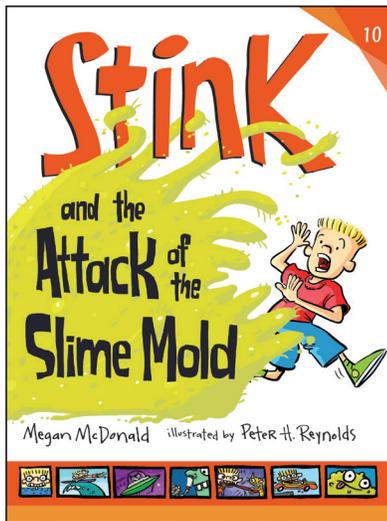


Stink and the Attack of the Slime Mold

Teachers' Guide

Look inside for STEM-friendly activities that meet Common Core State Standards!



About the Book

Glip! Glop! Gloop! What looks like dog vomit, smells like a corpse flower, and stars in one of the scariest movies Stink Moody has ever seen? Is it the Glob? Son of Glob? No, it's . . . slime mold! Stink may be a super science geek, but even Dr. Stinkelstein is feeling freaked out about having a slime mold living and growing in *his very own room*. Vintage horror flicks meet classic *Star Trek* episodes as a wary Stink (with some help from Dr. Judy Moody) comes to know and love an unusual new pet in a hilarious adventure that sneaks in some slime mold facts and follies in each chapter.

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Also available as an e-book and in audio



Common Core Connections

Educators! Crawl slowly for your lives! As Stink kicks off his second decade with this super-funny homage to an oozy-goozy organism, you now have these Stink-errific (and educational) corresponding book activities your students will love. The activities in this guide are designed to make cross-curriculum learning exciting as they add to your Common Core State Standard and STEM-approved lessons.



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Gloopy, Globby Blobs

You can't talk about oozy blobs and slime mold without your students' wanting to make their own. Follow these easy steps to make some (almost) mess-free blobs in your classroom.

Moldy Materials

- 4 oz. Elmer's white glue
- 1 1/2 cups water
- Mixing spoon
- Two bowls
- Food coloring
- 1 tsp borax (you can find this in the laundry detergent aisle)

Stinky Steps

1. Mix 4 ounces of glue with 1/2 cup of water in one bowl.
2. Stir in desired food coloring.
3. Mix 1 teaspoon of borax with 1 cup of water in the second bowl.
4. Pour the contents of bowl one into bowl two while slowly stirring. A gloopy, globby blob will start to form right away.
5. Keep stirring as long as you can, then knead it with your hands until it's not sticky anymore.

Encourage your students to talk about their experience with this science experiment. Note that what they have created is *not* slime mold, but it is slimy and will grow mold (though not slime mold) if it isn't stored in a plastic bag and refrigerated when they are finished experimenting with it. Discuss the fact that slime molds are single-celled organisms and how they differ from the mold that students might find on old bread.

If you want to do a slime mold project à la Mrs. Rottenberger's Science Club, you will need to collect slime mold samples from a wooded area or buy them from a scientific supplier.

Stink's Friday Night Freak Fest

The Moody family have an eye-popping time at the Stardust Drive-in Movie Theater's Friday Night Freak Fest. Have your students design their own movie posters for an imaginary Friday Night Freak Fest that would take place at your school. Instruct them to include the names of the movies they would show (real or made-up), a date and time, and a tagline to promote the festival. Suggest that they design their posters with drawings and pictures from old magazines and images printed out from the Internet. Then have each student write a paragraph persuading others to attend their festival and present their Friday Night Freak Fest plans to the class.

COMMON CORE CONNECTIONS

Speaking & Listening: Comprehension and Collaboration SL.1.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.



COMMON CORE CONNECTIONS

Writing: Text Types and Purposes W.1.2–3.2: Write informative/explanatory texts.

Speaking & Listening: Comprehension and Collaboration SL.1.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

Attack of the Glob Monster

After seeing *The Glob* at the Stardust, Stink has nightmares about blobby-globby goo taking over the earth. Brainstorm with your class about the reasons Stink has these nightmares and why people have nightmares in general. Then have your students write narratives describing Stink's glob-monster nightmare and invite them to share their stories with the class.



COMMON CORE CONNECTIONS

Writing: Text Types and Purposes W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Speaking & Listening: Comprehension and Collaboration SL.1.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

A Joke a Day Keeps the Slime Mold Away

The author of *Stink and the Attack of the Slime Mold*, Megan McDonald, uses a lot of puns and plays on language throughout the book. For example, on page 54 Stink goes to ask for a Cheerio and “could use some cheery-o-ing up.” Talk to your class about puns (jokes that use words that sound alike but have different meanings, or that use a secondary meaning of a word to make something funny). Have your students go back through the book to find funny puns and word jokes. Then ask them to create their own puns to share with—and entertain—the class.



COMMON CORE CONNECTIONS

Speaking & Listening: Comprehension and Collaboration SL.1.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

Language: Vocabulary Acquisition and Use L.1.4–3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-specific reading and content.

Language: Vocabulary Acquisition and Use L.1.6–3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

A Meal Fit for a Slime Mold King

In order to help Mr. McGoo grow by leaps and blobs, Stink feeds his slime mold foods such as oatmeal, Cheerios, and rice puffs. Since slime mold is actually a single-celled organism, it can eat real food. Ask your students to create a menu to serve Mr. McGoo that consists of their favorite foods. Have them design a menu where they name and describe a three-course meal to share with the slime mold. Be sure to invite students to share their favorite slime mold-inspired dish with the class. Blob *appétit!*

COMMON CORE CONNECTIONS

Writing: Text Types and Purposes W.1.2–3.2: Write informative/explanatory texts.

Speaking & Listening: Comprehension and Collaboration SL.1.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

Orange Cheese Dust from Outer Space

Stink gets glib-globbering mad at Riley for accidentally firing an Unidentified Flying Sneeze on Mr. McGoo. He looks at the bag of cheese doodles she was eating and finds out that her cheese dust is made of ingredients such as “disodium phosphate, dextrose, artificial flavor, artificial color, disodium blah-blah, *more* disodium blah-blah. And don’t forget corn syrup” (page 67). Have your students look up the ingredients of their favorite snack foods, research what they are, and write a paragraph on their findings.



COMMON CORE CONNECTIONS

Writing: Research to Build and Present Knowledge W.1.7–2.7: Participate in shared research and writing projects.

Writing: Research to Build and Present Knowledge W.3.7: Conduct short research projects that build knowledge about a topic.

Writing: Research to Build and Present Knowledge W.1.8–2.8: Recall information from experiences or gather information from provided sources to answer a question.

Writing: Research to Build and Present Knowledge W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Language: Vocabulary Acquisition and Use L.1.4–3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-specific reading and content.

Language: Vocabulary Acquisition and Use L.1.6–3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Stink-y Slime Mold Memories

Each chapter of *Stink and the Attack of the Slime Mold* ends with a comic featuring cool facts and fantasies about slime mold. Ask your students to write and illustrate a comic starring Stink and Mr. McGoo that includes one interesting fact about slime mold. Be sure to invite students to share their finished creations with the class. You may wish to publish all of the comics in a collaborative comic compendium.

COMMON CORE CONNECTIONS

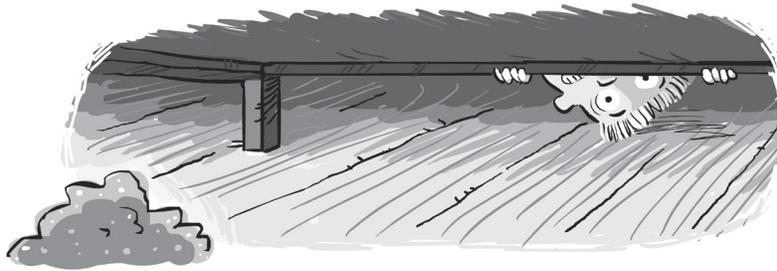
Writing: Text Types and Purposes W.1.2–3.2: Write informative/explanatory texts.

Speaking & Listening: Comprehension and Collaboration SL.1.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

freaky-Stinky factoids

Stink and the Attack of the Slime Mold is oozing with facts about slime mold. Read the following statements and decide which are true and which are false. Put an X in front of the false statements, then rewrite them and make them true.

- _____ 1. Slime mold is a single-celled mineral.
- _____ 2. Slime mold can join with other slime molds.
- _____ 3. Some slime molds can grow to be as big as three hundred feet across.
- _____ 4. In order to thrive, slime mold should be kept in a bright and hot place.
- _____ 5. Slime mold is not an animal.
- _____ 6. Slime mold grows like a toadstool but is not a fungus.
- _____ 7. It takes a very long time for slime mold to grow.
- _____ 8. There are some things slime mold won't eat.
- _____ 9. A slime mold's spores can spread.
- _____ 10. Slime mold can shrivel up if kept in a cold environment.

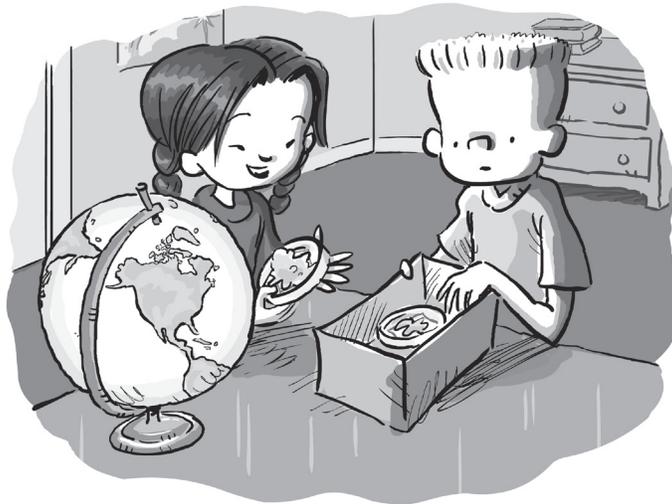


Answers: 1. false; Slime mold is a single-celled organism; 2. true; 3. false; Some slime molds can grow to be as big as three feet across; 4. false; In order to thrive, slime mold should be kept in a dark and warm place; 5. true; 6. true; 7. false; It takes a very short time for slime mold to grow; 8. true; 9. true; 10. true

It's a Goo(d) Time To . . .

Stink uses military time to talk about events throughout *Stink and the Attack of the Slime Mold*. Military time uses a twenty-four-hour clock instead of the twelve-hour clock most of us are used to. It counts the hours of the day from 1 to 24, rather than repeating 1 to 12. Military time starts at 0000 hours (12 a.m.) and goes to 2359 hours (11:59 p.m.). It does not have notations for a.m. and p.m. Using this information, convert the following twelve-hour clock times into military time.

- | | |
|---------------------|----------------------|
| 1. 1 a.m. _____ | 7. 3:42 p.m. _____ |
| 2. 4:58 a.m. _____ | 8. 6:17 p.m. _____ |
| 3. 5:25 a.m. _____ | 9. 8 p.m. _____ |
| 4. 7 a.m. _____ | 10. 11:05 p.m. _____ |
| 5. 10:39 a.m. _____ | 11. 12 a.m. _____ |
| 6. 12 p.m. _____ | |



Answers: 1. 0100 2. 0458 3. 0525 4. 0700 5. 1039 6. 1200 7. 1542 8. 1817 9. 2000 10. 2305 11. 0000

Captain's Log

Just like Captain Kirk in *Star Trek*, Stink Moody records his observations of Mr. McGoo in a very efficient log. Find something interesting to observe for one week and write down your daily Stink-tastic observations here.



CAPTAIN'S LOG:
SLIMEDATE 3196.1

CAPTAIN'S LOG:
SLIMEDATE 3196.2

CAPTAIN'S LOG:
SLIMEDATE 3196.3

CAPTAIN'S LOG:
SLIMEDATE 3196.5

CAPTAIN'S LOG:
SLIMEDATE 3196.4

CAPTAIN'S LOG:
SLIMEDATE 3196.7

CAPTAIN'S LOG:
SLIMEDATE 3196.6