



INSIDE, OUTSIDE, UPSIDE DOWN

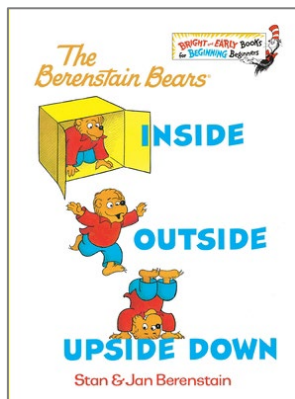
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with babies and toddlers uses strategies such as:

- **Pointing to pictures**
- **Using expressive facial features and voices**
- **Spending as much time as your child wants on pages, they are very curious about**
- **Modeling the right answer to help your child learn new words**
- **Asking simple Wh- questions, such as "What is this color?"**

ABOUT THIS BOOK



Inside, Outside, Upside Down is a book by Stan and Jan Berenstain. Brother Berenstain learns all about opposite **locations** and **directions** while hiding inside a moving box. Will Papa Bear find him, or will Brother find his way out of the box?

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Foundational | Math

Inside, Outside, Upside Down

By Stan & Jan Berenstain

Point to pictures



Be Expressive!



Model correct answers

"He is outside."



'WH' questions

"Where did the box go?"



Do not rush

Wait for a response after each comment or question



STEM Words & Ideas to Explore

- In & out
- Upside down
- Directions





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ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

Select corresponding items and place them in a container or a box. Items may include:

- Box
- Stuffed animal (bear)
- Toy truck

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



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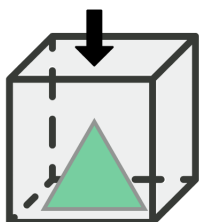
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

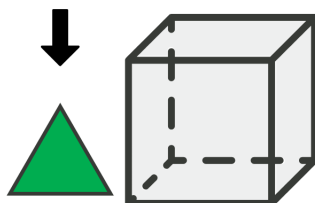
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

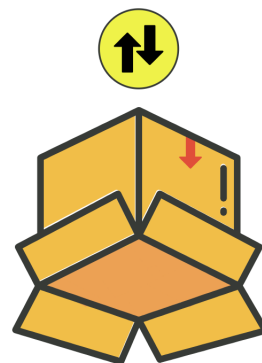
[A Guide to Visual Supports.](#)



In



Out



Upside down



Box



Truck



Need more visual cues?

Use the empty squares to create your own or visit [STEMIE's Visual Cue Library.](#)



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

FOLLOWING DIRECTIONS

Description: Help your child to recognize **where** objects are in their environments by playing **directional** games.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills, as well as math skills.

Ask your child to do the opposite or bring you an opposite object of one you name. For example,

- "I have a **big** pillow. Bring me a **small** one."
- "I am going to crouch down **low**. Can you jump up **high**?"
- "I am going to hide **under** the blanket. Can you make sure I stay **under** by sitting **on top**?"

Games like "Simon Says" are a great opportunity to imitate, learn **directional words**, and **follow simple instructions**:

- "Stand **on** one foot."
- "Put your bear **next to** your body."
- "Hop **up** and **down**."

Make a simple obstacle course with the child using household items like pillows and boxes, and make sure some of the steps **go over** and **under** objects. Label the **spatial directions** as your child goes through the course.

ADDITIONAL ACTIVITY IDEAS:

- During bathtime talk about how the bath toys (or soap/washcloth) can be **under** the water or **on** top of the water **floating**.
- Using pillows and soft blankets, help your child explore positions like "**upside down**" with their body. You can try:
 - Tumbling or (with help) doing a head stand
 - Rolling over
 - Building a fort from couch cushions and getting "**inside**" and "**outside**"
 - Going over and under the pillows and blankets
 - Find more suggestions here:

<https://www.naeyc.org/resources/pubs/tyc/oct2012/growing-sync-children>

