

What Boomer Knows

What does Boomer think is happening, what does the reader know, and what makes Boomer change?

5 days

2 books

159 min full

91 min short

Grade 1

Every day uses an existing lesson from the two Boomer lesson packs. This unit adds the teaching order, the reason for that order, and one brief final comparison.

The idea

The two books teach the same reading move in increasingly demanding ways: keep separate what Boomer believes from what the reader can already tell. In *Boomer Goes to School*, the narrator states Boomer's expectation and then contradicts it. In *Boomer's Big Surprise*, objects at the beginning let the reader predict what is coming before Boomer knows.

The second half asks what new understanding changes. At school, three corrections do not settle Boomer; understanding why he is there does. At home, Baby first pushes Boomer aside and then changes the day by bringing Boomer's old green tennis ball. The evidence stays visible on the page: students are not asked to invent motives the books do not support.

The arc

1. Reader ahead of character - Separate what Boomer thinks from what is really happening.
2. The words that warn us - Use the narrator's wording - especially "thought" and "But instead" - to prove Boomer is mistaken.
3. Understanding changes behavior - Compare three unsuccessful corrections with the moment Boomer finally understands.
4. Predict before Boomer does - Use the strange objects at the beginning to make and check a prediction.
5. What finally changes Boomer? - Trace the old green tennis ball and use it as the second book's turning point.

Day 1 · Boomer Goes to School Whole-Book Plan · 30 min full · 15 min short	
Essential question	When does Boomer find out where he is?
Objective	Read the whole book and keep track of what Boomer thinks is happening and what is actually happening.
Student product	A two-column list: what Boomer thinks / what is really going on.
Why this day is here	This establishes the unit's central distinction. The class keeps Boomer's belief separate from the reader's knowledge and identifies the point where the two finally meet.
Day 2 · Boomer Goes to School What Boomer Thinks · 35 min full · 20 min short	
Essential question	How do you know Boomer is wrong before Boomer does?
Objective	Find the sentence that says what Boomer expects, and the words that tell you he is wrong.
Student product	The two key sentences, plus one line saying who finds out first.
Why this day is here	Students move from noticing the gap to proving it with language. The narrator's wording - not a picture or a guess becomes the evidence.

Day 3 · Boomer Goes to School

Sit Down, Sit Still, Be Quiet · 35 min full · 20 min short

Essential question	Why does Boomer stop wiggling?
Objective	Follow the three corrections Boomer is given, and find the sentence that stops them.

Student product	The three corrections in order, and the reason he stops.
Why this day is here	The unit now asks what understanding does. The three instructions fail; the change comes when Boomer understands why he is there.

Day 4 · Boomer's Big Surprise

Guess Before Boomer Does · 28 min full · 16 min short

Essential question	The book tells you three strange things at the beginning. What are they all for?
Objective	Read the opening pages and work out what is coming, then check the guess against the page where the book says it.
Student product	Three boxes: the strange things / the class's guess / what the book said.
Why this day is here	The reader-ahead idea transfers to a second book. This time the evidence is a cluster of objects that supports a prediction which can then be checked.

Day 5 · Boomer's Big Surprise

The Old Green Tennis Ball · 26 min full · 15 min short

Essential question	There are new toys everywhere. So why does the story end up being about an old one?
Objective	Follow one toy through the book and say what it does at each of the places it turns up.
Student product	Rows for each appearance of the ball, with who has it and what happens.
Why this day is here	The old ball marks the story's turn. Baby brings Boomer's own favorite toy, Boomer moves from isolation to play, and the class has a concrete second turning point to compare with the school story.

Day 5 close · 5-minute unit comparison

Question: How does the reader know something before Boomer does, and what changes Boomer once he understands or feels differently?

Use one piece of evidence from each book. In *Boomer Goes to School*, name the words or moment that put the reader ahead of Boomer and the moment he finally understands. In *Boomer's Big Surprise*, name the opening clues that let the reader predict Baby and the old green tennis ball that turns Boomer's day.

Look for: a clear separation between reader knowledge and Boomer's knowledge; one exact event from each book; and an explanation of what changes after that event.

Optional extensions

The Way In - use after Day 3 if the class needs additional work with sequencing and ordered information.

But No One Did - use after Day 4 as an author-craft extension on repetition and sentence shortening.

Lesson packs used

Boomer Goes to School · Grade 1 ·	4 lessons
Boomer's Big Surprise · Grade 1 ·	4 lessons