

TEACHERS' GUIDE

So Much Slime

SUGGESTED GRADE LEVEL: 1st - 3rd



SYNOPSIS

With his art teacher's permission, Matty does a slime demonstration in class. But when the stuff won't stop spreading, Matty realizes that he forgot to bring the ingredient that magically turns glue and baking soda into slime!

Now his demo is a disaster and Matty is stuck in an icky, sticky swamp. His creative classmates try to help but – PLIP! SWOOSH! KABOOM! – the swamp only spreads. How will Matty get out of this sticky situation?

THEMES IN THE STORY

- Creativity and exploration
- Problem-solving
- Friendship and teamwork
- Messiness and acceptance



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Suggested grade level: 1st - 3rd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1st and 2nd grades, but can be adapted to 3rd grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background for students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- What do you see on the cover?
- What do you think the story might be about just by looking at the cover?
- What do you think the title means?
- Have you ever tried to make slime or something like it? What did you make, and how did it turn out?

DURING VIEWING

Standards: *CCSS.SL.1.2, CCSS.SL.2.2*

Objective: Watch the story and answer questions.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts from the suggested list below:

- What clues does the author provide at the beginning of the story of what might happen? (02:11)
- What clues does the illustrator provide of what might happen? (02:33)
- How do you know the art teacher is concerned about the slime situation? (02:51)
- How do Matty's classmates and the nurse help him with his mistake throughout the story? (05:51)

AFTER VIEWING

Standards: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Students will ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

AFTER VIEWING – CONTINUED

Procedure: Students will discuss with their carpet or table partners the following questions:

1. Do you think Matty’s classmates made Matty’s mistake better or worse with their additions to the slime?
2. In the story, Matty forgot a key ingredient—saline. Have you ever forgotten something important while doing an experiment or project? If so, what did you forget and what happened?
3. In the story, slime went everywhere. What is the messiest project you have ever done?

READING RESPONSE

Standards: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Answer reading prompt using details from the text to support the response.

Materials:

- Reading response journal
- Pencils

Procedure:

1. Remind the class that the story is set in an art class, where Matty was given permission by the teacher to conduct his slime experiment, and ask the following prompt:

As we know, the slime quickly got out of control, with some special additions from his classmates and the nurse. But what if the science teacher didn’t have any saline to fix the problem? Write a new ending imagining how things might turn out without the saline.

2. Allow time for the group to discuss the prompt.
3. Have students write their responses answering the above prompt in their reading response journals.

Note: Younger students may use sentence stems to help them with their responses. For example:

If Matty didn’t have saline at the end of the story, I think they would look for help from someone else, like_____.

WRITING – POEM

Standards: *CCSS. 1 RL.4 and 2 RL.4: Write a descriptive poem using rhythm, rhyme, pattern and alliteration.*

Objective: Students will write a three-line haiku poem.

WRITING – CONTINUED

Materials:

- Haiku Slime Poem worksheet (*page 7*)
- Pencils

Procedure:

1. Give students the following prompt:

Write a haiku poem about slime. The poem may be about the texture, sound or sensation of playing with slime.

2. Ask students to brainstorm words that describe or relate to slime (e.g., glowing, growing, oozing, gooey, green, slimy, sparkly, fluffy, soft, smooth, slippery, fun, magical, playful, etc.).
3. Give students the **Haiku Slime Poem** worksheet to write their poem.

Note: Before starting this activity, students should understand the structure of a haiku poem. A haiku has three lines and a total of seventeen syllables, following this specific pattern. The first line has five syllables. The second line has seven syllables. The third line has five syllables.

This is the format of a haiku:

Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

ART, MATH and SCIENCE – MAKE YOUR OWN SLIME

Art Standard: Make art or design to explore personal interests, questions, and curiosity.

Math Standard*: 1MDA & 2MDA Measure and estimate standard units

Science Standard: The science behind making slime involves the reaction between poly(vinyl alcohol) (PVA) and borax, which creates a cross-linked polymer. Each time borax is added, the slime becomes stiffer. Other ingredients also affect the slime: corn starch makes it less sticky, while contact lens solution makes it runnier.

Objective: Students will make their own slime.

Materials:

- Slime Recipe Card (*page 8*) printed or projected
- 2 (4 oz) Elmer's glue bottles**
- 1 teaspoon baking soda
- 2-3 tablespoons saline (contact lens solution)
- 1-2 drops of food coloring
- ¼ cup glitter or sequins
- Glass or plastic mixing bowl
- Measuring spoons
- Ziptop sandwich bags

Procedure:

1. As a class, use the **Slime Recipe Card** to make the slime.
2. Encourage students to personalize their slime by adding their favorite colors, glitter, or sequins.
3. Have them mix and knead their slime while playing with it. Remind them to enjoy the process!
4. When students finish making their slime, have them place it in ziptop bags to take home.

Note: You can put a holiday spin (winter holidays, Valentine's Day, St. Patrick's Day, Halloween, etc.) on the slime by adding holiday glitter, scents and colors to make it festive.

*You can incorporate a math element into this activity by cutting the slime into pieces and measuring the portions.

**Only Elmer's makes the best, stretchiest, highest quality slime.

_____ 's Haiku
Name
Slime Poem

A haiku poem has:

Line 1	Line 2	Line 3
5 syllables	7 syllables	5 syllables

Slime Recipe



INGREDIENTS

- 2 (4 oz) Elmer's glue bottles
- 1 teaspoon baking soda
- 2-3 tablespoons contact lens solution
- 1-2 drops of food coloring
- ¼ cup glitter or sequins

EQUIPMENT

- Glass or plastic mixing bowls
- Mixing spoons

INSTRUCTIONS

1. **Color the glue (optional):** Pour the glue into a medium bowl. If you'd like, add some food coloring and glitter or sequins to make your slime more fun. Don't worry about mixing it perfectly just yet—you'll finish mixing after adding the next ingredients.
2. **Add baking soda:** Sprinkle the baking soda into your glue mixture and stir it up until it's nice and smooth.
3. **Add contact lens solution:** Pour in 2 tablespoons of contact lens solution. Stir slowly, and you'll see the mixture start to come together, getting a little sticky and stringy.
4. **Keep mixing until slime forms:** Stir slowly until a ball of slime starts to form in your bowl.
5. **Knead the slime:** Now, pick up your slime and squish it between your hands! Keep kneading it until it's smooth and stretchy. If it's still too sticky, add another half tablespoon of contact lens solution.
6. **Time to play with your slime!** Once your slime is mixed, you can play with it right away or store it for later.

ABOUT THIS GUIDE

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.