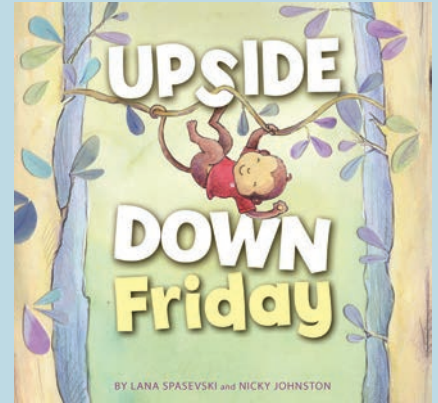




EK BOOKS TEACHER NOTES & RESOURCES

Title: Upside-Down Friday
Author: Lana Spasevski
Illustrator: Nicky Johnston
Publisher: EK Books
Price: ANZ \$24.99 | USA \$18.99 | CA \$24.99 | UK £10.99
ISBN: 9781925820850
Publication date: April 2021
Audience age: 4-7 years
Key Curriculum Areas: English, Science, Mathematics, Health and Physical Education, Visual Arts



SYNOPSIS:

Hugo the monkey doesn't like Upside-Down Fridays. The day is the wrong way round; lunchtime is at morning teatime, and all his classmates' smiles look like frowns. How will Hugo learn to tame the butterflies in his tummy and find the fun to be had in change?

Upside-Down Friday tells the story of the day Hugo embraces the unexpected. Walking to school, anxious thoughts swirl in his head. When he arrives, the day and his routine are as upside-down as he had feared. However, Maddie the giraffe knows how to help, and reassures Hugo that things won't always be this scary. With this small gesture of friendship and understanding, Hugo begins to feel braver, reflecting how making new friendships, helping others, and accepting change can help reduce childhood anxiety and build resilience.

With its universal animal-kingdom setting, the story has likable characters who will resonate with all preschoolers and lower primary-aged school children who feel nervous about change. The emotive language and unique 'upside-down' illustrations make *Upside-Down Friday* relatable, immersive and accessible; an excellent resource for opening conversations about anxiety and teaching strategies to cope with it.

Young children's lives are full of big, scary changes like going to school and making new friends. Help them to build emotional resilience, and find the fun in days that don't go to plan!

THEMES:

Anxiety. Resilience. Friendship. Courage. Emotional Wellbeing.

SELLING POINTS:

- Unique 'upside down' illustrations provide an immersive reading experience for young children, making the story and its message enjoyable and engaging.
- A valuable resource for anyone involved in teaching children strategies to cope with anxiety and change, from carers to therapists.
- The use of animals in the illustrations is perfect for making the book accessible to readers of all ages, genders and cultures.



WRITING STYLE:

Simple, evocative, yet child-centric language allows young readers to access the story at their own level of understanding of difficult topics such as dealing with change and anxiety.

ILLUSTRATION STYLE:

Nicky's illustration style is often described as being whimsical, emotive, nostalgic and visually moving. The illustrations are created using watercolour and pencil, with soft tones and a specific colour palette matching the smooth flow of Lana's words.

AUTHOR MOTIVATION

To develop a highly immersive, accessible and metaphorical text to illustrate to children how certain things that are out of their control may make them feel – like, for example, a big change to their routine. The upside-down concept was inspired by a primary school which had an upside-down day, which is such an easy-to-understand way of explaining to children that some days don't go to plan.

AUTHOR/ILLUSTRATOR BACKGROUND:

Lana Spasevski is a children's author who writes stories that tap into the innately curious world of children. Her debut picture book, *Max's Dinosaur Feet*, was inspired by the beautiful chaos of life with a young family. Her writing has achieved recognition in competitions such as Creative Kids Tales, Greenleaf Press and CYA, and was long-listed in the 2018 Children's Book Council of Australia Charlotte Waring Barton Award as part of the Aspiring Writers Mentorship Award.

Nicky Johnston is a children's author, illustrator, educator and speaker. She visits schools and presents at workshops and conferences, sharing her journey, promoting emotional resilience and raising awareness of mental health issues.

INTERVIEW:

AUTHOR

What is the inspiration for this story?

My children's school! All the teachers in the infant's school would reference their sports day school routine as 'upside-down'. The idea of a rainy school day flipped upside-down came to me quickly and I worked on a metaphorical text to illustrate to children how certain things that are out of their control may make them feel unsettled and all 'upside-down' – such as a big change to their routine. And I wanted to give those children hope and confidence that there is a solution for those anxious and unsettled feelings through new friendships and teacher guidance in their school environment.

What was the most rewarding part of this project?

I loved witnessing the characters and their upside-down world come to life with Nicky's pastel water-coloured jungle world. The jungle setting and all the animal characters that she has created compliment the text perfectly and gives young readers the confidence to explore the story, allowing them to talk about what they see on the page the right way up and upside-down, tackle what the characters are feeling, and understand how those feelings can be overcome.

What was the most challenging part of this project?

Everything developed so smoothly in the collaboration process for Upside-Down Friday between EK Books, Nicky and I! The upside-down world that Hugo finds himself in could have been difficult to convey in picture book format but the jungle setting that has been created overcomes this challenge swiftly – the child reader instantly understands that a little monkey can swing back and forth and be experiencing the world both the right way up and upside-down!

ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

I always begin with character rough sketches when I start illustrating a book. When I first read the text for Upside-Down Friday, I immediately saw Hugo as a cheeky monkey, and so began my many sketches of monkeys and other jungle animals to get to know the characters for the book. I chose a specific colour palette for the painting that was used throughout the book, to give a soft, jungle feel. Once the final sketches were completed to check the text fit in the correct places, I began the final artwork. The final artwork was finished using watercolour and pencil as well as paper collage for the jungle leaves/setting. All watercolour paper was stretched to avoid any buckling, ensuring scanning didn't create any shadows. It is a long process but all worth it to create the perfect illustrations for the book.

What was the most rewarding part of this project?

I have only illustrated a few books where the main characters are animals, so it was a challenge for me to practice my sketching of animals to create believable and recognisable characters. The extension of my drawing skills I have gained from illustrating this book is the most rewarding part. I am especially rewarded when I hear that a reader identifies with Hugo's feelings, forgetting the fact he is a monkey!

What was the most challenging part of this project?

The mess that was required to create this book was most challenging part! All the leaves for each illustration were hand cut from pre-painted colours so each one was colour-specific, painted, cut and pasted. It was torture when I'd breathe too heavy and my leaves would fly all over the place!

TEACHER ACTIVITIES/NOTES:

Discussion Notes and Activities:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

Before Reading

- Look at the cover of *Upside-Down Friday*. What do you see?
- How do you think the character is feeling? Why? What does it make you wonder?
- What might the title tell you about the story? What might happen on an 'upside-down Friday'?
- This 'upside-down Friday' is a bit different to the other days of the week. How do you feel about changes to your normal routine? What are some ways you can feel better about unexpected or surprising things?

After Reading

- What was the story about?
- How did Hugo feel at the beginning of the story? Why do you think he felt this way?
- Do you think Mum was helpful to Hugo? How?
- What was an important thing for Hugo to remember when he was worrying about the upside-down day?
- How might Hugo be feeling when "his stomach flipped with frenzied flutters", or "his heart thumped like claps of thunder"?
- What do you like about the illustrations? What do the pictures tell you about the way Hugo is feeling? What do you notice about his body language and facial expressions throughout the story? Do they change?
- Do you think Hugo is the kind of character that doesn't like being upside-down? What about Maddie? How are they different? How are they the same?
- What did Hugo learn about managing his worried feelings? What did he find out about on Upside-Down Friday that wasn't so scary?
- Which character in the story do you think you relate to the most? Why?
- How might you help someone who felt worried about joining in an activity?
- What other kinds of fun activities can you think of to do on an Upside-Down Friday?



ACTIVITIES:

ENGLISH

Foundation Curriculum Links

Literature and context: Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#))

Responding to literature: Share feelings and thoughts about the events and characters in texts ([ACELT1783](#))

Examining literature: Identify some features of texts including events and characters and retell events from a text ([ACELT1578](#))

Interpreting, analysing, evaluating: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently ([ACELY1650](#))

Creating texts: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651](#))

Years 1 and 2 Curriculum Links

Responding to literature: Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ([ACELT1582](#))

Examining literature: Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591](#))

Creating literature: Innovate on familiar texts by experimenting with character, setting or plot ([ACELT1833](#))

Interacting with others: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ([ACELY1666](#))

Interpreting, analysing, evaluating: Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features ([ACELY1660](#))

Creating texts: Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose ([ACELY1671](#))

Similes:

Similes are a figure of speech comparing two different things in an interesting way, using the word 'like' or 'as'. Examples of similes in *Upside-Down Friday*: "squeak like a mouse", "sing like a bird", "head feels as light as a feather", "heart thumped like claps of thunder".

- Make a list of common similes.
- Innovate on some common similes to create your own interesting sentences, then illustrate them.



TEACHER NOTES: Upside-Down Friday

Metaphors:

The author describes ways Hugo is feeling about going to school using metaphors (figures of speech containing an implied comparison). For example, “*stomach flipped with frenzied flutters*”, “*head dropped as he waved good-bye*”.

- Discuss how these infer an emotion.
- Write your own creative, descriptive phrases that describe an emotion with an action. Illustrate.

Comprehension:

- Word-picture match: match the words with the associated picture (or draw your own) from *Upside-Down Friday*.
 - o Include: ‘schoolyard smiles’-frowns / ‘wet day’s umbrellas’-boats / ‘the ground’-sky
- Through writing and discussion, answer comprehension questions relating to the story, such as:
 - o *Knowledge*: Who was in the story? What was the problem? When was the ‘upside-down’ day? Where did Upside-Down Friday take place? How did Hugo feel after Maddie gave him the red balloon?
 - o *Comprehension*: Retell the story in your own words. What was the main idea? Write three differences between Hugo and Maddie.
 - o *Application*: Maddie was being a good friend to Hugo because _____. Why was overcoming Hugo’s worries about Upside-Down Friday significant? Can you think of another instance where Hugo will need to adapt to change?
 - o *Analysis*: How does the way Maddie feels about Upside-Down Friday compare with Hugo’s feelings?
 - o *Synthesis*: Predict how Hugo might adapt to changes in the future. What other ideas can you think of for a fun Upside-Down Day?
 - o *Evaluation*: What do you think about Upside-Down Fridays? What is the most important thing the story is teaching us? Do you agree that Hugo should learn to like Upside-Down Fridays?

Creative Writing:

Imagine your world turned upside-down – literally! What would you do? How would you live? How would you go for a run, or play with your friends?

- Write a narrative about an upside-down world. Include how you feel, what the problem is, and how you will turn your world right-side up again (or will you?).

Recounts:

- Write about a time you experienced a change in your life. It can be small, or it can be big. How did you feel? How did you manage the change? What was the outcome? Did you learn anything about yourself?

Letter Writing:

- Write an ‘upside-down’ letter or card for a friend. Brainstorm different ‘upside-down’ options, such as writing the wrong-way round, a letter in code, writing on the shape of an umbrella, and so on.

Thinking Tools:

- *Mind Map*: Brainstorm some things that work 'upside-down' (i.e. monkeys, bats, spiders, frowns, umbrellas, hanging on monkey bars, and so on).
- *Venn Diagram*: Compare the differences and similarities between Hugo and Maddie. Think about their feelings as well as their appearances / traits.
- *PMI Chart* (Plus, Minus, Interesting): Complete the PMI chart with the title 'Changes in Routine'. What are the positives? What are the negatives? What are the interesting aspects or consequences for this situation?

MATHEMATICS

Foundation Curriculum Links

Using units of measurement: Compare and order duration of events using everyday language of time ([ACMMG007](#))

Connect days of the week to familiar events and actions ([ACMMG008](#))

Years 1 and 2 Curriculum Links

Using units of measurement: Tell time to the half-hour ([ACMMG020](#))

Describe duration using months, weeks, days and hours ([ACMMG021](#))

Tell time to the quarter-hour, using the language of 'past' and 'to' ([ACMMG039](#))

Name and order months and seasons ([ACMMG040](#))

Use a calendar to identify the date and determine the number of days in each month ([ACMMG041](#))

Calendar Time:

- Sing a song: 'Days of the Week'. Cut and paste the days of the week in order.
- Timetables: Using a calendar, discuss events that happened 'yesterday', and events happening 'today' and 'tomorrow'. Write a sentence for each and illustrate. Create your own timetable of special events for the week.
- Times of the day: Break down your timetable into times of the day. What time is morning teatime? Lunchtime? Sport?
- Telling Time: Practise telling the time to the hour/half hour. Look at your timetable and discuss when it is time for a certain event. How long will the event last? Choose your favourite event and show the time of its occurrence on a clock face.

SCIENCE

Foundation to Year 2 Curriculum Links

Science Understanding – Physical Sciences: The way objects move depends on a variety of factors, including their size and shape ([ACSSU005](#))

A push or a pull affects how an object moves or changes shape ([ACSSU033](#))

Science as a Human Endeavour – Nature and development of science: Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE021](#))

Science Inquiry Skills – Questioning and predicting: Pose and respond to questions, and make predictions about familiar objects and events ([AC SIS024](#))

Planning and conducting: Use informal measurements to collect and record observations, using digital technologies as appropriate ([AC SIS039](#))

Communicating: Share observations and ideas ([AC SIS012](#))

Investigating Flight:

“The red balloon made Hugo’s head feel as light as a feather”

Lift is when the force of lift is greater than the force of gravity, causing the object to rise.

- Balloon Flight – Simply blow up a balloon and let it fly! For environmental safety, attach a long piece of string so as not to let it fly away. Experiment by attaching different small, light objects to the string, observing the effect of its weight (pull back to the Earth, or gravity).

Investigating Gravity:

“Hugo soared back to the ground, back to the umbrellas and back to the schoolyard smiles”

Gravity is what keeps people and objects on the ground and causes objects to fall to the Earth.

- Gravity Drop - Collect several objects of various weights to investigate the force of gravity, such as a balloon, a crayon, a small ball, a piece of crumpled paper, etc. Use prior knowledge, prediction and observation to record your findings from dropping the objects to the ground.
- Air Resistance Experiment – Discuss the results of the Gravity Drop experiment. Which object dropped the fastest? Explore air resistance with a parachute egg drop, comparing dropping an egg on its own, attached to a parachute, and in a basket under a balloon. Instructions for this experiment can be found at: <https://www.science-sparks.com/gravity-and-air-resistance>
- Upside-down Water Glass – How do you fill a glass with water and turn it upside-down without spilling? Explore the STEM behind the forces of air pressure and gravity using card stock, several different-sized glasses and water. Observe the differences between glasses and amounts of water. An explanation of this experiment can be found here: <https://montessorifromtheheart.com/2019/09/09/upside-down-water-glass-trick>

HEALTH AND PHYSICAL EDUCATION

Foundation to Year 2 Curriculum Links

Communicating and interacting for health and wellbeing: Practise personal and social skills to interact positively with others ([ACPPS004](#))

Identify and describe emotional responses people may experience in different situations ([ACPPS005](#))

Moving our body: Practise fundamental movement skills and movement sequences using different body parts ([ACPMP008](#))

Create and participate in games with and without equipment ([ACPMP027](#))

Learning through movement: Cooperate with others when participating in physical activities ([ACPMP012](#))

Mindfulness and developing resilience:

- Positive self-talk or memorise a mantra.
- Practise breathing techniques.
- Identifying feelings – flutters in stomach, soft tickles on skin, softness fills in heart, head feels light, heart thumps.
- Write down worries or keep a thought journal/worry box.
- Discuss and plan for upcoming changes.
- Read books about dealing with change and anxiety.
- Use a stress relief ball or toy.
- Create a timetable of happiness with special events.
- Show kindness to a friend.

Engaging in Sports:

Physical activity is ideal for mental and physical health, as well as building relationships.

Engage in fun outdoor games and sports. Hold a special Sports Day or activity on one day of the week.

VISUAL ARTS

Foundation to Year 2 Curriculum Links

Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))

Create and display artworks to communicate ideas to an audience ([ACAVAM108](#))

Science Understanding – Physical Sciences: The way objects move depends on a variety of factors, including their size and shape ([ACSSU005](#))



Colour Wheel Umbrellas:

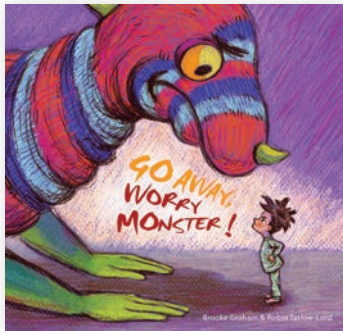
Explore the medium of watercolour paint and the technique of colour mixing to create a colour wheel umbrella.

- Draw an open umbrella and paint each section (8 parts) with each colour (red, orange, yellow, green, indigo, navy, purple, violet). How do the primary colours create secondary colours?
- Create a scene and characters around your colourful umbrella.

Gravity Art:

- In this STEAM (Science, Technology, Engineering, Art and Math) activity, use paint, water, droppers, cardboard, tissue paper, glue and a marker to drip watered-down paint down your canvas. Use the dripped art to create an imaginative piece with tissue paper collage. You might even want to turn your canvas 'upside-down'!

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