

Too Much Glue
Common Core Curriculum Guide Grades K- 3
Reading and Writing

Although his art teacher has warned him that “too much glue never dries,” Matty loves glue. One day during art class, Matty pours himself a gluey lake and belly flops right into the middle! When he gets stuck in the sloppy glop, Matty needs a plan, and his friends, to help him out of this mess.

Reading

1. How does the beginning introduce the story and how does the ending conclude the action?
 - Prior to reading: show students the cover and discuss the title. (You can also use this opportunity to review author/illustrator). Encourage students to predict what this story might be about based on the title and cover illustration. Students can pair share their own experiences with using “too much glue” if appropriate and time allows.
 - Read just the first page and discuss. What clues does the author provide about where this story might go? What clues does the illustrator provide?
 - Read the second page and discuss. This can still be considered part of the beginning. What clues might be on this page that let us predict what might happen?
 - Read the rest of the book allowing time for discussion as appropriate or necessary.
 - After reading, discuss the ending. What clues did the author give on the second- to-last page about what might happen? (Example: are the parents angry or do they think this is funny?) Can the students guess what was in the principal’s note just by looking at the illustrations? How does this ending wrap up the story?

Common Core State Standards addressed: RLK.1, RLK.6, RLK.7, RL1.1 RL1.7, RL2.1, RL2.5, RL2.7, RL3.1, RL3.7

2. Words and phrases supply rhythm and meaning in stories or poems
 - The author uses onomatopoeia and rhyme to emphasize certain places in the story. After providing an explanation for either or both, reread the story and have students identify words or phrases in the story that fit. Encourage students to read aloud with you as you read each successive stanza, starting with “The rest of me is a blucky sticky mess!” Without looking at the illustrations, encourage the students to create a mental image from the words. Do the rhyming words match what happened in the story? Clingy stringy describes what happens when the lassoes break; clicky bricky describes what happens when the plastic bricks scatter; etc. Students can pick a favorite stanza to illustrate if time allows.

Common Core State Standards addressed: RLK.4, RL1.4, RL2.4, RL3.4

3. Authors often want readers to learn a central message or moral from their stories. In this story, Matty is discouraged in his creativity by some and encouraged by others. Overall, the message he receives is that it is important to be true to yourself.
 - In a class discussion, ask students what they think the author’s central message is. Prompt as necessary with questions such as: Was Matty punished or rewarded for what he did? Were the incidents presented in negative or positive ways, and how do you know? What words does the author use to give us clues (example: “Matty, you’re a masterpiece!”).

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- Students can discuss what words the author might have used if he wanted us to take away a more negative message from the book.
- Why is it important to be true to yourself? Are there times when it's important to be true to yourself? In a class discussion or with partners, students can come up with ideas about when it's important to stand up for themselves, or times when they have done so.

Common Core State Standards addressed: RL1.2., RL2.2, RL3.2

Writing

Matty creates quite a lot of chaos in his classroom by using too much glue. In a class discussion or with partners, students decide whether they think all that chaos was worth it. If they could give Matty some advice before he started pouring glue, would they encourage him or discourage him based on what happened? Using letter writing format, have students write letters to Matty giving him their opinion about whether or not he should use a little bit of glue like the others, or whether he should go ahead and use a lot. Remind students to introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section (*second grade standards, revise as needed to fit your grade level standards*).

Common Core State Standards addressed: WK.1, W1.1, W2.1, W3.1