My Super Sticky Sandwich

Use the following dialogue as a guide to help you teach the comprehension strategy. Make sure students understand the key details. Teach them how to ask questions for clarification if something is not understood.

Understand Key Details

**Teacher:** Look at the picture on the cover. What kind of sandwich do you see here?

Why is there so much peanut butter on this sandwich?

Let’s read *My Super Sticky Sandwich*, written by Ivy Jackson and illustrated by Margaret Willis.

**Teacher:** What did the boy get to make a sandwich?

*Read the pages.*

**Students:** He got peanut butter, jelly, and bread

**Teacher:** What is the problem with this sandwich? How much peanut butter does the boy put on the sandwich?

*Read the pages.*

**Students:** He put too much peanut butter on the sandwich.

*Read page 5.*

**Teacher:** What do you think happened here? What stuck to the boy’s nose?

**Students:** Jelly stuck to his nose.

*Note:* All Waterford student books referenced in this document are available from your Waterford Manager login. Select **Curriculum** and search by book title. Books are available in an online version in the **Activities** tab and a PDF version in the **Teacher Materials** tab.
**Teacher:** Why can’t the mother understand Sammy?

**Students:** The peanut butter is so sticky he can’t open his mouth.

**Teacher:** How does Sammy solve the problem?

*Read page 8.*

**Students:** He drinks milk.

*Show page 11.*

**Teacher:** What do you think Dad is saying to Sammy in this picture?

**Students:** That’s a big sandwich.

**Teacher:** Why did he want to make a smaller sandwich?

*Read the pages.*

**Students:** So it wouldn’t be too big for him.
Mom came into the kitchen. “Can I help you, Sammy?” she asked. “Mmmph!” I answered. “I can’t understand a word!” my mother said.

I tried to think of what to do. Then I had an idea. I got some milk and poured a glassful. Slowly I drank it.

I opened my mouth and smiled. “My mouth was stuck,” I said. “It was the peanut butter. I couldn’t say one word. What a sandwich!”


“You can have it,” I said. “I’ll make another sandwich, a smaller one, just my size.” And I did.

The End
Ooey, Gooey Mud

Use the following dialogue as a guide to help you teach the comprehension strategy. Make sure students understand the key details. Teach them how to ask questions for clarification if something is not understood.

Understand Key Details

*Show the cover.*

**Teacher:** What is this girl doing? What time of year do you think it is?

Let’s read *Ooey, Gooey Mud*, written by Marda Atwood and illustrated by Jeffrey Davis.

*Before reading, show each page.*

**Teacher:** What questions do you have about this page before we read it?

*Read page 3. Show the illustration.*

**Teacher:** What does she like to do with grass? What makes a parade through the grass?

**Students:** She likes to chew grass and watch the ants parade.

*Read page 7. Show the illustration.*

**Teacher:** What does she try to guess about stars? What game does she play with the stars?

**Students:** She guesses stars’ names. She likes to play the wishing game.
I like grass—
Itchy, scratchy grass.

3

I like jam—
Sticky, drippy jam.

4

I like water—
Clear, cool water.

5

I like hugs—
Friendly, loving hugs.

6

I like stars—
Shining, sparkling stars.

7

The End

8
The Alligator in the Library

Use the following dialogue as a guide to help you teach the comprehension strategy. Make sure students understand the key details. Teach them how to ask questions for clarification if something is not understood.

Understand Key Details

Teacher: Let’s read a story called The Alligator in the Library, written by Suzanne Hodson and illustrated by Jaimee Christensen.

We can take a peek to see what this book is about. As I go through the pages, look at the pictures.

Show the cover.

Teacher: What do you think the book is about?

Read page 2. Show the illustration.

Teacher: Look, the alligator went into the elevator. Did the mom see the alligator?

Students: She didn’t see the alligator.

Teacher: Do you think they will find some books to take home? Where are they going now?

Read page 3. Show the illustration.

Students: They are going downstairs.
**Teacher:** What is the alligator doing in the library?

**Students:** The alligator is reading.

**Teacher:** Does the little boy get to go in the elevator?

**Students:** No, he doesn’t get to ride the elevator.

**Teacher:** What do you think happened?

**Students:** The mom finally turned around and saw the alligator.
While Mother picked a video and some tapes, Jordan watched a big TV.

When Mother came to get Jordan, he grabbed her hand and pulled her toward the elevator. “Alligator! Alligator!” he cried.


At the checkout desk, Mother checked out the video, books, and tapes. Jordan helped carry his books.


The End
Lost Socks

Use the following dialogue as a guide to help you teach the comprehension strategy. Make sure students understand the key details. Teach them how to ask questions for clarification if something is not understood.

Understand Key Details

Show the cover.

**Teacher:** Look at the cover of this book. There is a ship with a pirate on it. What kind of a pirate is that?

**Students:** It’s a sock pirate.

**Teacher:** The title of this book is *Lost Socks*, written by Nick Russo and illustrated by Larry Moore. Do you think there are lost socks on the ship?

Read the pages.

**Teacher:** Are these socks lost?

Read the pages.

**Teacher:** Are these real socks?

**Students:** They aren’t real socks. Real socks don’t eat food.

Read page 6.

**Teacher:** Where are the socks?

**Students:** The socks are on the moon and at a party.

**Teacher:** What do you think the socks are looking for?
Do they go for a snack and never come back?  

Do they go on a trip in a magical ship?  

Do they go to the moon in a yellow balloon?  

Do they go to a party with a monster named Marty?  

Where do lost socks go?  
Do you know?  

The End
Moving Day

Use the following dialogue as a guide to help you teach the comprehension strategy. Make sure students understand the key details. Teach them how to ask questions for clarification if something is not understood.

Understand Key Details

Teacher: Let’s read Moving Day, written by Clarence Turner and illustrated by Bruce Martin.

Teacher: Why is Thomas moving?

Students: His mom has a new job.

Teacher: Where do they put the books and toys?

Students: They put them in boxes.

Teacher: What present does Thomas give his friend?

Students: Thomas gives a baseball cap to his friend.

Teacher: Who comes in a truck?

Students: Thomas’s grandpa comes in the truck.

Teacher: Where does he take them?

Students: He takes them out for pizza.
**Teacher:** Why is he afraid?

**Students:** He hears a scary noise in the night.

**Teacher:** When is he going to write Thomas?

**Students:** He’s going to write Thomas every week.

**Teacher:** Who is Jason?

**Students:** He is the boy who moved into Thomas’s house.

**Teacher:** What does he read to Jason?

**Students:** He reads Thomas’s letters.
Mine

Use the following dialogue as a guide to help you teach the comprehension strategy. Make sure students understand the key details. Teach them how to ask questions for clarification if something is not understood.

**Understand Key Details**

**Teacher:** Now we’re going to read Mine, written by Elizabeth Lane and illustrated by Amy Barrett.

**Teacher:** How is the girl like her dad? How is she like her mother?

**Students:** She has eyes like her dad. She has hair like her mom.

**Teacher:** Who has ears like hers?

**Students:** Her grandpa has the same ears.

**Teacher:** Who has a nose like hers?

**Students:** Her grandma has the same nose.

**Teacher:** What did she get when she fell off the bike?

**Students:** She got a scar.
I have my grandpa’s ears.

I have my grandma’s nose.

I have Uncle Mac’s thin fingers.

I have Aunt Pam’s big smile.

But this scar that I got when I fell off my bike is mine. All mine.

The End