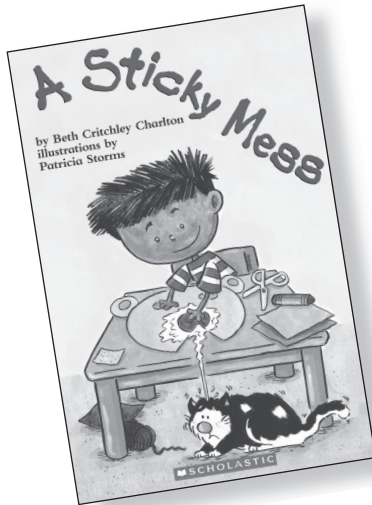


# A Sticky Mess

Written by Beth Critchley Charlton

Illustrated by Patricia Storms



**Text Type:** Fiction: Narrative — Humorous Story

**Guided Reading Level:** B

**Summary:** A boy makes a lion's face as an art project and gets glue everywhere. He ends up with a sticky mess.

**Word Count:** 27

**High-frequency Words:** *a, is, my*

## Text Supports

- ▶ illustrations are highly supportive of the text
- ▶ consistent placement of text on each page
- ▶ repetitive language pattern

## Possible Text Challenges

- ▶ the words: *glue, paper, table*
- ▶ language pattern change on the last page
- ▶ exclamation mark

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ making connections: text to self

### Working with Words

- ▶ using picture cues to support word solving
- ▶ using letter cues for word predictions

## Assessment Opportunities

Note each student's ability to:

- ▶ make inferences using prior knowledge and picture and text cues
- ▶ make text-to-self connections
- ▶ check pictures for cues to support word recognition
- ▶ use letter cues for word predictions

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Hold up a copy of the book. Ask students what is happening in the cover illustration. Show them the back cover and read the text there. Ask, *Have you ever made such a mess?* Allow time for students to share some experiences with sticky messes. Read the title and the names of the author and illustrator. Turn to the title page and have students read it with you as you match one to one.

### Word solving and building

#### **Overcoming Text Challenges**

Turn to page 2, covering the text. Discuss what the boy is doing in the illustration. Reinforce the concept that the glue is sticky. Have students predict the first letter of *my*. Uncover the print and have a student frame the word *my*. Reinforce the repeated language pattern by reading the first couple of pages and then pointing out the repetition. Do a picture walk through the rest of the pages. Make sure the tricky words are featured during the picture walk (e.g., *glue, paper, table*).

**ESL Note:** Introduce the vocabulary from the story (*glue, paper, table*) with concrete examples. Discuss how they are used.

### Word solving and building

On the last page, look at the illustrations and discuss the mess the boy has made. Prompt students to use word-solving strategies, such as letter and picture cues, when they read this page independently. You may choose to have them predict the text here and confirm their predictions with your help before they begin their independent read.

### Print concepts

Point out the exclamation mark on the last page. Explain the function of this mark. Say, *It helps us read the words the way the boy would have said them.*

#### **Setting a Purpose**

### Inferring

*Let's read and find out why the boy got into such a sticky mess.*



## DURING READING

Observe all students in the group as they read independently. Offer prompts to help students problem solve as they read (see the Reading Behaviours and Strategies Record Sheets in the Reading Guide), e.g., *What does the first letter in this word sound like? What does the picture show you that might help you read this word?* Encourage students to read independently, and be sure to listen to all students read at least a portion of the book.

If students finish before the others have completed the reading, ask them to reread the book and then discuss with a partner the different messes the boy made.

**Teaching Tip:** It is important to note your observations on a Group Monitoring sheet. These notes facilitate informed teaching for the next time the group meets and help you keep track of developing reading strategies.



## AFTER READING

### Analyzing

Picture walk through the book, prompting students to tell all the different kinds of messes the boy made. Have them point out the picture and text clues that support their responses.

### Inferring

Ask, *Why do you think the boy got into such a sticky mess?* Provide time for students to share their thinking.

### Word solving and building

If students found a particular part tricky, return to that page. For example, on page 8, *This page had a tricky word. Can you find it? Put your finger under the tricky word. What letter does it start with? What do the other two words say? What would make sense for the boy to say right now? Get your mouth ready to say the first letter.*

Praise good reading behaviours that you observed, e.g., *I saw Avinash checking the pictures before he started to read. That is what good readers do. On the last page, I like how Mina said the words just like the boy would. She used the exclamation mark.* Then ask, *What are some other things you did to help you read difficult words?* Invite students to demonstrate their strategies.



### Home Links

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

### Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

### Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

#### **Messy Drawing**

Have students draw a picture of another way that a child might make a mess. Brainstorm with students some ideas beforehand, e.g., playing in a mud puddle, leaving clothes on the floor, spilling milk. Encourage them to write a sentence under their drawing (e.g., "My clothes are muddy."), assisting as necessary.

#### **Make a Lion Face**

Provide students with the materials necessary to make a lion's face just like the boy's. Give them a copy of the text for reference. Students will need craft paper, crayons, wool, glue, and scissors.

#### **Word Building**

Provide alphabet cards or magnetic or plastic letters for students to build high-frequency words or other words from the book. Have the book available to students for reference. Encourage them to copy the words they make on paper or in their Word Books for you to see.

#### **Clean-up Time**

Give each student a copy of the BLM. Discuss what is being represented in each picture. Then instruct students to draw a line to match up the mess with how it can be cleaned up. Afterward, have students turn to a partner and mime each sticky mess and its clean-up.

**Making connections:  
text to world**

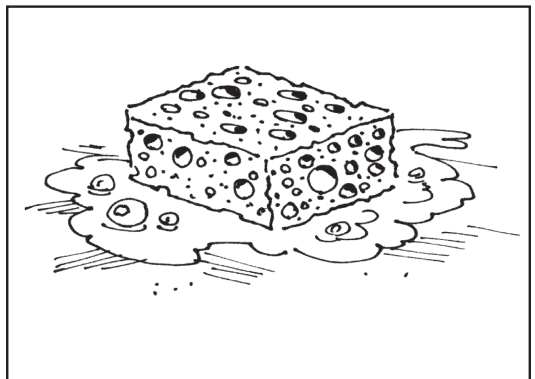
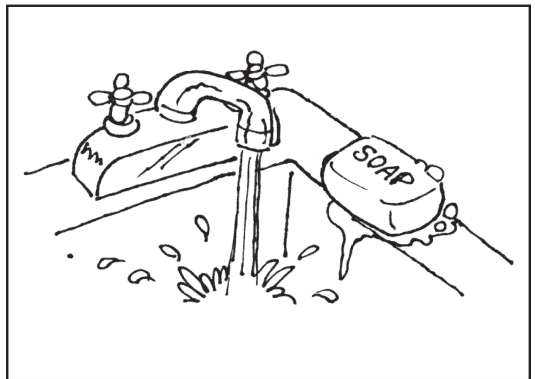
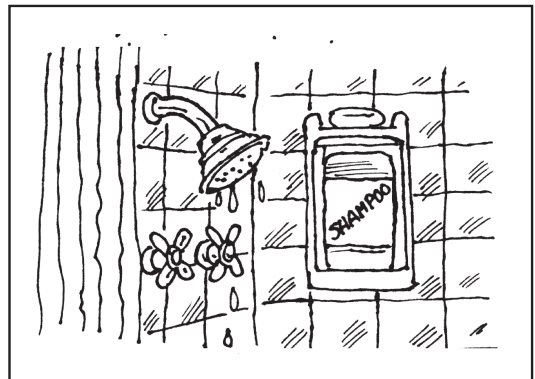
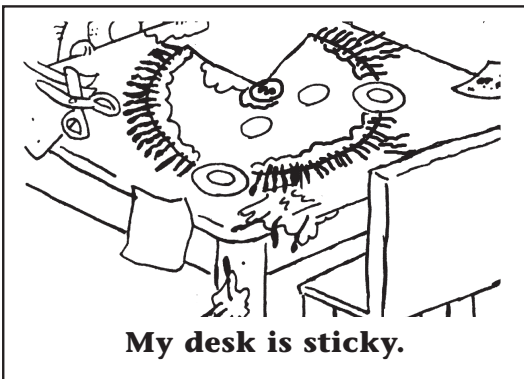
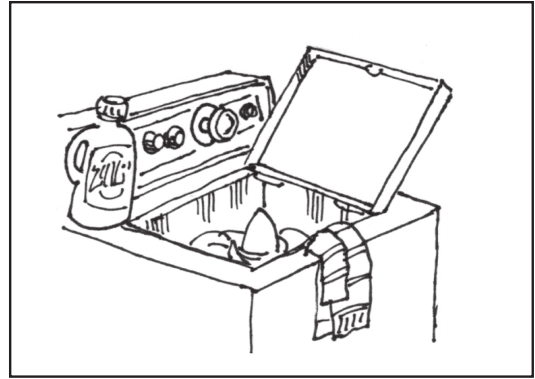
**Making connections:  
text to self**

**High-frequency words**

**Making connections:  
text to world**

# Clean-up Time

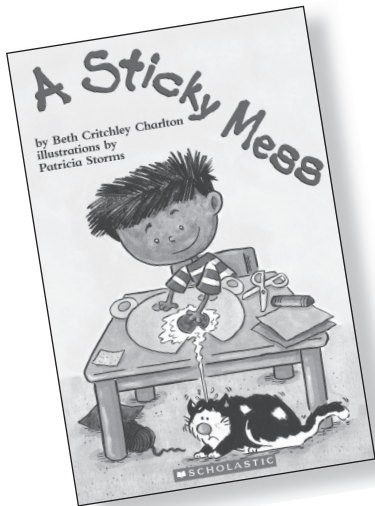
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# A Sticky Mess

*Written by Beth Critchley Charlton*

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**Text Type:** Fiction: Narrative — Humorous Story

**Summary:** A boy makes a lion's face as an art project and gets glue everywhere. He ends up with a sticky mess.

For more information on Small-Group Shared Reading, see the Reading Guide for kindergarten.

## Text Features

### Print Concepts

- ▶ repetitive language pattern
- ▶ consistent placement of text under the illustrations
- ▶ one line of text on each page

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ making connections: text to self

#### Working with Words

- ▶ tracking print
- ▶ beginning to use picture cues

### Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one to one
- ▶ make predictions
- ▶ make text-to-self connections
- ▶ use picture cues to support word recognition



## BEFORE READING

**Making connections:**  
 text to self

### Activating and Building Prior Knowledge

Display the book for the group to see. Have students look carefully at the cover illustration and say what they think is happening. Encourage them to make a personal connection by recalling something similar that happened to them. You may begin by reminding them of a day in class when a mess like this occurred.

**Inferring**

Read the title and the names of the author and illustrator. Be sure to match one to one as you read. Show students the back cover and read the text. Encourage them to analyze the picture and text clues on the back cover to infer what has happened to the cat. Students can share their thinking with a partner.

**Predicting**

Look again at the front cover illustration. Discuss with students what they think the boy is doing and what might happen as he does it.

**ESL Note:**

Point to the item in the picture that matches the word in the text (*table, glue, hair*). Say the words aloud as a group.

**Setting a Purpose****Predicting**

Say, *Let's read and find out what the boy is making. As we read, pay attention to what happens to him while he's making it.*

**DURING READING****Tracking print**

Read the title on the cover again, matching one to one. Then say, *Let's read the title page together. Model tracking the print. I am now turning to the first page. What is the boy doing here? That's right. He is using glue to make something. My finger is under the first word. I am ready to read this page.*

**Building confidence**

Read the book, matching one to one. After a couple of pages, invite students to join in to read the repeating words, "My \_\_\_\_\_ is/are sticky."

**Predicting**

Pause on page 4 and have students predict what the boy is making now that he's completed more of it. Say, *Let's read on and see if we are right.*

**AFTER READING****Predicting**

Ask, *Were we right about what he was making? What were the picture clues along the way that helped us?* Review what students predicted would happen as the boy was doing this activity and then ask what actually happened in the story. *Were we right?*

**Predicting**

Discuss the boy's sticky mess and have students predict what the boy might have done next. Look at the illustrations again to help draw out their responses.

## Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.



For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

### **Print Concepts, Book Handling, and Text Features**

Give students opportunities to develop print concepts and to practise tracking print. Note each student's ability to do one or more of the following:

- ▶ match one to one
- ▶ track print from left to right
- ▶ turn pages correctly
- ▶ use picture cues to solve words
- ▶ locate a particular word on a page (e.g., first word, last word, high-frequency word)

Prompt students as required before, during, and after reading.

#### **Print concepts**

Point out the periods at the end of the sentence on each page. Discuss their function. Demonstrate how the story would sound if it had no periods, running all the words together as you read. Then show how much clearer it is with the periods.

#### **Inferring**

### **Focusing on Comprehension**

Do a picture walk of the book, instructing students to note the cat in each illustration. Have students infer how the cat might be feeling on each page. Encourage them to point out details from the illustrations that support their thinking.

#### **Making connections: text to self**

Ask students to think about what they do when they create art so that they don't make a sticky mess. Allow time for each student to provide at least one strategy. You might want to make a poster of these strategies, using words and pictographs, and hang it in the Arts Centre.

#### **High-frequency words/ letter knowledge**

### **Working with Words**

Ask students to look for and frame high-frequency words (*a, is, my*). Students can then look for and frame letters they know in the words that are not high frequency.

#### **Word solving and building**

Have students reread each page with you. Before reading each page, encourage them to look at the picture. After reading the page, ask what picture cues helped them solve the words.

**Teaching Tip:** After isolated letter/word activities, go back and reread the letter/word in context.



## Home Links

Have students take home a reproducible version of this text to read chorally with family members.

See [www.lpey.ca](http://www.lpey.ca).

### Making connections: text to self

### Language predictability

## Rereadings

Provide opportunities for each student to reread the book with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### *Make a Lion Face*

Provide students with the materials necessary to make a lion's face just like the boy's. Discuss with students beforehand what supplies would be needed (e.g., craft paper, crayons, wool, glue, and scissors). Prepare a list after a rereading of the text.

### *Another Sticky Mess*

Students can draw a picture of another sticky mess the boy could have made. Encourage them to write about the mess.

### *Making Sentences*

Provide students with cards of all the words in the book, along with a copy of the book. Have them use these cards to reconstruct each sentence in the book. Encourage them to read each sentence after they have made it. You might also have them copy the sentences onto paper. Make sure you have cards for each of these words:

|         |       |
|---------|-------|
| a       | pants |
| paper   | mess! |
| What    | is    |
| table   | are   |
| hair    | glue  |
| sticky. | hands |
| My      |       |