

Stink

and the Hairy Scary Spider

Megan McDonald

illustrated by Peter H. Reynolds



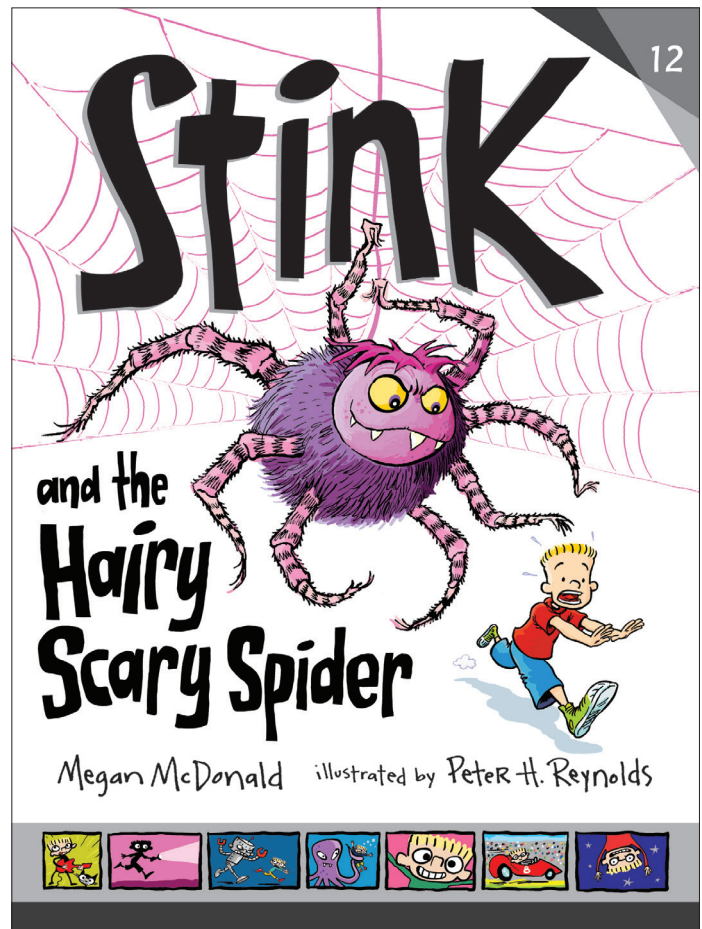
ABOUT THE BOOK

Creepy! Crawly! Criminy! Everyone knows that Stink is bonkers about most scientific things. But there's one exception: dangle a spider in front of him and he goes berserk! Stink is so freaked out by spiders that he can't read about them. He can't look at them. He can't *think* about them. And he for-sure can't touch them! Stink has a fear of spiders, and he has it bad. But when a hairy backyard emergency arises, Stink is forced to face his fear—and eight beady eyes—head-on. Will he manage to tame the heebie-jeebies, or will he remain stuck in his web of terror?

Common Core Connections

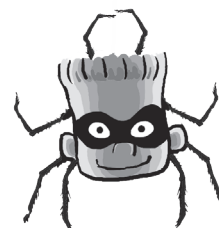
Educators, squish your students' fear of H-A-R-D W-O-R-K with these engaging and educational *Stink and the Hairy Scary Spider*-themed activities. They are designed to make cross-curriculum learning way-NOT-boring and add to your Common Core State Standard lessons.

Look inside
for activities that meet
Common Core State
Standards!



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Also available as an e-book and in audio



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COMMON CORE CONNECTIONS

Speaking and Listening:

Comprehension and Collaboration SL.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.



THE CLASS MENAGERIE

Explain to your class that a menagerie is a collection of animals on display. Drawing inspiration from Stink's origami animals, have your class create their own menagerie. Invite students to choose an animal and research ways to make it. They can experiment with folding origami or choose another method, like molding with clay, upcycling discarded items, or using materials from nature. Display your class menagerie for the whole school to see.



COMMON CORE CONNECTIONS

Writing:

Text Types and Purposes W.1–3.2: Write informative/explanatory texts.

Writing:

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

Speaking & Listening:

Comprehension and Collaboration SL.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:

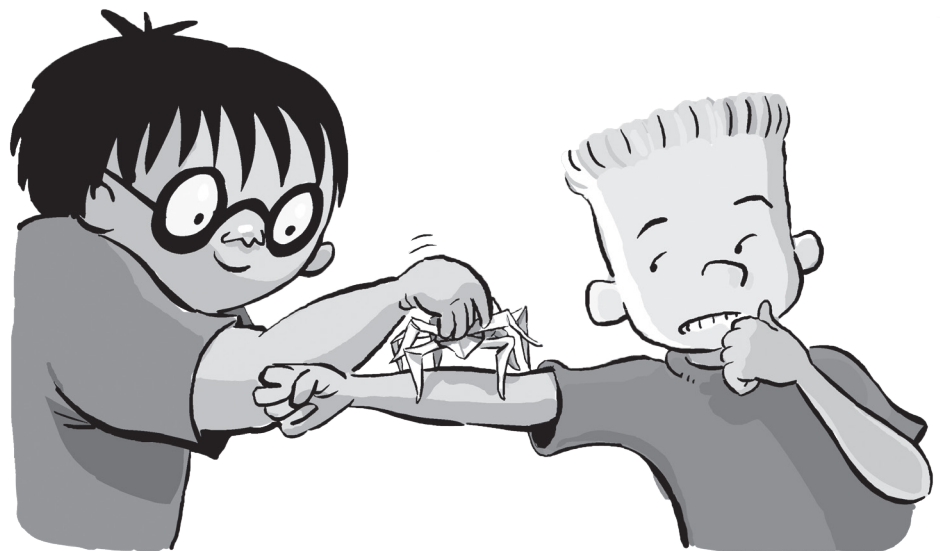
Vocabulary Acquisition and Use L.1–3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-specific reading and content.

Language:

Vocabulary Acquisition and Use L.1–3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SPIDER SCARE

Once he gets spiders on the brain, Stink can't stop the heebie-jeebies from taking over. He certainly has arachnophobia, a fear of spiders. There are phobias of almost anything, like cryptozoophobia, the fear of Bigfoot and other mythical creatures, and bromidrophobia, the fear of stinking. (Both of which Stink definitely does *not* have!) Have your students choose a phobia to research and share their findings with the class. Ask them to look up and explain what the phobia is, what its possible causes are, any side effects, and ways to treat it.



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.

Writing:

Research to Build and Present Knowledge W.1–2.8: Recall information from experiences or gather information from provided sources to answer a question.

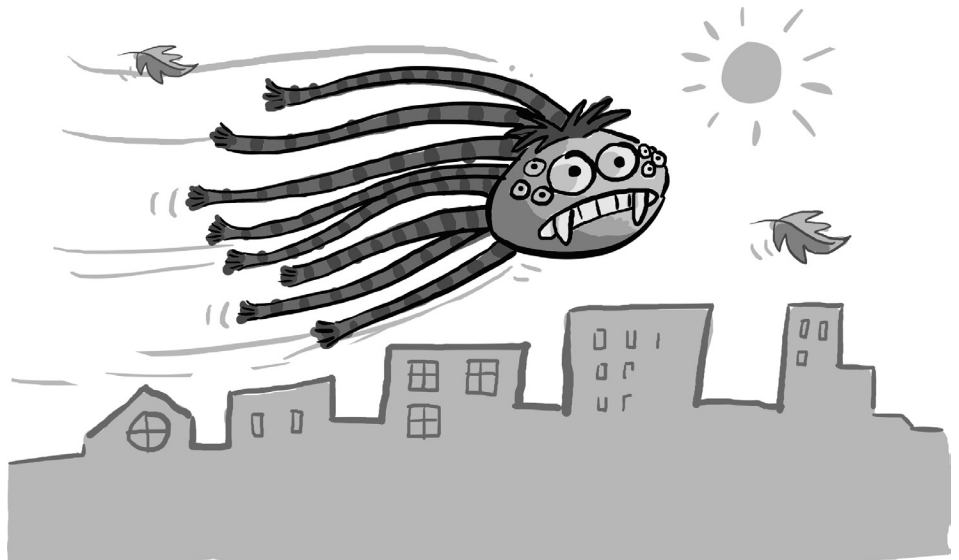
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TOP-SECRET SUPER-SCIENTIFIC RADIOACTIVE LAB CREATURES

Be your own Dr. Frankenstink! When Stink first encounters Lula (aka Kiki), he thinks she is a mutant creature that escaped from a top-secret super-scientific radioactive lab. The hairy spider was so scary, she gave Stink nightmares! Ask your students to create their own super-scientific radioactive lab creatures. First, have them draw and label their mutants. Then instruct them to write a scary story featuring how the creature was created, what it looks like, how it escaped from the lab, and what happened to it after it was discovered. Invite students to share their work with the class.



COMMON CORE CONNECTIONS

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SQUISHER VS. SAVER

In *Stink and the Hairy Scary Spider*, we find out that Judy Moody is a spider Saver. She catches and sets spiders free because she knows they are important to the environment. Take a class poll to see which students are Squishers and which ones are Savers. Put the Squishers in one group and the Savers in another. Have each group come up with reasons that their method is the best, then have a class debate on the topic of Squishers vs. Savers. Make sure each student contributes to the discussion as they try to persuade the other group to see their side.



COMMON CORE CONNECTIONS

Writing:

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

Speaking & Listening:

Comprehension and Collaboration SL.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.



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COMMON CORE CONNECTIONS

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FREAKY-DEAKY SCIENCE

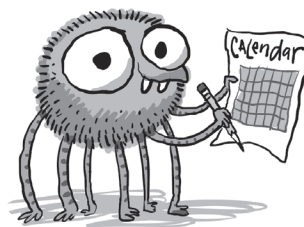
“Did you know there are so many spiders in the world that they could eat all the humans on Earth in one year?” (page 139)



Stink loves learning new scientific facts so much that it makes him shiver with excitement. Instruct your students to find a scientific fact that is so freaky-deaky that it will blow the (smelly) socks off of Stink. Have them use books, the Internet, and other research materials to find their facts. Ask each student to present their findings to the class, then vote to see which one would make Stink shiver the most, on a Shiver Scale of one to ten.

W.W.Y.C.I. (WHAT WOULD YOU CALL IT?)

Stink and Izzy use initialisms after their names to let others know a little something about themselves. Explain to your class that initialisms, like *U.F.O.* (Unidentified Flying Object), *U.S.* (United States), *F.D.O.* (Future Dog Owner), and *O.S.H.* (Official Spider Handler), are abbreviations that are used to shorten phrases and are pronounced one letter at a time. As a group, come up with a list of initialisms that they know. Then have students come up with their own initialism to add to the end of their name.



HAPPY HA-HA HOLIDAYS

Stink is counting down the days until March 14, National Save a Spider Day. There are silly holidays and observances for almost any animal, food, or thing you can think of. Some others that Stink would like are National Pizza Day (February 9), Shark Awareness Day (July 14), and Slime Day (December 9). Have your students research silly holidays, choose one, and plan a way to celebrate it. Ask them to share their celebration ideas with the class at a Happy Ha-Ha Holidays party.

BACKYARD SCAVENGER HUNT

How many of these things can you find in your backyard? Read the questions at the bottom before you hunt so you can be thinking of your answers.



NAME _____ DATE _____

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> bird | <input type="checkbox"/> flower | <input type="checkbox"/> rock |
| <input type="checkbox"/> branch or stick | <input type="checkbox"/> flying insect | <input type="checkbox"/> seed |
| <input type="checkbox"/> bud | <input type="checkbox"/> grass | <input type="checkbox"/> spider |
| <input type="checkbox"/> cloud | <input type="checkbox"/> leaf | <input type="checkbox"/> spider web |
| <input type="checkbox"/> crawling insect | <input type="checkbox"/> litter or trash | <input type="checkbox"/> worm |
| <input type="checkbox"/> dandelion | <input type="checkbox"/> moss | |
| <input type="checkbox"/> dirt | <input type="checkbox"/> puddle | |

Use your senses to answer the following questions:

What was the creepy-crawliest critter you saw? _____

What was the weirdest thing you heard? _____

What was the worst thing you smelled? _____

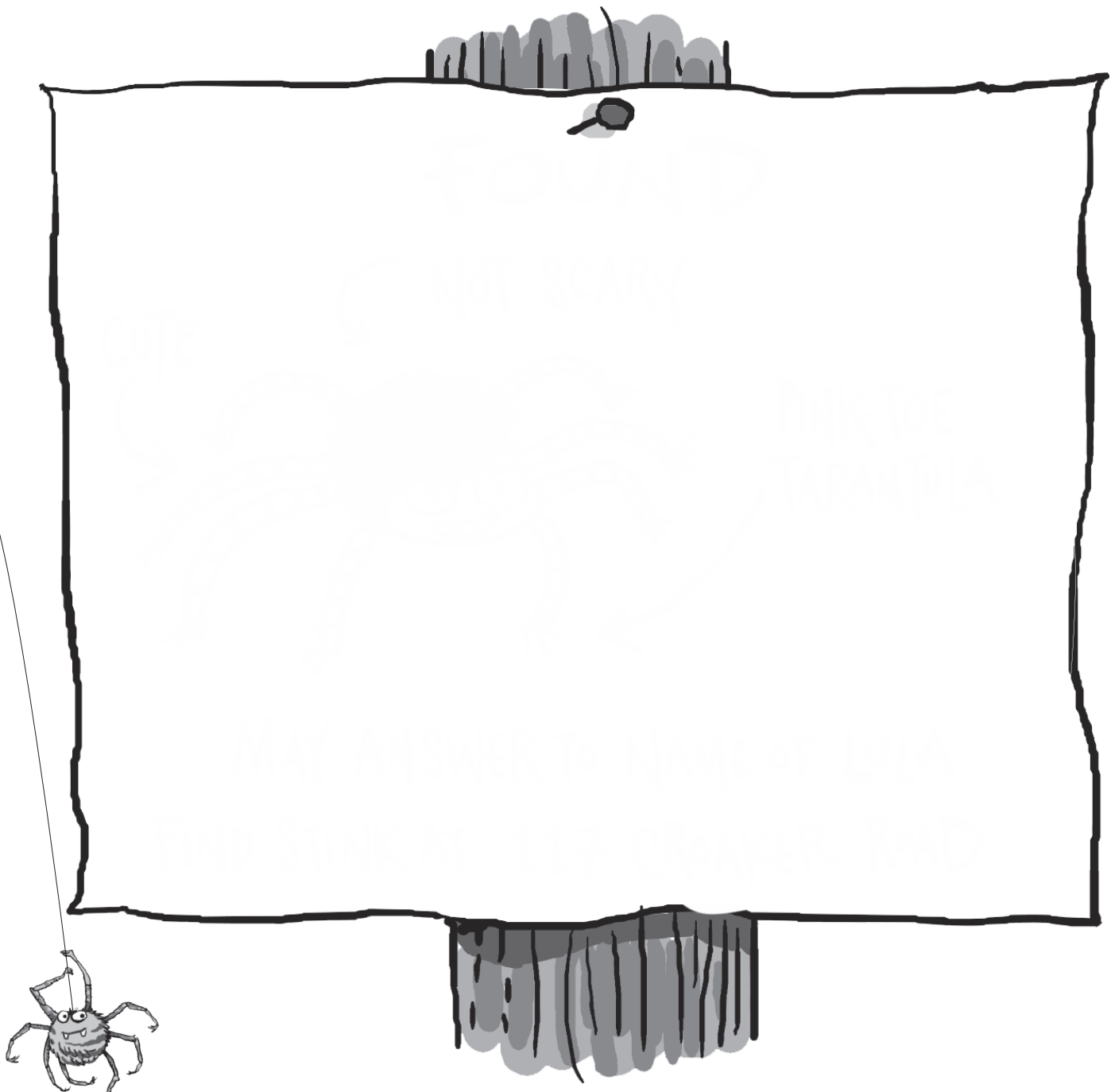
What was the slimiest thing you felt? _____



LOST OR FOUND PETS

While trying to find Lula's rightful owner, Stink stumbles upon some signs for lost or found pets. Some make him laugh. Others are serious. Create your own lost or found pet sign below. Make sure you include an image of the animal, contact information, and anything else relevant to helping the pet get home.

NAME _____ DATE _____



WEB OF KINDNESS

In the beginning of *Stink and the Hairy Scary Spider*, Stink is *really* afraid of spiders, so his friends try to help him associate nice thoughts with spiders instead of scary ones. One of the ways they do this is the Charlotte Factor. The spider in *Charlotte's Web* is nice and wrote kind words in her web, so Webster reads to Stink from the book to give him a good association with spiders. Be like Charlotte and design your own Web of Kindness below by writing and decorating your favorite words or phrase about kindness in the web below.

NAME _____ DATE _____

