Sticky Situations

Learning objectives

• Express and develop ideas through collaborative discussion.
• Explain how scenes fit together to provide smooth transition and how they form the fundamental structure of a story, drama, or poem.
• Portray characters, settings, and events in detail based on inference and facts drawn from the text.
• Construct a conclusion, making use of transitional words and phrases and sensory detail to convey character experiences and events.
• Demonstrate the correct use of English grammar when writing and speaking.

Setting the scene

It’s a beautiful warm morning in the park. Polly the painter is out early. “I must finish painting this park bench before the visitors arrive,” she thinks. But Polly desperately needs to go to the toilet.

“I must remember to put up the ‘wet paint’ sign,” she thinks as she finishes the last stroke. “Oh no . . . I gotta go!” she shouts, and quickly runs off to the bathroom. There’s no time to put up the sign.

The first visitors of the day, Max and Millie, come walking down the path. It’s such a beautiful morning, they decide to sit on the bench overlooking the lake and feed the ducks.

What is likely to happen next?

Building the story

Ask the students to work in teams. Have them brainstorm ideas and then create a storyboard for a three- or five-scene drama. They should consider: the scenario, time and place, characters, props, and the main events.

• What depicts a park scene? How can this be created?
• How can wet or sticky paint be represented? How can its removal be portrayed?

Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

• What is the setting? How can you depict Polly’s tricky situation?
• Are there other visitors in the park? What are they doing?
• How will you depict the changing mood and atmosphere of each sequence? For example, relaxation, surprise, anger, or humor?

Common Core Standards

- Speaking and Listening: 2-5.1, 2-5.3
- Reading for Literature: 2-5.3, 2-5.5, 2-5.7
- Language: 2-5.1
- Writing: 2.3, 3.3c-d, 4-5.3c-d
Sharing and documenting

Ask the students to focus on varying the style of their delivery when narrating or playing a character before an audience. Ask them to make use of descriptive language and speech punctuation when recording and writing.

Sample solution

1. Polly the painter has just finished painting the park bench.
2. Max sits on the wet paint and keeps on talking as Millie sits by the lake.
3. Max sits in the lake to try and wash the paint off. Millie uses Max’s phone to take photographs of him as a reminder of the fun they had that day.

Extending

• Use the mood spinner card to decide the humor of the two characters during the last scene. Then tell the whole story from beginning to end and observe the story continuity.

• Use the StoryVisualizer to make a comic strip about Max and Millie’s fun experience in the park.

You can make the task more challenging by asking the students to use two layout templates for the comic strip.