

# Stink Superhero Superfan

Look Inside for SUPER Activities That Meet Common Core State Standards!

Megan McDonald

illustrated by Peter H. Reynolds

## ABOUT THE BOOK

Thanks to a trove of vintage comic books and a few forensic tips, Stink becomes a supersleuth in this episode honoring classic superheroes and mystery-solving.

At a Moody family yard sale, Stink uncovers a box of old comics about a superhero he's never heard of: Super Gecko. What could be more fantastic than a part man, part lizard with superpowers? *Hello, fun!* Even better, Super Gecko just happens to be making a super comeback. And just as Stink becomes Super Gecko's number one fan, the impossible happens: Stink starts receiving mysterious notes signed by Super Gecko himself. But Super Gecko isn't *real*, is he? Using his newly acquired superpowers of science and deduction—all the cool stuff he's learning at Saturday Science Club—Stink puts himself to the test. Can he figure out who is writing the letters?



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Also available as an e-book

## Common Core Connections

We know educators are superheroes, but get ready for your class to witness it firsthand. Use this guide, featuring book-specific activities aligned to the Common Core State Standards, to show students how exciting reading can be. Kids won't suspect they are learning important language-arts skills as they are amused and inspired by Stink and the mystery surrounding Super Gecko. Talk about superpowers—*Kaboom! Zowie! Wow!*



  
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## COMMON CORE CONNECTIONS

### Speaking and Listening:

Engage effectively in a range of collaborative discussions.

### Research to Build and Present Knowledge:

Participate in shared research and writing projects.

### Vocabulary Acquisition and Use:

Demonstrate understanding of word relationships and nuances in word meanings.

## WHIZ! BAM! BOOM!

The words *whiz*, *bam*, and *boom* are examples of onomatopoeia. Onomatopoeia is a literary device using words that mimic the sound they refer to. It is found often



in comics and helps to make the experience of reading comics exciting and multisensory. With your whole class, discuss the purpose of onomatopoeia and come up with a list of onomatopoeia words. Then have your students work individually to find out where and how onomatopoeia is used in *Stink: Superhero Superfan*.



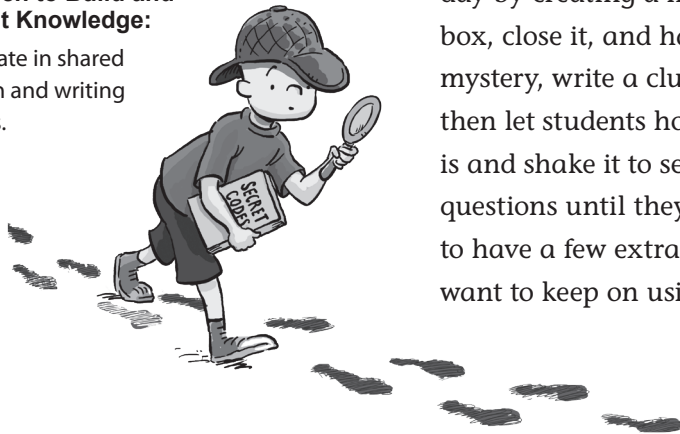
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## CLASSROOM DETECTIVES

In his Saturday Science Club, Stink learns that forensic scientists are like superheroes because they use super powers of deduction and observation to help them figure things out. Have your class become forensic scientists for the day by creating a mystery for them to solve. Put an object in an empty box, close it, and have your students guess what's inside. To start the mystery, write a clue about the object using letters cut out of magazines, then let students hold the box to find out how heavy the mystery object is and shake it to see if it makes any noise. Have them ask you yes-or-no questions until they solve the mystery of what's inside the box. Be sure to have a few extra mystery objects on hand because your class will want to keep on using their detective skills!

## COMMON CORE CONNECTIONS

### Speaking and Listening:

Engage effectively in a range of collaborative discussions.

### Writing:

Write narratives in which they recount a well-elaborated event or short sequence of events.

### Research to Build and Present Knowledge:

Participate in shared research and writing projects.

## BECOMING SUPER STINK

Stink and his friends know that every superhero needs a great origin story. An origin story explains how a superhero gained their powers and why they decided to take up the task of becoming a hero. Ask your students to reread Super Gecko's origin story (page 28) to inspire them to write one for Super Stink. Encourage them to come up with ideas on what Super Stink's superpowers are, what Stink was doing when he became Super Stink, and how he felt about the transition from a normal boy to a superhero. Make sure they bring their stories to life with dialogue Stink would say, descriptive language, and detailed imagery. Invite your students to share their stories with the class.



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## COMMON CORE CONNECTIONS

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### Writing Standards:

Write informative/explanatory texts.

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Participate in shared research and writing projects.

## HOW GROOL!

Super Gecko is described as GROOL, a word that combines the words *great* and *cool*. Blended words like this are called portmanteaus. Hold a group discussion about portmanteaus and have your class come up with as many as they can. Write the portmanteau and the words that create it on the board. Vote for the best portmanteau in the following categories: Most Superhero-Like, Most Original, Funniest, Most Descriptive, Best Use of a Spelling-List Word, Best Use of Someone's Name in the Class, and Most Likely to Be Used by Stink.



## SUPER POWER-FUL RESEARCH

Mrs. Rottenberger teaches her Saturday Science Club students that almost all their favorite superheroes' powers are based on real science. Have your students re-read this section of *Stink: Superhero Superfan* (pages 123–126), then ask them to choose a superpower and research how it's based on science. Instruct them to create a slideshow to present their findings to the class. This can be done individually, in pairs, or in groups.



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Write informative/explanatory texts.

## CLUED IN

In order to throw Stink off her trail, Riley Rottenberger leaves Stink clues that are made up of letters cut out of magazines. Ask your students to make their own magazine-letter clues. Have them look around the classroom and choose

an object, such as a particular book, school supply, or classroom decoration. Then have them write a vague description or riddle about their item. Once they're happy with their clue, ask them to look through magazines, find the letters or words that make it up, cut them out, and paste them to a piece of paper. Put your class in small groups and have them solve each other's clues.





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### Research to Build and Present Knowledge:

Participate in shared research and writing projects.

## HERE I COME TO SAVE THE DAY

In *Stink: Superhero Superfan*, Stink often thinks about what it would be like if he were a superhero. Ask your students to think about what *their* lives would be like if they were superheroes and have them write about it. Instruct them to include things such as their superhero name, what superpowers they possess, who their alter ego is, what they stand for, what makes them a hero, and who (or what) they fight against. Invite students to share their narratives with the class.



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## HELLO, FUN-O!

Stink picks up the Super Gecko comic books and decides he's a Super Gecko superfan right away. He loves Super Gecko's catchphrase, "Hello, fun," and thinks the way he adds o's to the end of words is *Amazing-o*. Have your students create a poster highlighting all the GROOL things about Super Gecko. Invite

them to draw pictures, write minicomics, use words and phrases Super Gecko might say, and add quotes from *Stink: Superhero Superfan* and the Super Gecko comics. Hang the posters outside your classroom so the whole school can learn how *Neat-o* and *Smart-o* Super Gecko, Stink, and your students are.

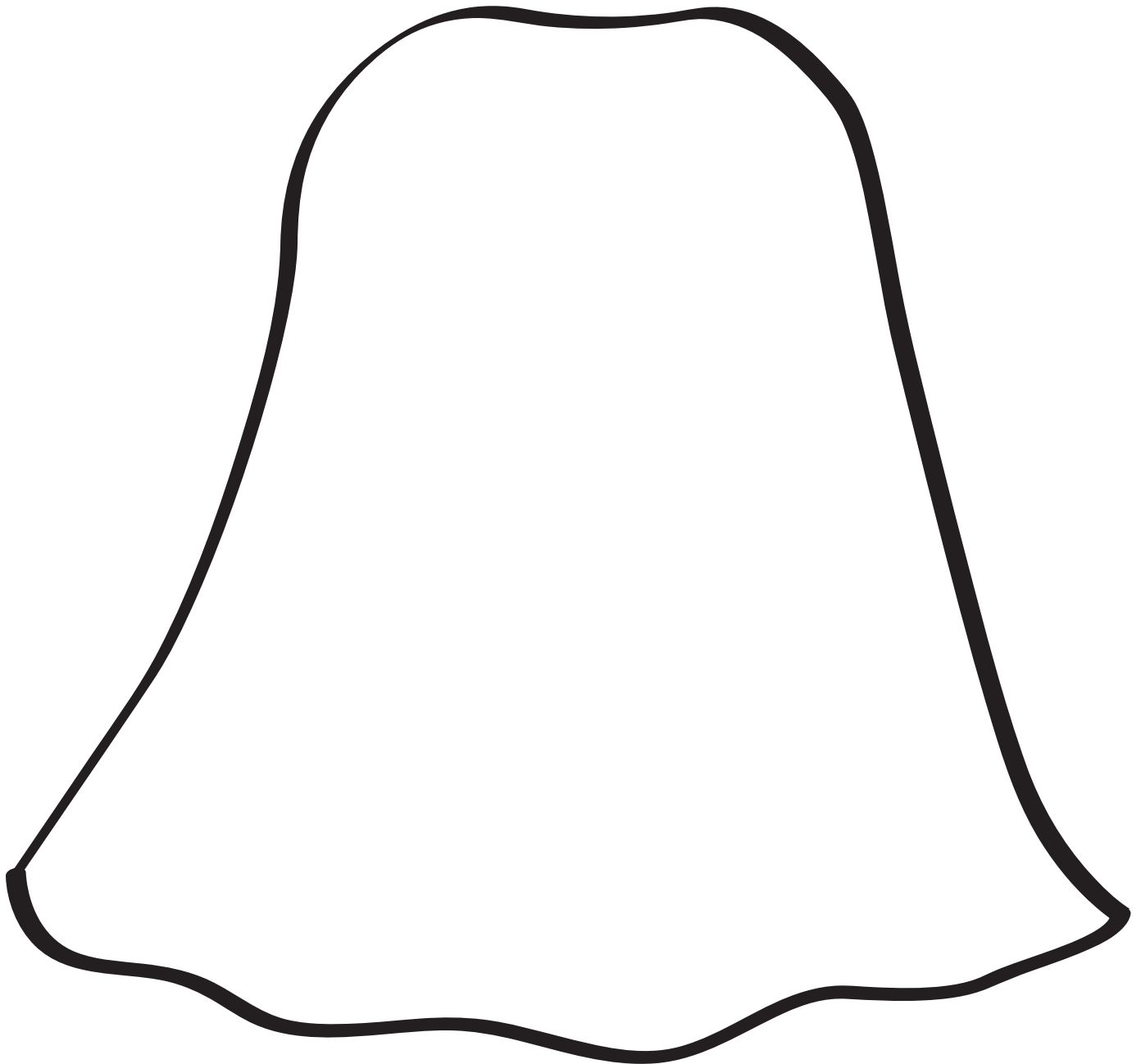


# MY SUPERHERO ALTER EGO

Name: \_\_\_\_\_

Superhero name: \_\_\_\_\_

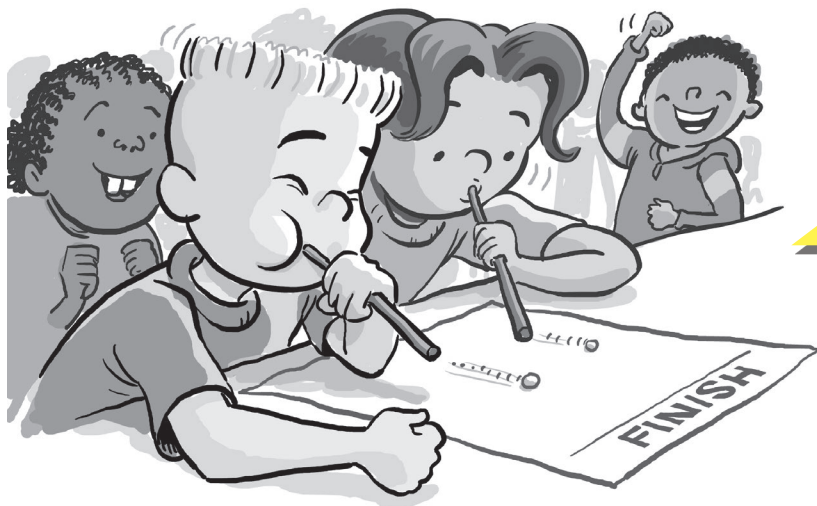
Use the space below to design a cape for your own superhero alter ego. Think about what you as a superhero stand for, what superpowers you possess, and what you want others to know about you. Incorporate a logo, images, and words and phrases that convey these characteristics on your cape.



# SUPER GECKO: A STINK-FILLED DAY

Use the comic strip below to write a story about what you think would happen if Stink met Super Gecko in real life. Be sure to use real comic features such as illustrations, dialogue, and captions to tell your story.

A comic strip template consisting of nine empty rectangular panels arranged in a 3x3 grid. The panels are designed for students to draw illustrations, write dialogue, and add captions to tell a story about Stink meeting Super Gecko.



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 and more!



Photo by Michele McDonald

#### About the Author

Megan McDonald is the author of the popular Judy Moody and Stink series. She says, "Once, while I was visiting a class, the kids chanted 'Stink! Stink! Stink!' as I entered the room. In that moment, I knew that Stink had to have a series all his own." Megan McDonald lives in California.



Photo by Dawn Haley Morton

#### About the Illustrator

Peter H. Reynolds is the illustrator of all the Judy Moody and Stink books. He says, "Stink reminds me of myself growing up: dealing with a sister prone to teasing and bossing around—and having to get creative in order to stand tall beside her." Peter H. Reynolds lives in Massachusetts.

### Be sure to check out all of Stink's adventures!

