Lesson 19 Teacher’s Guide

The Stinky Skunk
by Winston White

Fountas-Pinnell Level L
Fantasy

Selection Summary
Just as the forest animals are about to celebrate the Spring Fling, an awful smell fills the air. The stinky smell belongs to Skunkostinkus, and he wants to join the party. Several animals try to get rid of the terrible smell, but it takes a group of tiny hummingbirds to solve the problem.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Fantasy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third person narrative, Simple, straightforward plot, Problem/solution structure</td>
</tr>
<tr>
<td>Content</td>
<td>Animal names and characteristics, Animals behave like people</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Try to help others, If a problem can't be solved the first time, keep trying, Regardless of size, anyone may be able to solve a problem</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Conversational language, Figurative language: “It smells like old socks!”</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and complex sentences, Split dialogue: “No, it's worse than that!” cried Bobcat. “It smells like rotten eggs!”</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Word party used both as noun (the biggest party of the year) and as verb (“Party on!”), Name of the main character (Skunkostinkus) is a humorous name made from the words skunk and stink</td>
</tr>
<tr>
<td>Words</td>
<td>Many two- to three-syllable words such as rustle, creature, delicious, panicking, Words with more than three syllables: mysterious, Skunkostinkus, emergency</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Humorous, detailed illustrations support the text</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Twelve pages of text, illustrations on every page, All capitals and italics for emphasis</td>
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</tbody>
</table>


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The Stinky Skunk  by Winston White

Build Background
Help students think about forest animals, including skunks, and share what they know. Build interest by asking questions such as the following: What do you know about skunks? What do you think might happen if a skunk came to an animal party? Read the title and author and talk about the cover illustration. Tell students that this story is fantasy, so the animal characters are going to do things they cannot do in real life.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that this is a story about animals having a party in the forest. Everything is fine until an unexpected guest shows up.

Suggested language: Turn to page 2. Here is a picture of the animals having their Spring Fling party. Why do you think the animals have a big party to celebrate spring?

Pages 3–4: Call attention to the illustrations. Look at the animals sniffing the air. They smell something mysterious. How can a smell be mysterious? How do you think a bad smell might change the animals’ party?

Page 5: Point out the word panicking in the caption. The animals are panicking when the stinky smell comes near them. How do you think they feel?

Page 6: Draw attention to the illustration. This is Skunkostinkus. The bad smell is coming from him. Skunkostinkus wants to join the party. What will the animals do?

Page 7: Let’s look at the other animals now. The text reads: “It’s a stinky emergency!” shouted Bear. What does he mean?

Now turn back to the beginning of the story and read to find out how the animals solve the problem of the stinky skunk.

Target Vocabulary

ancient – very, very old, p. 4
emergency – a serious situation and a need for quick action, p. 7
fiery – very hot or flaming
immediately – right now

horrifying – very frightening
mysterious – puzzling, hard to explain, or hard to understand, p. 3
panicking – feeling terrified or under great stress, p. 5
prehistoric – happened before people started writing down history
scientific – having to do with science, p. 8
within – inside of
Read
Have students read *The Stinky Skunk* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Summarize Strategy and to tell important parts of the story in their own words.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the story.

*Suggested language:* How do you think the animals and Skunkostinkus felt after the hummingbirds solved the problem?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
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<tbody>
<tr>
<td>• Skunkostinkus interrupts the animals’ party with his terrible smell.</td>
<td>• Try to help others.</td>
<td>• The captions and labels help describe what is shown in the illustrations.</td>
</tr>
<tr>
<td>• Bear, Fox, and Raccoon all try to get rid of the bad smell, but nothing they do works.</td>
<td>• Anyone can solve a problem, even if they are small.</td>
<td>• The animal characters use realistic dialogue and display human emotions.</td>
</tr>
<tr>
<td>• The hummingbirds end up solving the problem by blowing the smelly air away with their wings.</td>
<td></td>
<td>• The author uses similes to describe the stinky smell, comparing it to ancient socks and rotten eggs.</td>
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Choices For Further Support

• **Fluency** Invite students to choose a passage from the text to act out. Remind them to pay attention to the punctuation and to express the characters’ spoken words with appropriate feeling.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that endings can be added to base words. For example, the word *biggest* on page 2 is the base word *big* plus the ending *-est*. Point out the spelling change: the final consonant in *big* is doubled before adding *-est*. The ending *-est* is added to adjectives to compare three or more things. The words *darkest* and *scariest* are also adjectives that compare.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 19.7.

Responding
Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Cause and Effect
Remind students that they can think about what happens in a story (the effect) and why it happens (the cause). Model the skill, using this Think Aloud:

Think Aloud
At the beginning of the story, every animal’s nose went up suddenly. Why did this happen? When I think about the story, I remember that a mysterious smell filled the air. Every nose going up is the effect and the mysterious smell is the cause.

Practice the Skill
Have students think of another part of the story in which there is a cause and an effect. Ask them to write one sentence telling about the cause and one sentence telling about its effect.

Writing Prompt: Thinking About the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they pay special attention to the words, genre, literary and print features, and how the book is organized.

Assessment Prompts
• In paragraph 3 on page 4, find the word that means “very old.”
• You can tell that the animals want Skunkostinkus to join the party because
• Choose one word to tell how the hummingbirds feel at the end of the story.
English Language Development

Reading Support Check regularly on students’ oral reading to determine accuracy, fluency, and comprehension.

Idioms The story contains some idioms that might be unfamiliar. Explain the meaning of the expressions “I’ve got just the thing” (page 10) and “I have it!” (page 11), pointing out that these are different ways of saying I know how to solve the problem.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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<tbody>
<tr>
<td><strong>Speaker 1:</strong> Point to the skunk on the cover. What are the animals doing?</td>
<td></td>
<td></td>
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<tr>
<td><strong>Speaker 2:</strong> having a party</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> Which animal has the bad smell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> the skunk</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> Why do the animals run away from Skunkostinkus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> Skunkostinkus smells bad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> What happens when the hummingbirds come to get rid of the bad smell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> The animals laugh.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> How are the hummingbirds able to get rid of the bad smell?</td>
<td></td>
<td></td>
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<tr>
<td><strong>Speaker 2:</strong> They blow the smell away with their wings.</td>
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Critical Thinking

Read and answer the questions.

1. Think within the text What happens in the middle of the Spring Fling? Possible response: The animals smell something terrible.

2. Think within the text Which animals finally make the bad smell go away? Possible response: The hummingbirds.

3. Think beyond the text Why do you think the animals choose to make the skunk’s bad smell go away instead of asking the skunk to leave the party? Possible response: They seem friendly and want the skunk to join the party.

4. Think about the text Why do you think the author uses these figures of speech in the story: “It smells like old socks!” and “It smells like rotten eggs!!”? Possible response: To help readers more clearly sense what the bad smell is like.

Making Connections Describe three ways to get rid of bad smells. Write your answer in your Reader’s Notebook.
The Stinky Skunk

Thinking About the Text

Write a paragraph answering the following questions:

The author chose to write this story as a fantasy with animal characters. Do you think this was the best way to tell the story? Why or why not? Use details from the story to support your opinion.
Critical Thinking

Read and answer the questions.

1. Think within the text  What happens in the middle of the Spring Fling?

2. Think within the text  Which animals finally make the bad smell go away?

3. Think beyond the text  Why do you think the animals choose to make the skunk's bad smell go away instead of asking the skunk to leave the party?

4. Think about the text  Why do you think the author uses these figures of speech in the story: It smells like old socks! and It smells like rotten eggs!!?

Making Connections  Describe three ways to get rid of bad smells.

Write your answer in your Reader's Notebook.
A mysterious smell filled the air. It wasn’t anything delicious, that’s for sure. It was something very, VERY bad.

The smell got worse and worse. The animals saw a stinky gray cloud coming toward them!

“It smells like old socks!” said Rabbit. “Ancient socks. Socks that haven’t been washed in hundreds of years.”

“No, it’s worse than that!” cried Bobcat. “It smells like rotten eggs!”

As the cloud moved above them, the animals started panicking. Some ran and hid. But others stayed. They didn’t want to leave their food behind for the stinky … whatever it was.

Comments:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>⫸</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>⫸</td>
<td>1</td>
</tr>
</tbody>
</table>

**Accuracy Rate**

(# words read correctly/96 × 100)

**Total Self-Corrections**

Grade 3
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