

I Stink!

by Kate & Jim McMullan

Rotten yams, quail bones and ice-cream cartons are just a few “yummy” treats that the garbage truck loves to find, as he keeps the streets clean, in this not-so-traditional alphabet book.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *What do you do when something really stinks?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an “I wonder” statement based on the cover illustration.

- I wonder what is making the truck so stinky?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out “rare words” (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *I Stink!*

- curb: edge of the street
- hopper: funnel-shaped dispenser
- throttle: a valve, peddle or lever that controls fluid flow
- pistons: metal cylinder that slides up and down in a tubular housing used in an engine
- compacted: to become or to firmly pack something
- rotten: decayed
- yams: same as sweet potato
- barge: freight boat used for transporting freights on rivers or canals
- reverse: change something to opposite, go backwards

After:

Discuss the story. Ask questions...

- What were the people doing while the truck was awake?
- What did the truck like to eat?
- What things did the truck do while he was working?
- What noises did he make?
- Why were there so many trash bags?
- What kinds of things were in the trash that the truck loved eating?
- Where did he take all the trash?
- What did the truck do when everyone was starting to wake up?



Do

Alphabet Trash

Gather items found in the classroom that start with a letter of the alphabet and place them in a clean trash can. Once you have all 26 items, have the children (without looking) feel one of the items in the trash can. Have them describe what they feel and either the whole class or that individual can guess what they have grabbed. Once they correctly guess which item they have, show the entire class the item and ask them what letter of the alphabet it starts with. You can repeat this activity with new or with the same items.

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