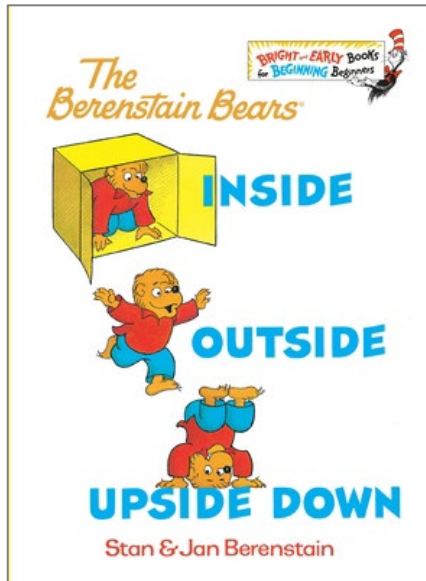




# INSIDE, OUTSIDE, UPSIDE DOWN

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

*Inside, Outside, Upside Down* is a book written and illustrated by Stan and Jan Berenstain.

In this book, 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?

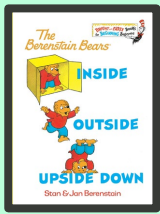
- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

[https://www.youtube.com/watch?v=9jM6loMSc\\_Q](https://www.youtube.com/watch?v=9jM6loMSc_Q)

- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.

- Or find it online:

[https://archive.org/details/insideoutsideups00bere\\_0/page/n23/mode/2up](https://archive.org/details/insideoutsideups00bere_0/page/n23/mode/2up)



# INSIDE, OUTSIDE, UPSIDE DOWN BOOKMARK

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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- Print this page and cut around the edges.
- 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?"
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:
 

<https://stemie.fpg.unc.edu/guide-book-adaptations>
- If you print this page, you can download or view online by scanning the QR code below.



## 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?"



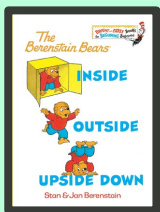
Do not rush  
Wait for a response after a comment or question

## STEM Words & Ideas to Explore

- Spatial positioning
- Opposites
- Directions



[stemie.fpg.unc.edu](https://stemie.fpg.unc.edu)



## INSIDE, OUTSIDE, UPSIDE DOWN

# ADAPTATIONS

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## SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

### STORYBOX

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

- Box
- Small animal toy (i.e., Bear),
- Toy truck



Image credit: Adobe Stock

### This adaptation can also...

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



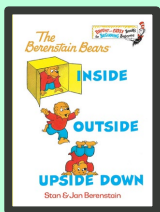
*Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.*



*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.*



# INSIDE, OUTSIDE, UPSIDE DOWN ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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## SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

### PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

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



Image Credit: STEMIE

### This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



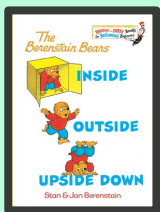
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# INSIDE, OUTSIDE, UPSIDE DOWN ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

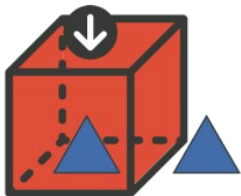
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VISUAL CUES:  
USE TO PROMPT

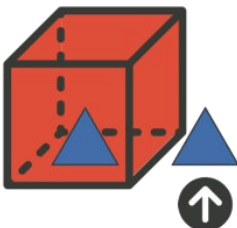
## HOW TO:

**Step 1:** Print and cut out the images. You can also create your own visual cues (empty squares included).

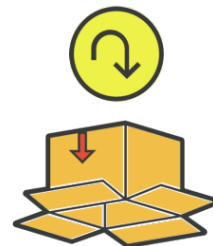
**Step 2:** As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



Inside



Outside



Upside down



Box



Truck



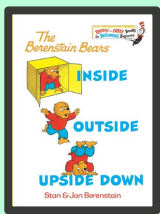
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# INSIDE, OUTSIDE, UPSIDE DOWN

## EXPLORATION I

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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### Directions Follower

**Description:** Help your child to recognize where objects are in their environments by playing **directional** games. Encourage your child to follow the directions of the game. Use visual cues to help your child follow the directions.

#### What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to **follow directions** in their daily activities. Help your child make a connection between words and real-life experiences, while developing creativity, problem-solving, as well as foundational spatial 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**. Use one of your child's favorite objects or toys and tell them to put the toy **on top**, **under**, or **next to** something within the child's reach.

- "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.





## INSIDE, OUTSIDE, UPSIDE DOWN

# ADDITIONAL ACTIVITY IDEAS

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- Go on a hunt around the house or out in nature and find things that your child can go **inside/outside, and on top of/under**
- 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>

