Preparing for the Guided Audio activity

You will need:
- A CD player and listening post
- The CD of the Guided Audio lesson using The Tricky Sticky Problem
- The counters provided in the pack (20 red and 20 blue counters)
- A copy of The Tricky Sticky Problem for each group member
- A copy of the worksheet to accompany The Tricky Sticky Problem for each group member (optional)

Synopsis and context

The reader will introduce the students to The Tricky Sticky Problem. The students will be guided to look at the cover and get a feel for the text and illustrations before beginning to read.

Then the reader will give a brief synopsis of the text with the purpose of familiarising the students with the content and layout. This section of the lesson is about activating prior knowledge.

The students will then be led through a page-by-page reading.

Reading the text

The students will be guided to read each page silently. They will be directed to aspects of the text selected as the teaching points for this lesson. In this case vocabulary and punctuation will be the focus in addition to some work with letter/sound relationships. At times the students will be asked to place a counter on certain words or punctuation. Attention will be drawn to the expressions on the characters’ faces and what they mean.

While the teacher will not be there to correct the students, the students can ‘check’ their response by looking at the other group members.

After the text exploration the reader on the CD will read the page before moving on.

Page by page the students will be guided through the book.

Lesson focus

<table>
<thead>
<tr>
<th>Layout</th>
<th>Vocabulary</th>
<th>Letter/sound relationship</th>
<th>Punctuation</th>
</tr>
</thead>
</table>
| Responding to bold type for emphasis used at the beginning of the story. | tried, students, sandwich, everyone, magnet, problem | • Initial sounds: dr in drain, s in sandwich
• Rhyming words: tricky, sticky, trick, stick | • Quotation or speech marks
• Exclamation marks |

Closure

Finally the students will be directed to return to the beginning of the book and listen as the book is read from beginning to end.

After the reading the students will be asked to read the book silently from beginning to end.

Optional worksheet

The instructions on the work sheet will be read to the group. The students will be asked to describe how Mr Martin’s feelings changed throughout the book. A work sheet is provided for the writing or you may prefer the students do this in their writing book or folder.

For alternative Blackline Masters refer to the Teachers’ Guide which accompanies the Learning Media Literacy program.
Think about how Mr Martin was feeling throughout the book.

On page 2 Mr Martin was feeling ________________________________.

Draw his face

On page 12 Mr Martin was feeling ________________________________.

Draw his face

Describe how you think the children felt at the end of the book.