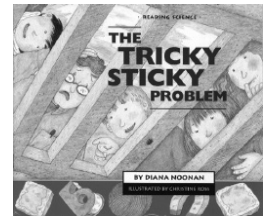


The Tricky Sticky Problem

by Diana Noonan

illustrated by Christine Ross



Book Summary

The Tricky Sticky Problem shows children using a problem-solving approach – identifying a dilemma and making a series of attempts to remedy the situation.

Features of the Book

- The design strip running down the left-hand edge of page 2.
- The large type for emphasis on the initial word in the story.
- The rhymes – “drain”, “again” and “stick”, “trick”.
- The use of direct speech.
- The way the illustrator has added extra touches to the story that are not mentioned in the text.
- The high-frequency words – “said”, “get”, “them”, “his”, “her”, and “she”.

Purpose

The Tricky Sticky Problem can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- 📖 hearing the individual sounds in a word;
- 📖 predicting outcomes from illustrations;
- 📖 summarising the main parts of the story;
- 📖 developing an awareness of the specific structure within a story.

Introducing the text

Discuss the expressions on the characters’ faces and what they might mean.

- *What has happened?*
- *Why do you think the man and the children are looking down the drain?*
- *What is a drain like this for?*

Read the title and the names of the author and illustrator to the group.

Reading the text

- 📖 Hearing the individual sounds in a word.
- 📖 Predicting outcomes from illustrations.
- 📖 Summarising the main parts of the story.

Page 2 – This scene, as on the cover, shows there is a problem.

- *What is Mr Martin saying?*
- *Which word tells you he is really worried?*

Page 3 – The children look thoughtful.

- *What do you think they are going to do?*

Discuss the body language of the children (arms folded, finger on mouth).

Pages 4 to 11 – The children are using different items to try to get Mr Martin’s keys back.

- *What is Samuel trying? Will it work?*
- *What did he pull out of the drain?*

Page 11 – At last, success!

- *Why did the magnet work and not the honey, gum, or tape?*
- *What other things might a magnet pull up from a drain?*

The children now read the book independently.

Revisiting the text

Discuss the use of capital letters at the beginning of people’s names. The children could practise by writing a list of the names of the children in their reading group.

Look at the “ck” blend.

- *Can you find the words that have these letters?*

Following Up

- 📖 Developing an awareness of the specific structure within a story.

✂️ Assist the children as they rewrite the story as a straight narrative in a “First”, “Next”, and “Then” format.

✂️ Work with the children to design a sequence strip to retell events in the story.

- 📖 Complete the blackline master opposite.