

Teaching with
Robert Munsch
Books

MAKEUP MESS

Amy von Heyking
and
Janet McConaghy

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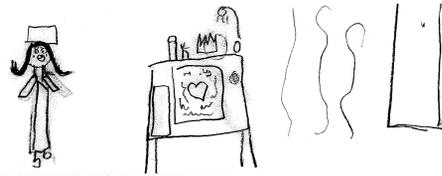
The story behind Makeup Mess



Makeup Mess took many years to go from story to book. On a visit to Yellowknife in 1984, Robert Munsch thought a story about makeup might appeal to two teenage girls who attended his storytelling session. But he was not very happy with it.

Years later, he started telling the story again, and found that it got better and better. In 2001, he decided to use his daughter Julie as the main character. She was much older by then, but he thought back to her discovery of eye shadow, and drew on that memory to write the book. He changed the ending several times. In one ending, Julie's mother goes upstairs with the makeup to make herself beautiful. In another, Julie uses the money she makes from selling it to buy candy. Finally, after looking at old photographs of Julie, Michael Martchenko suggested the "dress up" ending.

MAKEUP MESS



I like the make up colors
She put on because they
look funny.

by Miranda

Summary:

Julie uses all the money she has saved from her birthday, Christmas, and paper route to buy a huge box of makeup. After she returns from the drugstore, she covers her face in purple, green, and black makeup, colours her hair, and wears nineteen earrings in one ear and seventeen in the other. Julie thinks she looks beautiful, but her parents don't seem to agree.

Questions:

Before

Look at the front cover.

- What do you notice about the lettering used in the title?
- Who do you think the two younger children might be?

Look at the back cover.

- What information can we find out about the author? the illustrator?
- Who is the child in this book?
- Read the description on the back, and predict why you think Julie's parents were not pleased with her makeup.
- Record the students' predictions on a chart.

During

- p. 2: How old do you think Julie might be? Look for clues in the picture to help you.
- p. 4: Why do you think Julie would want to wear makeup?
- p. 11: What do you think the two younger children might be thinking?

- p. 12: Why are Julie's parents acting strange?
- p. 16: Who do you think might be at the door?
- p. 26: How much money would Julie make from selling the makeup?

After

- Check the chart for students' predictions.
- Why did Julie sell her makeup at the end of the story?
- Suggest to the students that they write their own story entitled "Dress-up Mess."

by Kelsey



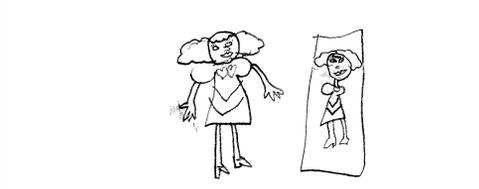
Once there was a girl named Julia. She was watching her sister Jana play dress up. She thought if Jana could wear dresses then she could wear dresses so she saved up three hundred dollars and she went to town and bought three hundred dresses and

(1)



she looked in the mirror and she said I look BEAUTIFUL! and her mom said AAAAAA! and she went to go see her dad and he said AAAAA!

(2)



Then she wore a yellow and green and grey dress and she looked in the mirror and she said I look BEAUTIFUL and the mail man came to the door and she said I better go show the mailman

(3)



and the mailman said AAAAAA. and she said in think I want to go back to my normal self. So she gave all her dressup mess away and she went to go show her mom her dad and the mailman and they said you look BEAUTIFUL and she went to look in the mirror and she said I do look nice and she said I know some thing better Shoes!!

(4)

Take a look

- 🌀 What is out of place on page 16 and 17?
- 🌀 How many of Robert Munsch's books, or references to his books, can you find in the illustrations throughout the story?
- 🌀 Point out the name of the drugstore on p. 7.

Activity #1

Spending Munsch Money

In this activity, the students will be working with larger denominations of money — 5, 10 and 20 dollars. They will have the opportunity to add larger numbers and to make change. This activity also provides time for the teacher to informally observe the children as they are working in pairs, and to assess their understanding of money.

Curriculum Link:

Math — money, adding larger numbers

Materials:

Enough bins for students to work in pairs

Small objects, e.g. pencils, stickers, erasers, small toys

Labels for price tags

\$100 of Munsch Money for each group (see reproducible on p. 20)

Bills (see reproducible on p. 21)

Preparation:

Price the items ahead of time. You may want to have the children help you determine the prices.

Procedure:

1. Begin by discussing with the children their experiences with money. Do you get an allowance? Have you spent money at the store? Have you ever saved your money to buy something special?
2. Look back at page 2 in the story, and point out to the students that Julie had collected \$100. Explain to the students that they are going to have the opportunity to do some buying and selling using “Munsch money” in their own store.
3. Divide the students into pairs and give each pair a bin with the items you have priced, the Munsch money and the bills. Explain to the children that they are going to take turns being the storekeeper and the customer.



4. You may want to model this activity with the whole group before they begin working in pairs. For example, invite a volunteer to be the storekeeper and another volunteer to be the customer. Have the customer choose two items to buy. The storekeeper will write a bill for the customer, adding the two items together. The customer will then pay the storekeeper the appropriate amount using his or her Munsch money.

5. For students who need more of a challenge, you might suggest that they buy three items at a time. You might also encourage the customer to give the storekeeper an amount that would involve getting change back. They could also try to find as many different ways as they can to spend the \$100.

Extension:

- © Read other books about spending money, such as *Alexander, Who Used to Be Rich Last Sunday*; *Pigs Will Be Pigs*; and *A Bargain for Frances*.



Munsch Money

BANK OF MUNSCH • BANQUE DE MUNSCH

20



TWENTY • VINGT DOLLARS

20

BANK OF MUNSCH • BANQUE DE MUNSCH

20



TWENTY • VINGT DOLLARS

20

BANK OF MUNSCH • BANQUE DE MUNSCH

10



TEN • DIX DOLLARS

10

BANK OF MUNSCH • BANQUE DE MUNSCH

10



TEN • DIX DOLLARS

10

BANK OF MUNSCH • BANQUE DE MUNSCH

10



TEN • DIX DOLLARS

10

BANK OF MUNSCH • BANQUE DE MUNSCH

10



TEN • DIX DOLLARS

10

BANK OF MUNSCH • BANQUE DE MUNSCH

5



FIVE • CINQ DOLLARS

5

BANK OF MUNSCH • BANQUE DE MUNSCH

5



FIVE • CINQ DOLLARS

5

BANK OF MUNSCH • BANQUE DE MUNSCH

5



FIVE • CINQ DOLLARS

5

BANK OF MUNSCH • BANQUE DE MUNSCH

5



FIVE • CINQ DOLLARS

5

MUNSCH MART

BILL

	\$	
	\$	
	\$	
	\$	
TOTAL	\$	

Activity #2

Friendship Circle

It is important for children to know that they and others around them are unique and beautiful in their own way. They all make valuable and differing contributions to the classroom community. This activity will allow the children to reflect on who they are and the qualities that make them beautiful — inside and out.

Curriculum Link:

Language Arts — descriptive listmaking

Social Studies — personal identity, respecting others and strengthening community, working within groups

Art — observation, creativity, fine motor skills

Materials:

Character Webs (see reproducible on p. 24)

Class set of Body Shapes (see reproducible on p. 25)

Scraps of fabric, coloured yarn, construction paper, plastic eyes, scissors, glue

Procedure:

1. Divide the students into pairs and ask them to think about the special characteristics of their partner.

2. Using the reproducible, have the students create character webs of each other, by listing the traits that they think make the other person special. When the webs are completed, they might like to share them with the whole group.

3. Reread page 24 of *Makeup Mess* to the students. What happened that made Julie realize that she didn't need makeup to look beautiful?

Discuss with the students how we are all special, beautiful, and unique individuals.



4. Each of us has special talents and interests that we can share with others. Invite the students to use the reproducible template to make a paper model of themselves. Provide them with a variety of materials, e.g. scraps of fabric, construction paper, coloured yarn, coloured tissue, plastic eyes.

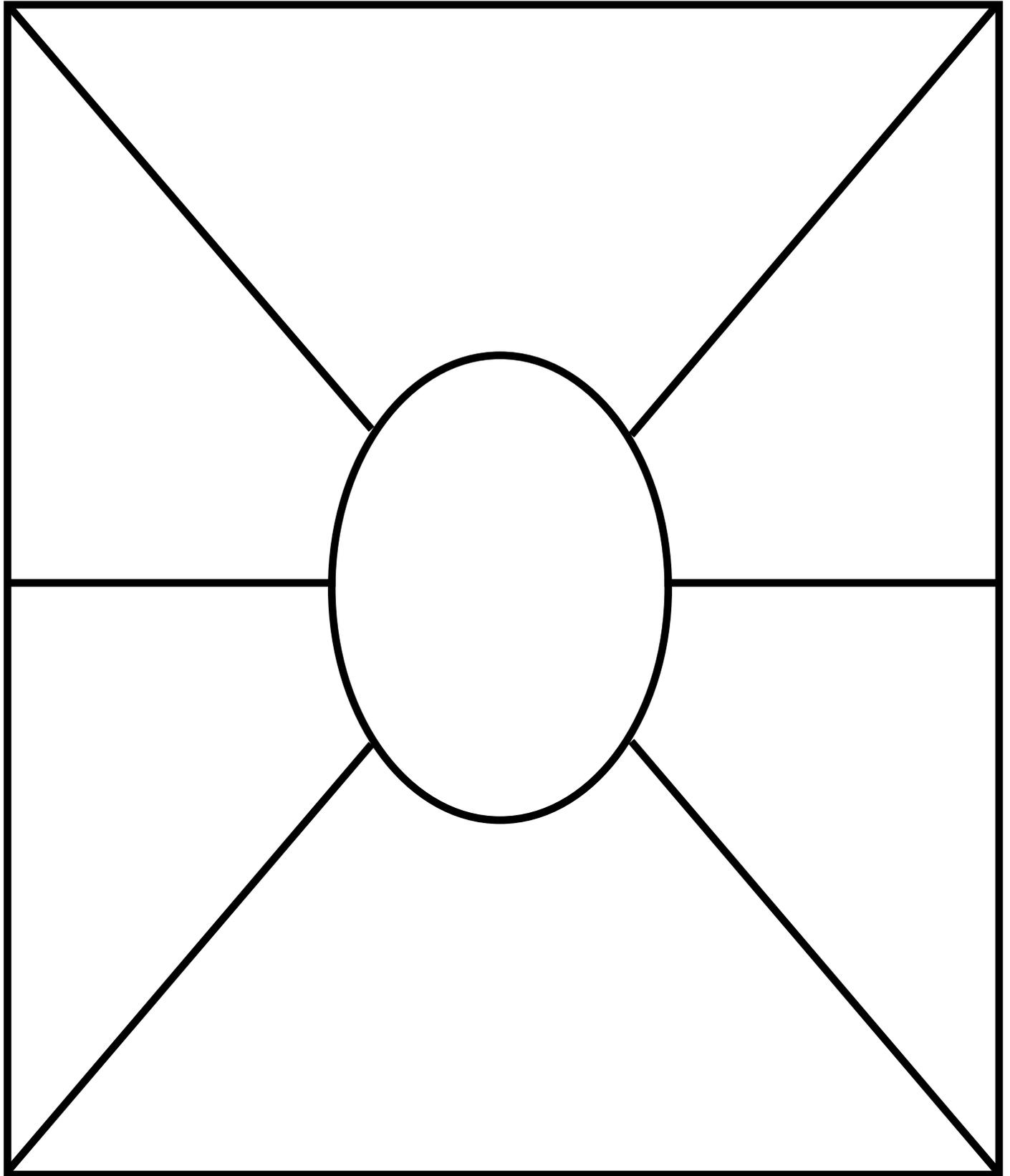
5. Once the students have completed their self-images, arrange them in a circle or a line on a bulletin board so that their hands are touching. In the centre of the display you might want to put the caption, "Friendship Circle" or "Our Classroom Community." Near each image, attach the character web for that person.

Extension:

- © You could select a "Special Person of the Week." Each student in the class could write something special about this person and draw a picture of him or her. These could be compiled into a book for the Special Person to take home.



Character Web



Body Shape

