Stink-errific STEM Activities for Your Classroom

Hey, teachers, do you want to know what is incredibly RARE (as in “awesome”) in classrooms across the country? Exciting and engaging science, technology, engineering, and mathematics (STEM) activities. As noted throughout, many of these activities also tie in neatly to the Common Core State Standards. Help your students learn and grow with these stinkingly fun and educational activities. When you think of STEM, think of Stink!

Stink-tacular Atomic Comics

Show the class some of the comics that Stink creates in his books. Ask students to choose one thing that interests them about science, such as animals, the natural world, famous scientists, or space. Then have each student create a comic that not only tells a story but also contains at least three facts about his or her chosen topic. Bind all the comics together to create a Stink-tacular Atomic Comic Showcase.

What’s That Smell?

When Stink grows up, he wants to put his super-sniffing nose to work and be a master sniffer for NASA. Put your students’ noses to the test with a Way-Official Moody Stink-a-Thon! Gather items with distinctive scents, such as a pencil eraser, bubble gum, coffee beans, lemons, cinnamon, vanilla, roses, mint, and chocolate. Blindfold one student at a time and put different smelly objects under the sniffer’s nose. Ask him or her to guess what it is.

From P.U. to Woo-hoo!

Stink loves anything that smells, even trash! Divide your students into teams. Give each team some trash, scissors, tape, and glue to work with. Task each team with inventing something useful with the trash in fifteen minutes or less. The team that invents the most helpful object wins!

Out of This World

Be like Stink’s teacher, Mrs. D, and help your class make a model of the solar system. Divide students into groups and have them research outer space. Ask them to find the answer to such questions as: What planets make up our solar system? What is the order of the planets in relation to the sun? What does each planet look like? Then have each group make a replica of the solar system using Styrofoam balls for planets. Different colored raw wool dipped in soapy water can be used to stretch around each ball to form the planet’s outer surfaces, and details may be added with paint.

COMMON CORE CONNECTIONS

Research to Build and Present Knowledge: Participate in shared research and writing projects.
Stinky Shoe-Box Scenes

Have your class transform old shoe boxes from lame-o to neat-o! Instruct students to cut a small hole in the front of a shoe box, as well as a square flap on top of the lid that can open and shut. Cover both openings with brightly colored cellophane. Invite children to use such arts and craft materials as clay, pipe cleaners, dry macaroni, pom-poms, beads, stickers, glitter, and paint to create a three-dimensional tableau depicting his or her favorite Stink-y scene.

When everyone is finished, instruct students to shut the top flap of their shoe box and exchange their creation with another student. Invite everyone to look inside their borrowed shoe box through the small peephole in the front and describe what they see. Then ask students to open the top flap so they can see the scene. Have children look inside the boxes first with the room lights on, then with the lights off. Point out that different amounts of light change the way we see the world around us.

Science, Stink, and Me

Stink and his friends have tons of way-cool adventures. Invite students to skim through one of Stink’s books to find an escapade that involves science or scientific inspiration. Then ask students to write a reflective paragraph about the way science affects their world and is a part of their everyday lives.

Incredible Super-Galactic Ice Cubes

Stink loves jawbreakers! They last for a long time and change flavors each time he sucks off a layer. Explain to students that after each layer of a jawbreaker is gone, it cannot change back—and that this is an example of irreversible change. Note that not all changes are permanent, however: some things, like ice that melts and freezes again, can change back. This is an example of reversible change.

To demonstrate the latter concept, place one small piece of fruit in each section of an ice-cube tray and fill the tray with water. Show it to the class, and ask students to predict what will happen to the water and fruit if you place the ice-cube tray in the freezer. Later, after the cubes have frozen, remove them from the tray. Invite students to observe what happened to the water around the fruit. Ask: How did the water change? Can you get the fruit out of the ice? How? Then let the ice melt (either in warm water, on a flame, in a microwave, or over time.) Have students estimate the time it will take for the ice to melt. Then show your students how the ice changed back to water after it melted.

People of Science Ruler

Judy Moody has a super-RARE Women of Science ruler that she uses every time she needs to measure something. Have your class make six-inch-long People of Science Rulers that include the names of six important women or men of science (one for each inch). Invite each student to research famous scientists and inventors and pick his or her favorites to put on the rulers. Ask students to present their rulers to the class by giving one fun fact about each important woman and man of science.

COMMON CORE CONNECTIONS

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

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

Stink likes living things of all kinds—even plants that come out of the ground, just like zombies! Help your class make their own zombie-ish plantings using plastic soda bottles, seeds, and small plants. Show students how to cut off the top of a plastic soda bottle, fill the inside of the bottom half with dirt, poke a hole in the soil with a finger, and sprinkle seeds into the hole. Have students water the seeds daily. Then ask them to observe their gardens, measure the plants, and make notes of any changes.

**Short, Shorter, Shortest . . .
Tall, Taller, Tallest**

Standing at three feet, eight inches, Stink feels like he’s stuck in Shrimpsville forever! See how your class measures up to Stink. Tape a large piece of butcher paper along one wall. Starting from the floor, have students measure up three feet, eight inches, and make a mark labeled: Stink — 3’ 8.” Then have students take turns measuring each other and writing down each other’s names and heights on the butcher paper. When everyone is finished, help your class find the difference in height between the shortest student and the tallest student in the room.

**Brainiac Attack**

There aren’t many problems that brainiacs like Stink won’t face! Using him for inspiration, ask your class to write word problems starring Stink, Judy, and friends. Have students use facts from any of Stink’s books to come up with questions that involve addition, subtraction, multiplication, and division. After everyone is finished, invite students to trade problems and try solving them.

**Counting Quarters**

Stink loves his state quarter collection! His enthusiasm can help make counting money more fun. Bring in a variety of state quarters. Refresh students’ memory by reminding them that four quarters equal one dollar. Show the class different combinations of quarters and have them write down or tell you how much money, in dollars and cents, you’re holding up.

**Fur, Fangs, and Frogs Forever**

Have your class read *Stink and the Freaky Frog Freakout*, then conduct your own unit on frogs. Your librarian can help find books that are suited for your class to use for research. Using the reproducible sheet, direct your students to create their own frog logs with facts they have learned about frogs.

**COMMON CORE CONNECTION**

Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.
Holy croaks! A mutant frog licked Stink, and now there’s a chance that he could be turning into . . . the Amazing Frog-Boy!

Nature guides like Jasper in *Stink and the Freaky Frog Freakout* use frog logs for many important things. They track what frogs eat, make notes about their habitats, and monitor frog populations. Stink even uses a frog log to track different frog calls.

Below, fill in the information you’ve learned about frogs to create your very own frog log.

__________________________’s Frog Log

When frogs hatch, they are called __________________________.

My favorite type of frog is the ___________________________ frog.

Here is a drawing of one:

Frogs live _____________________________.

They eat _____________________________.

Frogs are unique animals because they _____________________________.

Frog footprints look like this: