



STUCK

AUTHOR: OLIVER JEFFERS

ILLUSTRATOR: OLIVER JEFFERS

See a video of the book read aloud here: [Stuck](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

From the illustrator of the #1 smash *The Day the Crayons Quit* comes another bestseller—a giggle-inducing tale of everything tossed, thrown, and hurled in order to free a kite! When Floyd's kite gets stuck in a tree, he's determined to get it out. But how? Well, by knocking it down with his shoe, of course. But strangely enough, it too gets stuck. And the only logical course of action . . . is to throw his other shoe. Only now it's stuck! Surely there must be something he can use to get his kite unstuck. An orangutan? A boat? His front door? Yes, yes, and yes. And that's only the beginning. *Stuck* is Oliver Jeffers' most absurdly funny story since *The Incredible Book-Eating Boy*. Childlike in concept and vibrantly illustrated as only Oliver Jeffers could, here is a picture book worth rescuing from any tree.

Barnesandnoble.com

ABOUT THE AUTHOR/ILLUSTRATOR

Oliver Jeffers is an author and illustrator of children's story books. He was born in 1977 in Australia. Oliver moved to Northern Ireland when he was a child and spent his childhood there. He attended Ulster University where he graduated in 2001. What inspired him? The reason he started writing was because when he was a young boy NOBODY believed him! That's when he started writing his books to pretend they all were stories. Oliver Jeffers has written twelve books since he became a writer. His first book was *How to Catch a Star*. His second book was *Lost and Found*. The third book is *The Incredible Book Eating Boy*. All twelve books of his have been written or illustrated by him or maybe even both. For his books he has won lots of awards which include the Blue Peter Book Award and Best Seller! Oliver Jeffers currently lives in New York, Brooklyn. Believe it or not, Oliver loves to collect books as well for his hobby. Oliver is 37 and is very successful. Believe it or not, he takes a pad of paper and pencil with him everywhere in case he gets an idea to write down or sketch.

<http://www.thevine.cambs.sch.uk> **Key themes to cover**

THE READ ALOUD

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Show the cover. I wonder what this book is about? Why are the words in the tree?
- What do you wonder about?
- Look on the back cover. What is this animal?

STUCK

TOPICS & THEMES:

- Problem solving
- Creative thinking
- Sequencing

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

- What does it have to do with the story do you think?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

Emergent Literacy (Comprehension - connections to world/self - print referencing - open ended questions - phonological awareness).

- p. 5 What does fetched mean? What do you predict will happen next?
- p. 9 Can you guess what happened?
- p. 15 Do you recognize the animal from the back of the book? Why do you think Oliver Jeffers chose this stuck object to put on the back cover instead of another?

AFTER READING

Use these after reading the story to help students understand what they just read.

- What was the problem in this book? Did it get solved? Why or why not?
- Why do you think the author wrote this book? What was he trying to share with us?

BRINGING THE BOOK TO LIFE!

- p. 10 What does flung mean? Can you spread out from your neighbor and show how you fling a paint bucket! Why do you fling something?

COOPERATIVE LEARNING

- p. 21 Turn to a neighbor and talk about what you predict will happen next. How will Floyd get all these objects out of the tree?
- p. 25 Thumbs up if you think a saw is a good idea. Thumbs down if not. Sideways if you're not sure. Why do you think so?

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- Conduct a picture walk through the book having the students retell the story.
- Without looking, see if the students can remember the order of the items that got stuck in the tree. Use picture cues for support if needed.
- P.6 Look at illustration. How do you think Floyd is feeling? What does ridiculous mean? Why does he think it's getting ridiculous?
- p.22 Re-read the passage at the top of this page. What is a commotion? Have the students use context clues to understand what the word means?
- Do you think Stuck is a good title for this book? Why or why not? If you were to give it a different title, what would you name it?
- If you were in this story, what advice would you have given Floyd right after the kite got stuck?
- How do you think this story would continue?

Suggested Optional Activity:

- Have students design a tool to get objects unstuck from the tree. Draw and explain how it will work.

2. WRITING ACTIVITY

- Floyd throws up an orangutan 'who surely had somewhere else to be?'. Write the story that explains where he was and how Floyd caught him. Or have the children draw a picture of this with annotations.

3. EXTENSION ACTIVITY

- Create a kite, decorate, cut out and attach a string and tail with yarn and or tissue paper.

COMMON CORE LINKS

CCSS.ELA-Literacy.RL. 1.1, 1.2, 1.2, 1.41.7