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# Sticky Stuff

## Summary

This book explores one attribute—stickiness—from sticky animals to sticky tools and foods. The text and photos work together to show how animals and humans use adhesives.

## Science Focus

### Matter

- Objects can be described in terms of what they are made of and their physical properties.

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## INTRODUCTION TO THE READING

### Vocabulary and Comprehension Mini-Lesson

**Differentiated Lessons:** Before you begin a mini-lesson, determine the students' levels of language proficiency (see page 4) and group students accordingly. For the activities, you will need the following materials:

- mini-lessons provided on the following pages
- *Sticky Stuff*
- *Sticky Stuff* photo card
- chart paper or a whiteboard
- tape
- crayons or colored pencils
- large index cards
- writing paper



# Sticky Stuff

## INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

LEVEL: Beginning

**Content Vocabulary:** glue, honey, sticky, tape, tool

### Vocabulary Application

- Give each student a piece of tape. Ask students what it feels like when they touch both sides of the tape. Students should say that the tape is sticky and/or smooth. Say, "The tape is sticky." Have students repeat the sentence.
- Show the *Sticky Stuff* photo card and ask, "What do you see in the photo? Has anyone ever eaten honey? What does honey feel like when it is on your hands?" Say, "Honey feels sticky like tape. Honey is sticky stuff." Have students repeat the sentences.
- Then say, "Honey is a sticky food. There are also tools that are sticky. Tape is a sticky tool. What else do we use as a tool that is sticky?" Write students' responses as complete sentences on chart paper or a whiteboard. Circle the vocabulary words as they are said. Then have students repeat the words.

### Comprehension—sorting and classifying

- Say, "We have learned about a few things that are sticky. Now let's create a chart of things that are sticky and things that aren't." Encourage students to scan the book for ideas. Write students' responses in a chart similar to the one below.

Things that <i>are</i> sticky	Things that <i>are not</i> sticky
glue	carpet

- As a class, read the chart aloud. Distribute large index cards, two per student, and have each student illustrate something sticky and something not sticky. Once finished, have them attach their cards next to the appropriate words on the chart paper or whiteboard.
- As a class, read the chart aloud again.

### READ-ALoud

After completing the INTRODUCTION TO THE READING activities, read *Sticky Stuff* aloud as students follow along with their individual readers.

# Sticky Stuff

## INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

**LEVEL: Intermediate**

**Content Vocabulary:** cling, slimy, sticky, tool, trap

### Vocabulary Application

- Give each student a piece of tape. Ask students what it feels like when they touch both sides of the tape. Students should say that the tape is sticky and/or smooth. Say, "The tape is sticky." Have students repeat the sentence.
- Say, "People use tools that are sticky like tape. Tape is a sticky tool. Tape clings or sticks to whatever it touches. What are some other tools that are sticky?" Write students' responses on chart paper or a whiteboard under the heading "Sticky Tools." After a variety of responses, read the list aloud as a class.
- Say, "Some animals use sticky stuff to help them survive. Some animals are slimy or sticky. Others use sticky stuff to trap their food. What animals use sticky stuff?" Encourage students to scan the book for ideas. Write students' responses on the chart paper or whiteboard under the heading "Sticky Animals."
- Then say, "We learned that honey is a sticky food. Can you think of any other foods that are sticky?" Write students' responses on the chart paper or whiteboard under the heading "Sticky Foods."

### Comprehension—asking and answering questions

- As a class, read the three lists from the Vocabulary Application activity.
- Write *who*, *what*, *where*, *when*, *why*, and *how* on chart paper or a whiteboard.
- Model asking questions about things that are sticky. For example, you might ask, "What sticky food is made by bees?" and then answer, "Honey is sticky food made by bees." Or you could ask, "How does a spider catch its food?" and then answer, "A spider uses a sticky web to catch its food."
- Divide students into pairs so they can practice asking and answering questions. Remind them to use the chart as a guide.

### READ-ALOUD

After completing the INTRODUCTION TO THE READING activities, read *Sticky Stuff* aloud as students follow along with their individual readers.

# Sticky Stuff

## INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

LEVEL: Advanced

**Content Vocabulary:** cling, mucous, remove, slimy, sticky, sugar

### Vocabulary Application

- Show the *Sticky Stuff* photo card and say, “Describe what you see in the photo.” Accept students’ answers. Then ask, “How does it feel when you touch honey? Is it easy to get off once it is on your hands?”
- Say, “When something sticky is on you, it is not easy to remove or get off. Some tools and foods are sticky. Some animals use sticky stuff to survive. Let’s scan the book to find things that are sticky.” As students scan the books, point out the photos that show the vocabulary words. Write students’ responses on chart paper or a whiteboard.
- Then, as a class, work together to write definitions and examples for the vocabulary words. (Sample definitions are provided in the Glossary.) Encourage students to use complete sentences. Then have them read the sentences aloud.

### Comprehension—using descriptive attributes

- Say, “Today we are going to tell and solve riddles. Riddles are word puzzles. We will take turns giving clues about something that is sticky. Then we will try to guess what it is. We will use attributes to describe the things that are sticky and see if we can guess what the sticky thing might be. You can use attributes such as color, size, shape, texture, taste, or special features.” Then say, “I have an example. What is yellow, sweet, and made by bees? The answer is honey.”
- Encourage students to look through the book and tell riddles about things that are sticky. Divide students into pairs. Have each pair fold over a piece of writing paper and write a riddle. Tell students, “On the outside fold, write the riddle about something sticky. On the inside fold, draw a picture and give the answer.”
- Have partners practice reading their riddles and then present them in groups for other students to guess.

## READ-ALOUD

After completing the INTRODUCTION TO THE READING activities, read *Sticky Stuff* aloud as students follow along with their individual readers.



# Sticky Stuff

## GUIDED SESSION

Choose one of the teaching points based on your diagnosis of the class's needs. Activate background knowledge and set a purpose for reading during the discussion about the teaching point. The teaching point will determine the purpose of the reading. Here are descriptions of several teaching points for *Sticky Stuff*.

### Teaching Points

<b>Writing Craft</b>	using alliteration, descriptive attributes (texture), and the question-ending technique
<b>Text Feature</b>	analyzing charts
<b>Comprehension Strategy</b>	visualizing, identifying cause and effect
<b>Decoding and Phonics Features</b>	scanning for s blends, matching photos with text

#### Writing Craft—using alliteration

- Discuss the author's use of alliteration in *Sticky Stuff*. Say, "Writers create a pleasing sound when they write two or three words together that begin with the same letter."
- Ask students to turn to page 2 and read, "Spiders spin sticky webs." Ask, "What do you notice about *spiders*, *spin*, and *sticky*? They all start with the same letter and sound. Let's think of some other words we can put together that have the same starting letter and sound." While students are reading, have them find other examples in which two words start with the same letter and sound.

#### Writing Craft—using descriptive attributes (texture)

- Point out to students that writers always try to help their readers visualize. They do that by using descriptive attributes such as color, size, shape, and texture. Explain, "Texture is what you feel with your sense of touch." Ask students, "Which word in the title is a texture? What can you feel?" Confirm their answer of "sticky." Then direct them to look for other texture words when they read.

#### Text Feature—analyzing charts

- Ask students to scan the book for features. Have them name as many as they can. Call their attention to the chart on page 16. Tell them to read the items in the chart. Then ask, "What does the chart tell you about gum, honey, glue, and maple syrup?" Ask students to look for other sticky stuff in the book and to think about where each item comes from.

# Sticky Stuff

## GUIDED SESSION (cont.)

### Decoding and Phonics Feature—scanning for *s* blends

- Write the words *spider*, *slimy*, and *stamp* on chart paper or a whiteboard. Say the words aloud, using your voice to draw attention to the initial blends. Then have students scan the book to find these (and perhaps other) *s* blends before they begin reading.

### Comprehension Strategy—identifying cause and effect

- Introduce students to cause and effect by asking them to look at page 13. As a class, read the sentences aloud.
- Say, “Writers often tell their readers what causes things to happen. For example, when you chew gum, the saliva (or spit) makes the gum sticky. Let’s try two more examples: ‘When it rains . . . (what happens?),’ and ‘When it’s hot . . . (what happens?).’” As students tell some things that happen, identify the causes and effects. Direct students to look for causes and effects when they read.

## INDEPENDENT READING

- Observe student groups as they read *Sticky Stuff* independently. If students are struggling, provide just enough support with appropriate strategies or skills to help them continue reading independently. For students needing further reading practice and reinforcement, use the CD for an audio reading of the book. Students can follow along silently with the first reading of the story and then read aloud with the second reading.
- Address comprehension problems as they arise. Encourage students who are having comprehension problems to match photos with the text.

## WRITING AFTER READING

**Strategy:** Engage readers.

**Target Skill:** Practice using alliteration.

- Review the alliteration students found in *Sticky Stuff* (e.g., *sticky stuff*, *spiders spin sticky*, *to trees*, *slimy/sticky*, *muddy mess*). Say, “Writers want readers to see and hear. They can create pleasing sounds with their words.”
- Begin by modeling this activity. Display the large photo card and emphasize the alliteration in these two sentences: “The *honey has* leaked on the log. The *wasp will wait* for its prey.”
- Distribute the small photo cards to students. Encourage students to describe their photos using an alliterative pair of words. Help students by reminding them to name the person or animal in their photos and then use alliterative adjectives to describe it, him, or her.
- Then, with your guidance, have students write several sentences containing alliteration, about the animals or objects in their photos. For example, a student might say, “The *caterpillar* is *climbing* the *crisp* leaf.” Ask students to look for examples of alliteration in their independent reading. Use literacy centers and journals for further opportunities to practice this skill.

# Sticky Stuff

## WHOLE-GROUP GUIDED WRITING

**Strategy:** Signal the end for your readers.

**Target Skill:** Practice using the question-ending technique.

- Introduce the question-ending technique. Say, "Writers use different kinds of endings to help readers 'feel finished.' They often do not write 'the end.'" Using a small photo card, compose a few descriptive sentences and then add a question. For example, you could say, "The girl just hit the baseball. Do you think she will get a home run?"
- On chart paper or a whiteboard, write a variety of question words (e.g., *who, what, when, where, why, have you, do you, can you*). Distribute the small photo cards (if you have not done so already) so that each student has one card.
- Have students write two or three sentences about their photo cards. Ask them to use a question ending in one of their sentences. Then ask students to look for examples of question endings in books. Use literacy centers or journals for further opportunities to practice this skill.

## SCIENCE CONNECTION

- Review the text and photos from *Sticky Stuff*. Focus on the properties of sticky stuff and the ways in which animals and people use it.
- Plan for an investigation of sticky stuff in the natural world. Explain that the purpose of the investigation is to find examples of sticky stuff on the playground, in the cafeteria, or in another area of the school.
- Divide students into small groups. Have each group bring a notebook and pencil to record observations. Tell students which areas they are allowed to visit.
- After a set amount of time, come together as a class to review students' findings. Ask, "What else did you learn about sticky stuff?" Consider using page 15 with this activity.

## ASSESSMENT AND STUDENT PAGE

- Use page 14 to assess students' understanding of the information presented in *Sticky Stuff*. Distribute photocopies for students to complete. Evaluate students' responses to determine progress.
- Use page 15 to reinforce the vocabulary in *Sticky Stuff*. Distribute photocopies for students to complete. Review answers as a class or independently.

Assessment	
Sticky Stuff	
Name: _____	Date: _____
Directions: After reading <i>Sticky Stuff</i> , write examples of sticky things. Add two more categories on the thick gray lines. Then write examples underneath the categories. An example has been done for you.	
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> <p>What Is Sticky?</p> </div>	<b>Sticky Tools</b> glue _____ _____ _____ _____ _____



**Sticky Stuff**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** After reading *Sticky Stuff*, write examples of sticky things. Add two more categories on the thick gray lines. Then write examples underneath the categories. An example has been done for you.

**What  
Is  
Sticky?**

**Sticky Tools**

glue

# Sticky Stuff

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Fill in the chart and write a journal entry about your sticky-stuff investigation. Follow the three steps below.

## Steps

1. Write details about your investigation on the chart.
2. Put details from the chart in your journal entry.
3. Use the editor's checklist at the bottom of the page to make sure your journal entry is ready for readers.

## My Sticky-Stuff Investigation

<b>Where I looked for sticky stuff</b>	
<b>What I observed</b>	
<b>What I learned</b>	

## My Journal Entry

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## Editor's Checklist

- ☐ My journal entry tells about my investigation.
- ☐ I tell what I observed and what I learned.
- ☐ I read every sentence and put a period at the end of each one.
- ☐ I started each sentence with a capital letter.