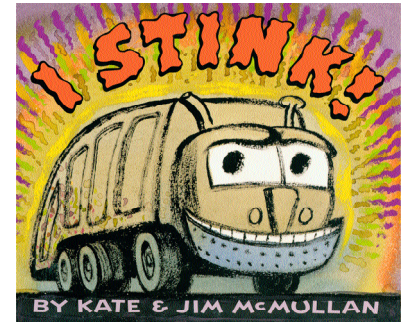


# IDEAS AND ACTIVITIES TO USE WITH I STINK

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## Before Reading:

1. List the following questions on chart paper: What is garbage? What happens to garbage? What other things can we do instead of throwing things away? Why do some things have to be thrown away? What might happen in a city if all the people just left their trash? Read the questions over with the class and then have students work in pairs. Each pair signs up for two of the questions and then shares their ideas with the whole group. Others can then add to or modify these ideas.
2. Introduce some vocabulary such as A.C., dual op, tail gate, hopper, throttle, rev, max, pistons, and compacted.

## During Reading:

1. After reading a few pages and showing the illustrations, ask the class, "Who is speaking? How do you know?"
2. When you get to the alphabet soup, you might let class members see if they can guess a few of the items. Remind them that the item has to begin with the correct letter. Challenge older students to think of an adjective (or two) that also begins with the same letter (such as moldy meatballs or many moldy meatballs or nine nasty neckties). This will prepare them for completing the Alphabet Garbage Grid. (#3)

## After Reading:

1. Have the students make lists of the sound words (onomatopoeia), action words (verbs), interesting nouns and adjectives.
2. Hand out the list of items in alphabet soup. Have students put numbers 1, 2, and 3 next to the three things they think are the grossest (1 is worst). Then have them put the numbers 24, 25, 26 next to the ones that aren't so bad (26 is best). Have students get in small groups and compare their lists.
3. Have students work in small groups with the Alphabet Garbage Grid to see if they can think of some garbage that begins with each letter – something that was not in the book. (They can use ex words for X, just like the author did). Challenge older students to use alliterative adjectives. You might assign points for words, extra points for hard letters (j, k, q, u, y, x, z) and for adding adjectives, and even more points for alliterative adjectives. See which group wins. Give them garbage for a prize (just kidding). Younger students can do this activity as a class. If another class in the school does this activity, you can compare words and points.
4. Make a map to show everywhere I Stink went.
5. Make a list of ten things that I Stink does or ten reasons to be a garbage truck.
6. Create a chant similar to those on the attached page. It might be "I Like Trucks," "I Dig Machines," "Trucks Are Great," or something similar.
7. Share some other books about trucks and big machines such as *Truck, If I Could Drive a Tonka Truck*, *Fire Engine*, *Mike Mulligan and his Steam Shovel*, *I'm Dirty*, and *I'm Mighty*. Have students think about another kind of truck, bus, taxi, ambulance, boat, train, plane, or big machine. Have them pretend to be this vehicle or machine (like a washing machine) and tell about the job they do. You can

use the Story Planning Sheet. Encourage them to brag about how well they do their job and how important they are. See if they can incorporate words from the list in #5 or use similar words, especially sound words. Explain to older students about the use of voice in writing. This book is an excellent example of voice.

8. Look at the way some of the words are written in the book to show enthusiasm, sound, or action. Let students experiment with writing some of the words in special ways on their final copy.

9. Have students look at the illustrations and think about how they could illustrate their stories to show how important their vehicle or machine thinks he/she is. You might also show them the wordless book by Donald Crews called *Truck* to see how he shows size by drawing only a part of the truck on the page.

10. Ask students, "What do you think I Stink likes to do on his day off? Write about it."

11. Read *Recycle*, *The Great Trash Bash*, *Where Does the Garbage Go?* or a similar book. Talk about recycling and why it is so important. List things that can be recycled.

12. Use the Recycle Chart and have students fill in items. Then have them ask at least ten people what items they recycle. Compile the information into a graph.

13. Talk about ways to convince others to recycle. Make a list. What can be done at school? What can be done at home? Make another list of things that should be used sparingly or avoided because they pollute.

#### **Related books:**

*The Day the Trash Came Out to Play* by David M. Deadle and Illustrated by Laurie A. Faust

*Fire Truck* Written and Illustrated by Peter Sis

*Garbage Collectors* by Paulette Bourgeois and Illustrated by Kim LaFave

*Grandma Drove the Garbage Truck* by Katie Clark and Illustrated by Amy Huntington

*The Great Trash Bash* Written and Illustrated by Loreen Leedy

*If I Could Drive a Dump Truck* Published by Scholastic

*If I Could Drive a Tonka Truck* Published by Scholastic

*I'm Dirty*, by Kate McMullan and Illustrated by Jim McMullan

*I'm Mighty*, by Kate McMullan and Illustrated by Jim McMullan

*Mike Mulligan and his Steam Shovel* Written and Illustrated by Virginia Lee Burton

*My Truck is Stuck* by Kevin Lewis and Illustrated by Daniel Kirk

*Recycle* Written and Illustrated by Gail Gibbons

*Trashy Town* by Andrea Zimmerman and David Clemesha and Illustrated by Dan Yaccarino

*Truck* Written and Illustrated by Donald Crews

*Where Does the Garbage Go?* by Paul Showers and Illustrated by Randy Chewning