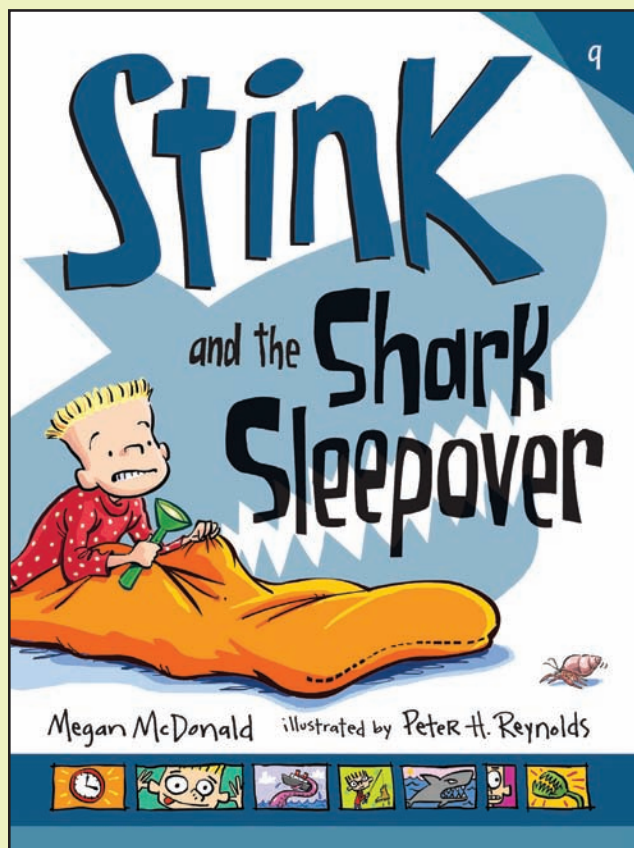


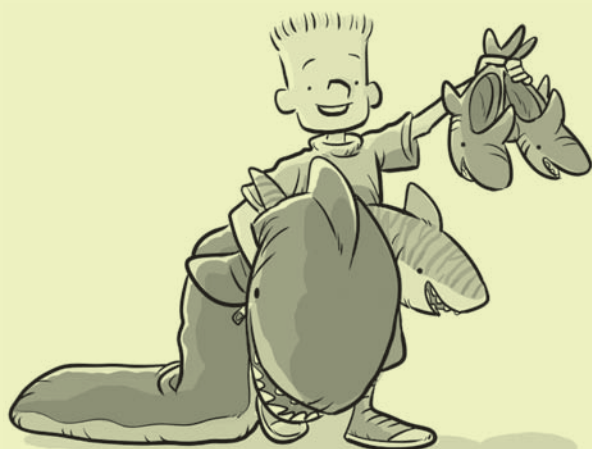
Look inside for
activities that meet
COMMON CORE
State Standards!

Stink-tastic STEM Activities



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Also available in audio



About the Book

Shark-tastic! Stink gets the prize of a lifetime after his parents win him a sleepover at an aquarium. Stink loves the sea-creature scavenger hunt, the jellyfish light show, and the shiver of sand tiger sharks with razor-sharp teeth. But after lights out, Stink can't stop thinking about Bloody Mary—the mutant, glowing Franksquid that is rumored to be on the prowl. Is she behind that KEEP OUT sign? Stink has to find out. Armed with his friends and a flashlight, he goes in search of this monster from the deep.

Common Core Connections

Ahoy There, Matey!

Like Stink and his friends, your students are fascinated by the world around them. They enjoy discovering and investigating animals like those found in an aquarium. By encouraging these interests, you are providing an environment rich in science, technology, engineering, and mathematics (STEM).

The following activities are designed to make STEM learning a fin-tastic time and to work toward achieving proficiency in the Common Core State Standards. As always, when you think of STEM, think of Stink!



COMMON CORE CONNECTIONS

Research to Build and Present Knowledge: Participate in shared research and writing projects.

Writing Standards: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Speaking and Listening: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Speaking and Listening: Engage effectively in a range of collaborative discussions.



Speaking and Listening: Engage effectively in a range of collaborative discussions.



Speaking and Listening: Engage effectively in a range of collaborative discussions.



Fin-tastic Aquariums

Stink and his friends encounter a lot of way-cool sea creatures at the aquarium. As a class, look through *Stink and the Shark Sleepover* and make a list of the animals Stink sees. Then ask each student to choose his or her five favorites. Let your students research their sea creatures' shapes and sizes, what they eat, and where they live. Have them create an underwater scene depicting their favorite underwater animals. Be sure the students label and write down any interesting facts they learn about each animal. Encourage them to create their aquariums in any medium they want, whether they be clay sculptures, dioramas, collages, or another choice. Invite students to share their finished creations with the class.

Sea Creature Scavenger Hunt

The Sharkfinders have a *jawsome* time exploring the aquarium during the scavenger hunt. Send your students on an aquatic-themed scavenger hunt. Hide plastic sea-creature figurines around your classroom or school. Then write a clue that leads to the first location, where there will be a clue leading to another location, and so on. Assemble your students into small groups. Give each team the first clue. Then ask them to solve it, go to the location, write down the type of creature that is hidden there, and get the next clue. The first team to finish with all of the sea creatures written down in the correct order wins.

Dark, Deep, and Mysterious Objects

Place inside a pillowcase a variety of objects that are often found in the ocean (such as a shark tooth, a starfish, a shell, and a sponge), as well as plastic sea-creature figurines. Invite your students to feel each object without looking at it and try to figure out what the item is. Pass the pillowcase around so that every child has a chance to guess what's inside.

Model Plastik Boats

While at the aquarium, Stink and his friends learn about *Plastiki*, a boat built out of recycled plastic bottles to raise awareness about the dangers of ocean pollution. Ask your class to collect used plastic bottles to construct their own model boats. Have them decorate their boats with words, phrases, and pictures that depict the negative effects of trash in our oceans.

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Smacks and Shivers and Waddles! Oh, My!

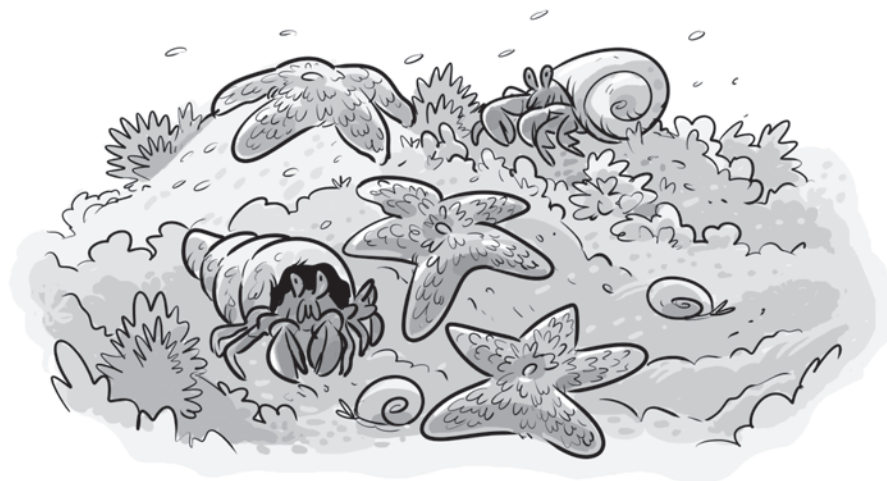
At the aquarium, Stink learns that a group of jellyfish is called a *smack*, a group of tiger sharks is called a *shiver*, and a group of penguins is called a *waddle*. Almost all animal groupings have special names. Ask your class to read *Stink and the Shark Sleepover* again while making a list of the animals that Stink saw at the aquarium. Ask the students to guess what a group of each animal is called. Then have them use a computer to research the real names.

Midnight Snacks

Just as the aquarium that Stink and his friends visit serves waffles, every successful sleepover must have a midnight snack (even if it's served before midnight). In this spirit, have your class help you make a favorite food. Following a recipe that needs to be increased for class size will build math skills such as addition, multiplication, and fractions as well as important life skills such as sequencing, working together, and following directions. The results will be yum-o!

Collaborative Comic Compendium

Each chapter of *Stink and the Shark Sleepover* ends with a comic that offers fun and fascinating facts about different sea creatures. Ask each student to choose his or her favorite animal, research interesting facts about it, and write and illustrate a comic that presents what has been learned. Invite students to share their finished creations with the class, then publish all the comics in a collaborative comic compendium.





Megalo-Math

In *Stink and the Shark Sleepover*, Stink and his friends learn fun facts about all kinds of sea creatures. Solve the following math story problems featuring fun facts from the book.

1. The longest underwater shark-viewing tunnel in the world is 492 feet, or the length of five basketball courts. How long are twenty-five basketball courts (in feet)?
2. A great white shark is twenty feet long and weighs two and a half tons. The megalodon was sixty feet long and weighed one hundred tons. What is the size and weight difference between these two sharks?
3. If a human brain is the size of two fists, and a sperm whale's brain is the size of five human brains, how many fists big are four sperm whales' brains?
4. If one box jellyfish has 5,000 stingers, how many stingers do seven box jellyfish have?
5. The Nomura jellyfish starts life out as small as a grain of rice. In six months it's as big as a washing machine. If it kept growing at the same rate, how long would it take for a Nomura jellyfish to be as big as six washing machines?
6. *Plastiki* sailed 8,000 miles from San Francisco, California, to Sydney, Australia. If *Plastiki* sailed the same route four more times, how many miles would it sail in total?
7. In 1947 the *Kon-Tiki* crossed the Pacific Ocean. How many years ago did this journey take place?

Extra Shark Credit

Using characters, facts, and events from *Stink and the Shark Sleepover*, write your own math story problem. Then share your math problem with the class and see who can solve it.



This Shark Fin Award Goes To . . .

Helping to save the oceans and the animals that inhabit them is very important. In *Stink and the Shark Sleepover*, Stink gave his money to the aquarium's adopt-a-shark program instead of buying a souvenir from the gift shop. Think about ways that you can help save the ocean too. Then write about them below.

I, _____, plan to earn a Shark Fin Award for saving our oceans and the animals that live in them. I will do this by _____

Here is a picture of me with my favorite sea creature.

