

A Teacher's guide  
for the

# Sticker Girl series

FOR  
USE WITH  
COMMON CORE  
STATE  
STANDARDS



## About the Author

**JANET TASHJIAN** is the author of the popular My Life series including *My Life as a Book*, *My Life as a Stuntboy*, *My Life as a Cartoonist*, *My Life as a Joke*, *My Life as a Gamer*, *My Life as a Ninja*, *My Life as a Youtuber*—as well as the Einstein the Class Hamster series, both of which are illustrated by her son, Jake Tashjian. *Sticker Girl* and the Einstein the Class Hamster series, illustrated by her son, Jake Tashjian. She is also the author of the Marty Frye, Private Eye chapter book series illustrated by Laurie Keller. Janet lives in Los Angeles, California.

This guide is aligned with Common Core Standards for grade 4 but can be applied to grades 3–7. To attain specific Common Core grade level standards for their classrooms and students, teachers are encouraged to adapt the activities listed in this guide to their classes' needs. You know your students best!



## About the Book

Martina Rivera has a remarkable imagination. But with two extroverted brothers at home, she's always struggled to make an impression on those around her. Life soon takes an exciting turn when Martina discovers the secret power of her sticker collection: They come to life! Among her magical sticker friends are Craig, a rambunctious talking cupcake; Nora, a karaoke-singing ladybug; and Lucinda, a very sleepy fairy. Will her new sticker friends help her overcome her shyness? Or will they get Martina in lots of trouble? Or both?! It's time to meet Sticker Girl!

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# pre-reading Activity

★ Have students fill out the following chart before beginning the novel. Then, discuss their answers in pairs or as a class.

Statement:	Agree?	Disagree?	Why you think so:
Shy kids just need to try harder.			
Stickers are one of the most imaginative things to play with by yourself.			
It's exciting to move to a new town and/or school.			
People who don't talk much probably don't think much either.			
If I had something magical, I would tell everyone I know.			

Ask students to make three predictions about Martina Rivera by looking at the cover of the book and using the following prompts:

- ◆ What will Martina be like as a student? A sister? A friend?
- ◆ What problems could her stickers create?
- ◆ Which sticker do you think will be most important to her? Why?








## DISCUSSION QUESTIONS




1. What do people not understand about those who are shy?
2. Describe Martina's family and home life.
3. Explain what happens when Martina peels a sticker off the page her dad brings home from his trip.
4. Does Martina tell anyone about her magic stickers? Why or why not?
5. Describe Craig both in looks and in personality.
6. Compare Martina's life at school to when she's at home with her extended family.
7. Explain how a sticker comes to Bev's rescue and helps Martina make a new friend.
8. How does Craig get Martina to do things she wouldn't usually try?
9. Explain how the magic punch helps with a field trip to the observatory.
10. Summarize what happens at the observatory and how it is explained to others.

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

# Common Core Activities

\* Martina is so lucky her stickers are magical and come to life! Of course, some of them might be a bit more than she bargained for. Have students fill out the following chart after reading the story.

Sticker:	The order in the book it comes to life:	Magic qualities:	How it helps Martina:	Any conflict or problem it causes:
				
				
				
				
				
				
				

Sticker:	The order in the book it comes to life:	Magic qualities:	How it helps Martina:	Any conflict or problem it causes:
				
				
				

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

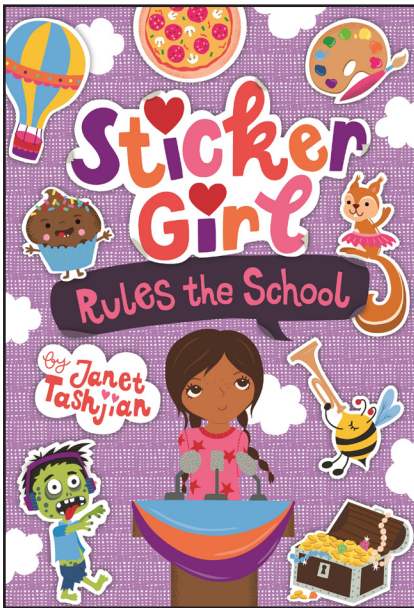
✳ Because you can't memorize every word in the dictionary, it's important to learn how to figure out what words mean by the way they are used in the context of a sentence or story. Have students list a synonym for each of the bold words in the sentences below to show they understand the meaning by the way it's used in context. If they can't think of a synonym on their own, have them use a thesaurus to help.

1. "They don't understand that I know every word to the newest songs, that I kill at Candy Crush, or that I've memorized chunks of **dialogue** from most Disney movies."
2. "I put stickers on my notebooks, on clothes, on my **bureau** and my mirror and the shelves in my room."
3. "Anyone looking inside our house with its **second-hand** furniture and homemade curtains would know we're hardly spoiled."
4. "I'm as **thrifty** as my mom, so nothing makes me feel worse than waste."
5. "I need to **savor** the stickers, make them last—at least until I get Dad to take me back to that store with the mysterious old lady."
6. "I skate around the parked cars, down the hill, and **expertly** turn at the bottom of the street."
7. "I'm **immune** to this pep talk, the same one my mother's given a dozen times."
8. "After a few songs, my father makes a big to-do out of the platter of hot dogs and hamburgers, reciting the endless list of **condiments** to **accompany** them."

CCSS.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

\* At the end of each chapter, ask students to write a one- or two-sentence summary of what happened in a notebook or on a sheet of paper. Then ask students to share what they believe are the themes of the book based on their summaries.

CCSS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.



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## About the BOOK

A chipmunk ballerina, a treasure chest full of jewels, a zombie DJ—these are just a few of the many stickers ready to be peeled off Martina Rivera’s new sticker sheet and come to life in Book 2 of the Sticker Girl series, *Sticker Girl Rules the School*. With a newfound confidence in hand, Martina is thinking about running for student council. Of course, her rambunctious sticker sidekick, Craig—a talking cupcake—thinks this is a great idea and volunteers her in the race for class president. As Martina soon discovers, running a campaign is a piece of cake compared to organizing a class trip and managing a horde of unruly stickers determined to create chaos within her group of friends. A magical new adventure with Sticker Girl awaits!

## Pre-reading Activities

\* The following words appear in Chapter One. Give two students one word and a sticky note and have them predict what will happen in the first four chapters based on this word alone. The prediction should include both a character and a problem. Post the prediction on the board or some chart paper. Then, after reading the chapters, discuss each prediction and its accuracy. Be sure to remind students that wrong predictions can be funny!

Anticipation	Cupcake	Stickers	Magical	Decision
Trouble	Hesitating	Toolbox	Enchanted	Soccer
Ballerina	Honeybee	Pizza	Paint	Zombie
Treasure	Balloon	Bev	Alive	Anxious

\* Divide the class into pairs and give each small group strips of paper with the chapter titles on them.

Craig, is that you?	A pouty baked good	A chest	Wait—what?	Student council
Something I’m good at	On the campaign trail	Surprise party	Presto, change-o	Eileen
Do I have to?	Zombie boy	The after-party	Family night	Our first meeting
An afternoon with James	A too-cool party	The bus ride	Oh no!!!	Buzzzzzz!
Walter to the rescue	Quite the show	A day to remember	One more thing	

Then have each pair arrange the chapter titles to create an original poem. Students may make slight alterations (deleting a word, changing a verb tense, etc.) if necessary.



Once students are happy with their poems, post the poems on a bulletin board or have groups trade poems. As a class, discuss what the students think will happen in the story. Then write a one-sentence prediction about the book.









## Discussion Questions

1. What sticker does Martina decide to peel first? Why? What do you think most people would choose? Which would you?
2. Explain why the second sticker peeled is both exciting and disappointing.
3. How does Craig get Martina more involved in the class elections than she'd planned to be? Why is this such a big step for Martina?
4. Why does Martina interview her classmates? What does she learn?
5. Describe the magical stickers Martina uses to help prepare for the election. How does running for office help Martina confront her shyness?
6. How is the stickers' magic unreliable?
7. Describe Eileen O'Connell and how she sets up a conflict between Martina and her best friend, Bev.
8. Explain how a zombie changes the rally and the field trip to the zoo.
9. How does Martina amuse her brother with her sticker friends when she babysits him? What makes a good babysitter?
10. Summarize the events at the zoo in three sentences.

**CCSS.ELA-LITERACY.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

★ Martina's magical stickers are both amazing and more troublesome than she expects. Have students review the events and characters of the story by filling out this chart:

Sticker:	How it helps Martina:	How it disappoints or causes troubles:
		
		

Sticker:	How it helps Martina:	How it disappoints or causes troubles:
		
		
		
		
		
		
		
		

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

★ Have students read the following sentences from the book and ask them to predict the bold word’s meaning by the way it is used in the sentence.

Word in context:	What I think it means:	How certain I am of its meaning (☺ or ☹)	The actual definition in the dictionary:
“We’re the ones who finally get to come alive—you should take <b>OUR</b> needs into <b>consideration.</b> ”			
“I suppose that if Craig tastes as good as he looks, everyone’s a <b>potential</b> threat.”			
“Maybe since I’ve got a friend to hang out with now, their magic will be much more <b>manageable.</b> ”			
“How am I going to explain this <b>windfall</b> to my parents?”			

CCSS.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

★ Martina must give a speech to become class president. Ask students what they think makes a good speech. Then review the chapter “Do I Have To?” as a class and record how each speaker performs using the chart below.

Speaker:	How much they prepared for the speech:	Content (what it’s about):	How the audience responds:
TOMMY			
CAITLYN			
MARTINA			



After recording the class's thoughts, discuss who they think gave the best speech. Consider the following questions in your discussion:

- ◆ Why do audiences often respond to a speaker like Tommy?
- ◆ Who would you vote for based on their speech alone? Would you want to give a speech like this?

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## Common Core Activities for the series

\* Have students write a paragraph about their favorite scene in either of the two books. Ask them to explain why this is their favorite using the chart below to help organize their thoughts and ideas.

My favorite Sticker Girl scene:	
One reason it's my favorite (give a detail):	
The second reason it's a great scene (give a fact or example):	
Concluding statement (sum up your reason for liking it):	

Encourage students to link their opinion to their reason by using at least two of these transitional phrases:

- ◆ For instance
- ◆ For example
- ◆ In addition
- ◆ In fact
- ◆ Additionally

CCSS.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.W.4.1.B Provide reasons that are supported by facts and details.

CCSS.W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.W.4.1.D Provide a concluding statement or section related to the opinion presented.

- \* Have students write their own Sticker Girl chapter in which they are the lucky owner of a sticker sheet.
  - ◆ First, they'll need to design a new sticker. Have them consider their sticker character's personality traits and magical qualities.
  - ◆ Next, they'll need to choose a setting for their scene.
  - ◆ After that, they'll need to devise a conflict or problem.
  - ◆ Finally, how will their sticker help with this problem?

CCSS.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Tracie Vaughn, author and teacher, created this guide.