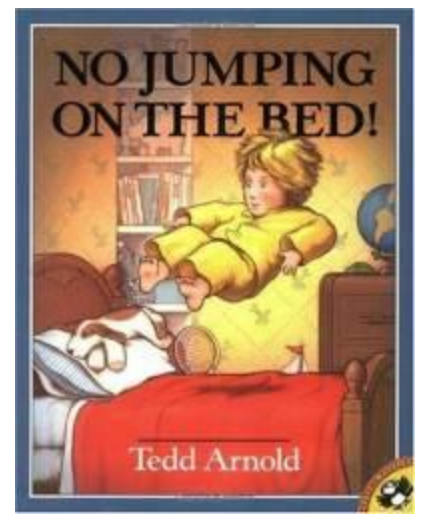


No Jumping On The Bed!

Written by: Tedd Arnold

Walter lives towards the top of a high rise apartment building. One night, after his father told him to stop jumping on his bed, Walter's imagination takes him on a journey he will never forget!



Possible strategies for instruction:

Comprehension:

- **Make and adjust predictions; use text to confirm:**
 - “The title of our story is *No Jumping On the Bed* and the first page of the story shows Walter’s father pointing at him while he is jumping on his bed. His father looks angry. What do you predict his father might be saying? Why? Why would he not want Walter to jump on the bed? What could happen?”
 - P. 6 shows Walter’s bed starting to break through the floor. Revisit student predictions at this point. Ask students if they have any other predictions.
 - P. 11 shows Mr. Matty watching TV and a meatball bounces off of his head. Ask students where they think the meatball came from? What do they think is going to happen next?
 - Continue to predict and use text to confirm and adjust predictions throughout the story.
 - At the end of the story, students may also predict what will happen next.
- **Summarize text; include sequence of main events:**
 - This story follows a specific sequence of Walter falling through each floor of the apartment building and taking residents of the complex with him as he falls through. Revisiting the sequence of events in the story can be done through retelling, drawing, mapping, or even acting.

Accuracy:

- **Use the pictures... Do the words and pictures match?**
 - Model this strategy. Read page 5, “ON his last jump his hair brushed the *ceiling* (mispronounce this word).” Tell students, “I am not sure what this word says. I see the -ing ending and this helps. Let me read the sentence again and look at the picture to see if I can figure it out.” (Students should be able to use the picture to see that his hair brushes the ceiling and make the connection that pictures can help readers with unknown words.)
 - Modeling can also take place throughout the book with words like *spaghetti*, *aquarium*, and *audience*.

- **Abundant easy reading:**
 - This story is a favorite of children and one that is enjoyed through repeated readings. Students can work on their accuracy as they listen to, read, and reread this story.

Fluency:

- **Read text as the author would say it, conveying the meaning or feeling:**
 - Many quotes in this story should be read with expression.
 - P.2 ~ “If I’ve told you once I’ve told you a million times....”
 - P.7 ~ “I was not expecting company for dinner!”
 - P.18 ~ “Excuse us, we won’t be staying long!”
 - In addition to the quoted text, emphasis can be given to certain words as Walter and the other residents fall through each floor. As you read these words, model for students why you placed emphasis on these words and how using this strategy aids in both fluency and comprehension of the story.
- **Voracious reading:**
 - This text is a favorite of students of various levels and abilities. It is often one that will be chosen by students to be read multiple times, each time allowing students to gain fluency and expression.

Expand Vocabulary:

- **Use dictionaries, thesauruses, and glossaries as tools:**
 - Encourage students to pull out words that are unfamiliar and use the dictionary to help with meaning. Words that might be chosen include: *mouthful, collection, studio, maestro, quartet, and practice.*
 - Encourage the use of the thesaurus when discussing certain words in the story:
 - P.2 ~ plopped, squeezed
 - P.3 ~ thump
 - P.7 ~ surprised, landed
 - P.10 ~ smashed
 - P.24 ~ astonished

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.