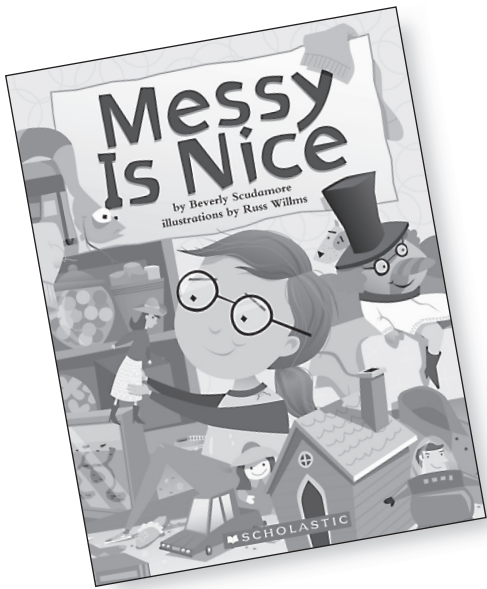


Messy Is Nice



Word Count: 495

Written by Beverly Scudamore

Illustrated by Russ Willms

Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: H

Summary: Molly tells her mother, “Messy is nice.” Rather than fight with her, Molly’s mother lets Molly discover for herself why leaving things in a mess is not such a good thing.

Text Supports

- ▶ consistent placement of text on the page
- ▶ block paragraphs with simple sentences
- ▶ illustrations support the text
- ▶ highly predictable story

Possible Text Challenges

- ▶ two different fonts
- ▶ variety of punctuation: question, exclamation, and quotation marks; commas and dashes
- ▶ some unfamiliar vocabulary: *grinned, notice, headed, accident*

First Session (pages 2-7)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ using multiple sources of information for word recognition
- ▶ integrating cues
- ▶ language predictability: associating meanings with words (vocabulary)
- ▶ words with soft “c”

Assessment Opportunities

Note each student’s ability to:

- ▶ make inferences and support them using text references
- ▶ solve challenging words based on strategies, such as integrating cues (picture, print, and context)
- ▶ associate meanings with words

Oral Language Opportunities

- ▶ sharing predictions
- ▶ discussions with the whole class
- ▶ joining in with written language structures



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Draw an anticipation guide on the board or chart paper. In the centre, copy and present students with the statement “Children should always keep their room clean and tidy.” Poll students and record the number of students that agree and the number that do not agree with this statement. Invite students to discuss their decisions. Record some of the statements that support students’ opposing stances. Ask, *Who might have made a statement like this?*

Show students the front and back cover of the book. Ask, *Who cleans your room? Is it tidy?* You may discuss and record some of students’ answers. You could also record some of the rules that exist in students’ homes around playing with toys and keeping things tidy.

Making connections: text to self

Overcoming Text Challenges

Hand out copies of the book. Ask, *What kinds of toys do you see on the floor of Molly’s room?* Record some of the toy names, noting letter cues. Have students search the text for other toy words. Offer students support by directing them to various pages in the book where these words occur. Record some of the toy names, showing students how to integrate picture, phonic, and context cues to solve words. Note on page 5 the stick in Molly’s hand and the drip on her face. Ask, *What do you think Molly was eating?* Invite students to practise using all the cues to solve this word. Have students note that in the word ice cream, the letter “c” makes the sound of “s.” Explain that when “c” is followed by “e” or “i,” it often makes the sound of “s.”

Print concepts

Direct students’ attention to page 5 again. Ask them to read the second paragraph to themselves, then ask, *Who do you think is talking in this paragraph?* Give time for students to respond, then ask, *How do you know who is talking?* Draw students’ attention to the quotation marks and remind students that the author uses them to show that someone is talking. Direct their attention to the text outside the quotation marks and discuss how the author uses speech tags such as “she cried” to let the reader know who is talking. Note, too, that the author uses an exclamation mark on page 9 to show strong feeling and a question mark to show that a character is asking a question.

Making connections: text to self/predicting

Setting a Purpose

Read the text on the back cover and ask students if they think Molly will be happy with her mess by the end of the story. Encourage them to give reasons for their thinking. Record students’ predictions as they share them orally.

Tell students to consider what they know about messiness. Ask them to keep that in mind while they read, and think about how Molly might feel, or what she might do, about her messiness. Discuss how the pictures and the author’s word choices may provide clues about what is happening. Ensure students understand this provide so they know what it is they are looking for.

Teaching Tip: Record the comprehension focus on chart paper so students can refer to it as they reread the text. Students need to know the purpose for their reading so they stay tuned in as they read.



DURING READING

Ask each student to read the book independently to the end of page 7, thinking about the purpose that has been set. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts such as, *Do you see a word inside this word that you know? What word would make sense here? Do any of the illustrations help you with the word?* Check for students' understanding by using prompts such as, *How do you think Molly feels about her mess? Why do you think she might like things messy?*

Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story, then share with a partner their response to the comprehension focus.



AFTER READING

Evaluating

When all students have finished reading the text, initiate a conversation about how Molly felt about her mess. Ask them to explain some of the things Molly and her friends did to create the mess. Ask, *Why do you think Molly's friends were so ready to make a mess at Molly's house?*

Inferring

Draw a Venn diagram on chart paper. Title it "A Clean Room." In the circle on the left-hand side, record what Molly said and did about her mess. On the right-hand side, record what Molly's mother said and did about Molly's mess. The centre of the diagram will be covered in the second session.

Discuss the word *grinned*. Ask students if they can show you what a grin looks like. Then ask them if they can explain why the author may have used this word. Brainstorm a list of other words the author could have used instead. Add the word to a word tree along with the suitable brainstormed words. Point out positive reading strategies you observed during the lesson. For example, *I noticed Jack used the picture, the letters, and what he knew about the story to help him work out some of the words.*

ESL Note: Have ESL students draw a picture of the word(s) and record another word they know with the same meaning.

Second Session (pages 8-16)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ using multiple sources of information for word recognition
- ▶ integrating cues
- ▶ language predictability: associating meanings with words (vocabulary)

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences and support them using text references
- ▶ evaluate events in the story
- ▶ solve challenging words based on strategies, such as integrating cues (picture, print, and context)
- ▶ associate meaning with words

Oral Language Opportunities

- ▶ sharing predictions
- ▶ discussions with whole class, small groups, and partners



BEFORE READING

Making connections:
text to self/evaluating

Activating and Building Prior Knowledge

Create a second anticipation guide on chart paper. In the centre, write the statement "Parents should always tell their children what to do." Again, poll students. Record the number that agree with the statement on one side of the chart and the number that do not agree on the other side of it. Invite students to discuss their decisions, and record selected responses that support their stance on the chart paper. Ask, *What would your parents say and do if you made such a mess?*

Predicting

Ask students to think about the two statements from each of the anticipation guides. Read the text on the back cover once again. Ask students to predict some of the events that may follow in the story. Record their responses as they share them orally.

Synthesizing

Overcoming Text Challenges

Discuss how the pictures and the author's word choices may give them clues about what is happening. Have students turn to page 13. Say, *By pointing to various parts of the illustration, show me the what the text refers to on this page.*

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

Inferring

Setting a Purpose

Tell students that, as they read through the rest of the story, they are to think about Molly and how her mess affects what happens to her. Ensure students understand this purpose so they know what it is they are looking for.

ESL Note: Provide ESL students with sticky notes. Ask them to record the page number corresponding to the illustration that shows what Molly's mother said and did about the mess.



DURING READING

Ask each student to finish reading the book independently, thinking about the purpose that has been set for reading. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem-solve as they read. Ask, *How does Molly's mess affect her mother? How does her mess affect her dog?* Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the text, then share their responses to the comprehension focus with a partner.



AFTER READING

Predicting

When all students have finished the text, initiate a conversation about what kinds of things happened to Molly as a result of her mess. Check to confirm or adjust the predictions recorded earlier.

Inferring

Ask students why they think Molly decided to clean up her mess (to be safe, to find things, to care for her things, to keep sticky messes from getting worse). As they discuss, record their responses in the centre of the Venn diagram.

Word Solving and building

Review any challenging words students encountered and the strategies they used to solve them.

Evaluating

Group students by sixes and allow three students to cooperatively list three things that happened to Molly the day after her friends left. Next, ask the other three in the group to cooperatively write three reasons a mother might want a child to keep a room clean. Have each group copy their three items on either side of a T-Chart, then match up each side of the list.

Molly's Accidents

- ▶ Fell downstairs
- ▶ Ate gross ice cream
- ▶ Lost her dog

Mother's Cleanliness Rules

- ▶ Find things
- ▶ Be safe
- ▶ Be clean

Finally, have students look back at the text to find the three actions Molly took to clean up her mess. Have students read through both sides of the Venn diagram. Explain that the middle intersecting section is saved for things Molly and her mother share in common. Ask students, *What do Molly and her mother think about messes by the end of the story?* Allow students to share their answers with one another.

Rereadings

Give students opportunities to reread the book with a partner or take the book home to read with family members.

Focused Follow-up

The following activities are optional. Chose those that best meet the needs of your students.

Closed Sorting Activities

Have students find and make a list of words in the book containing hard and soft “c” words to use in a closed sorting activity. Students can then find words containing “-ed” endings to do another closed sorting activity. Students could write sentences, then cut from their lists and glue in the appropriate word to illustrate understanding.

Character Emotion Poster

Have students describe Molly’s emotions and how they changed during the story. Students should draw a picture to show how Molly feels at the beginning, middle, and end of the story, and write a sentence to explain why Molly feels these ways. They can do the same for any other character’s feelings through the course of the story.

Students could make a poster out of their three drawings and sentences. Encourage them to be creative in their arrangements. Ask, *Who is the audience for your poster? What purpose do you think the poster serves?*

Messy Problems

Provide students with copies of the “Messy Problems” BLMs (“Story Sequence” and “Molly’s Main Problems”), and have them use words and/or pictures to record, in sequence, the three main events that made Molly think about finally cleaning up her mess.

Word solving and building

Evaluating

Inferring/evaluating

Messy Problems Story Sequence

Name: _____

Beginning



Middle

End

Messy Problems

Molly's Main Problems

Name: _____

1.

2.

3.