small zip-top bags: ½ cup milk or half and half, 1 tablespoon sugar and ¼ teaspoon vanilla extract. Seal the bag well. Have students place their small bag into a gallon-sized zip-top bag and add 4 cups of ice cubes. Explain that if students were to shake the milk mixture as it is now, they’d notice that the mixture wouldn’t get cold enough to freeze. How can we make things colder? By adding salt! Add ½ cup of kosher salt (or plain table salt) over the ice cubes and seal the larger bag. The salt lowers the temperature at which water freezes (its “freezing point”), so with salt, ice will melt even when the temperature is below the normal freezing point of water, which is 32 degrees Fahrenheit. The bag will get quite cold now, so have students wrap it in a towel or wear gloves as they shake the bag for about 5 minutes. Once the ice cream has hardened, open the bags and enjoy your treat!

I Can Help

Suggested Chapter Pairing: 17

Materials: Paper and pencils; Internet access

Background: When Elliot and Nory ask to test out of the Upside-Down Magic class, Ms. Starr reminds them that their unusual powers mean they have something unique to offer (127). Later, the students use their talents to help a classmate in trouble.

Instructions: Working as a class or in small groups, invite students to create a list of their unique skills and talents. Ask: *Are you good at writing? Do you speak a second language? Are you good at caring for pets? Can you play an instrument?* Next, brainstorm ways to use these talents to help others in your city. Ask: *Could you write letters to people who might feel lonely? Could you translate for someone who doesn’t speak English? Could you play your instrument for residents of a nursing home?* If time allows, complete this activity by researching volunteer opportunities and performing a small service project.

[Activity instructions for all 18 book-related activities are included in the full guide]