

TEACHERS' GUIDE

Too Much Glue

SUGGESTED GRADE LEVEL: 1st - 3rd



ABOUT THIS STORY

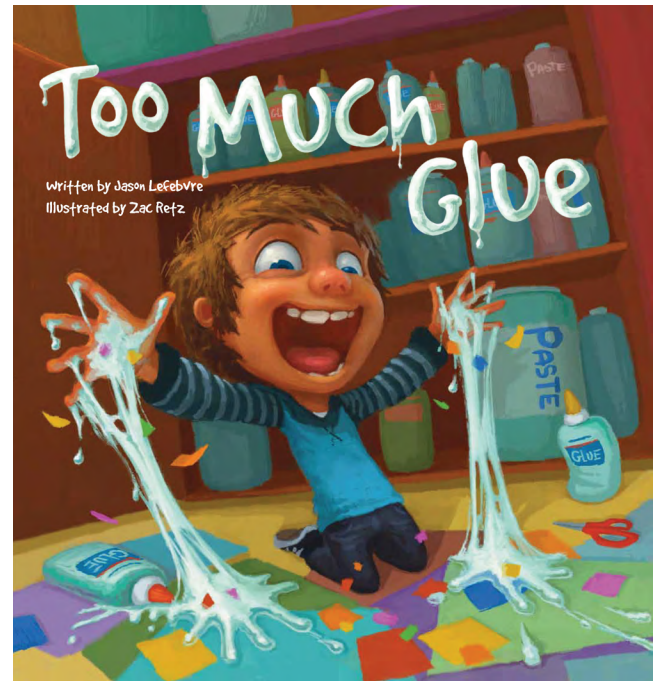
SYNOPSIS

Matty LOVES glue. At home with Dad, he makes glue glasses, glue mustaches, and glue bouncy balls. But at school, Matty’s art teacher worries and warns, “Too much glue never dries.”

In art class one day, Matty decides to make the most fantastic glue project ever, with a super-special ingredient – himself! Ignoring his teacher’s warnings, Matty belly-flops onto the glue-covered table, rolls all around in the sequins and glitter, and encounters an unexpected glitch – when he tries to get up, he boings right back into the slippery, sticky mess!

This calls for a dose of imagination and a little help from friends. They try a gigantic tow truck, some yarn lassoes, and dabbing Matty with everything in the nurse’s bag – but each wacky attempt only makes things worse! Finally Matty gets an idea from his hyperventilating teacher.

Will it work, or will Matty be a half-boy, half-art project stuck-to-a-table forever?



THEMES IN THE STORY

- Creativity
- Problem-solving
- Imagination



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Published by: Flashlight Press
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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 used too much glue when doing an art project? What happened?

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? (00:37)
- What clues does the illustrator provide of what might happen? (01:30)
- How do his classmates help Matty throughout the story? (04:59)
- Do you think his father is upset with Matty? Why or why not? (06:12)
- What do you think the principal wants Matty to use instead of glue? If so, how do you know? (06:47)

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 identify with Matty? Why or why not?
2. Do you think his family is upset or pleased with him? Why or why not?
3. Have you ever used too much of something? If so, what was it and what happened?

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 takes place in an art class and ask the following prompt:

The art teacher reminded the class to use raindrops of glue instead of puddles. In your opinion, should Matty have followed the directions or should he have created his masterpiece?

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:

I think Matty should have used _____ because_____.

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 five-line cinquain poem.

Materials:

- Cinquain Poem worksheet (*page 7*)
- Pencils

WRITING – CONTINUED

Procedure:

1. Give students the following prompt:

Write a cinquain poem about glue. The poem may be about using glue sparingly or generously.

2. Ask students to brainstorm words that describe or relate to glue (e.g., clear, white, oozy, gooey, sticky, wet, dry, glue stick, liquid glue, runs, seeps, pools, puddles, drops, tops, adhesive, creative, etc.).
3. Give students the **Cinquain Poem** worksheet to write their five-line poem.

Note: To complete this activity, students should have a basic understanding of the structure of a cinquain poem. A cinquain consists of five lines and eleven words, following this specific pattern. The first line is a noun. The second line includes two adjectives. The third line has three "-ing" verbs. The fourth line is a four-word phrase. The fifth and final line is a synonym for the noun. Cinquain poems do not require rhyming.

This is the format of a cinquain:

Line 1 – one word (noun: title)

Line 2 – two words (adjectives: describe the title)

Line 3 – three words (verbs: actions of the title)

Line 4 – four-word phrase (describe a feeling or statement)

Line 5 – one word (synonym: refer back to the title)

ART – CREATE YOUR OWN GLUE MASTERPIECE

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

Objective: Students will create their own glue masterpiece.

Materials:

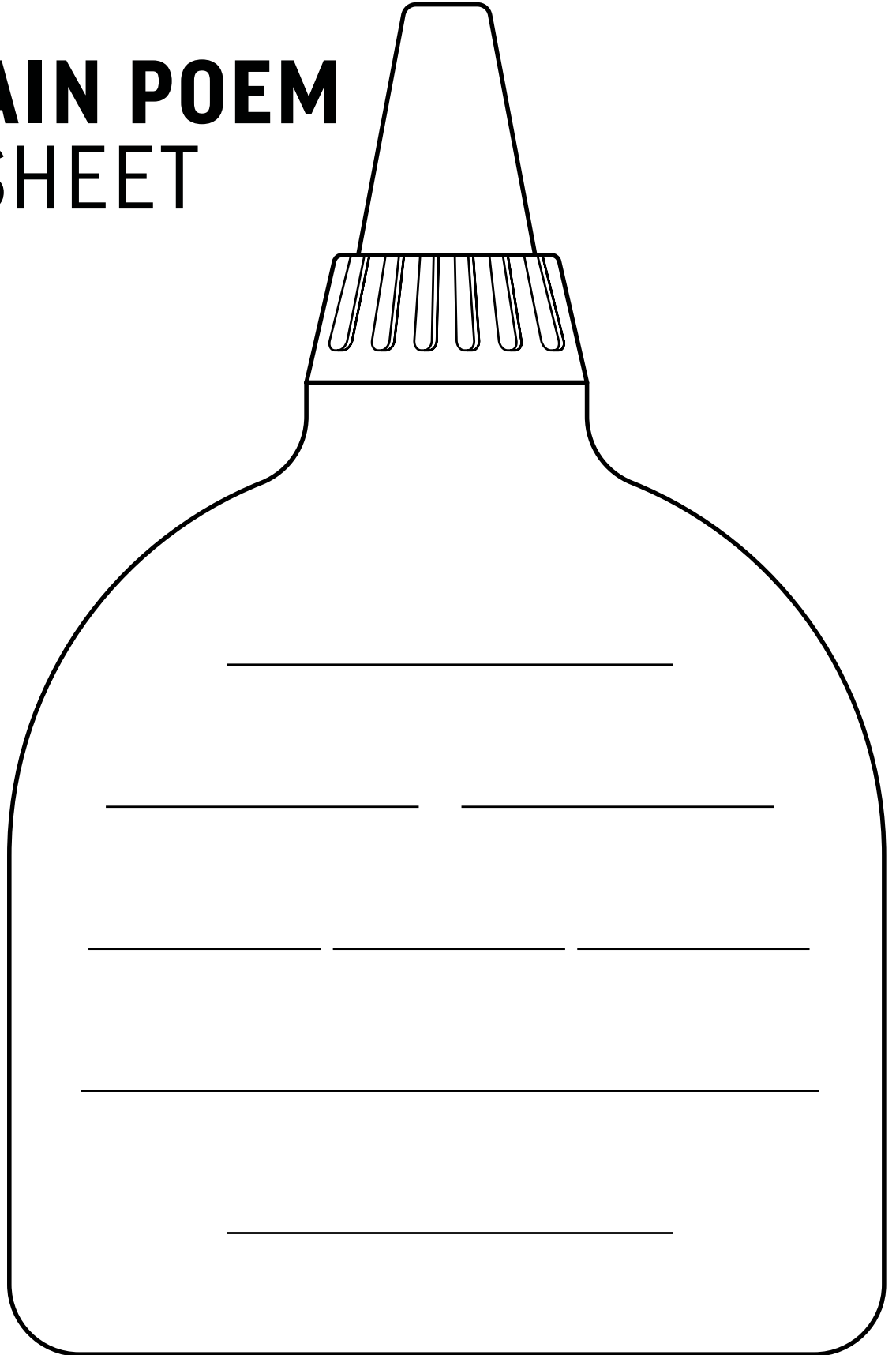
- **My Glue Masterpiece** worksheet (*page 8*) printed on heavy card stock
- Elmer's liquid glue
- Scraps of colored tissue
- Scraps of colored construction paper
- Sequins
- String/yarn
- Glitter
- Crayons, markers or colored pencils
- Scissors

Procedure:

1. Provide each student with the **My Glue Masterpiece** worksheet to begin their project.
2. Have students use liquid glue to create their artwork by filling in the shape with glue.
3. Encourage them to go glue-crazy and attach objects of their choice to enhance their masterpiece and make them unique!
4. Allow the masterpieces to dry overnight.
5. The next day, organize a gallery walk for students to view and appreciate each other's work.

Name: _____

CINQUAIN POEM WORKSHEET



Line 1
one word
(noun: title)

Line 2
two words
(adjectives: describe
the title)

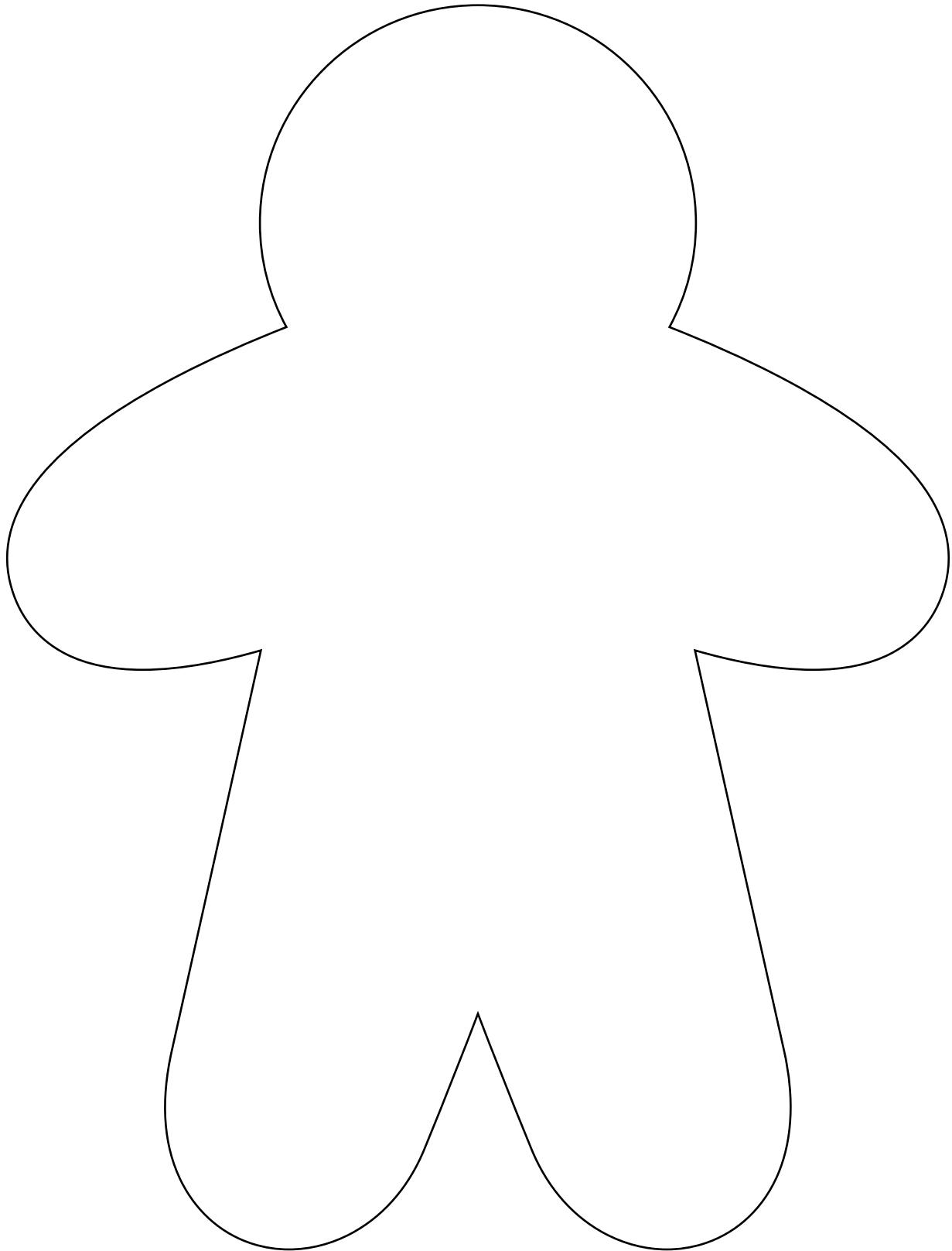
Line 3
three words
(verbs: actions of the
title)

Line 4
four-word phrase
(describe a feeling or
statement)

Line 5
one word
(synonym: refer back
to the title)

Name: _____

MY GLUE MASTERPIECE



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.