



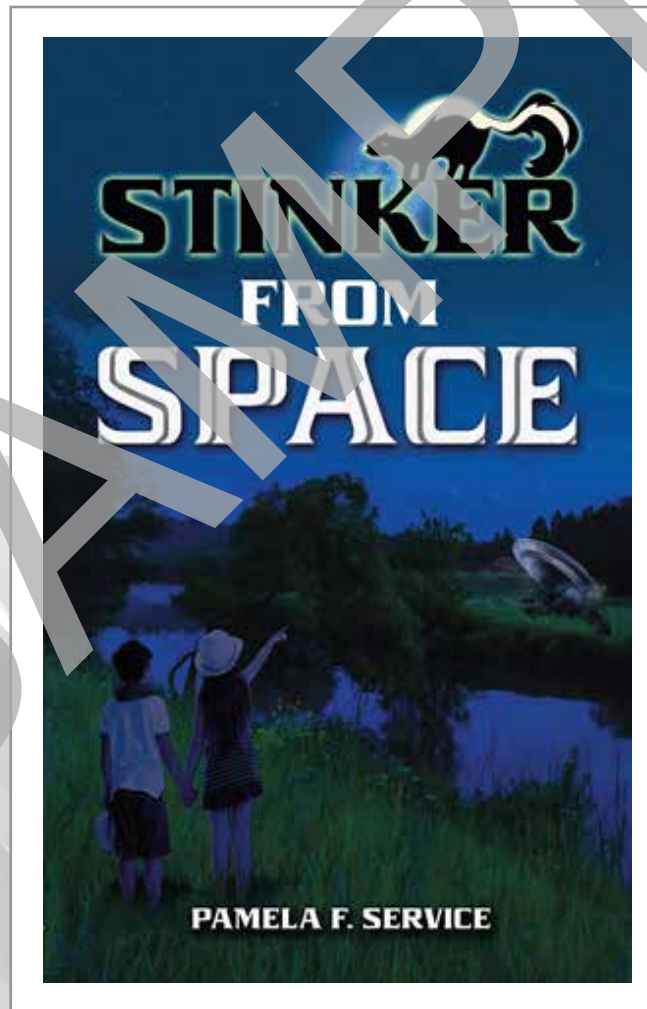
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Stinker from Space

Pamela Service



READ, WRITE, THINK, DISCUSS AND CONNECT

Stinker from Space

Pamela Service

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details

Comprehension

Predicting, sequencing,
comparison/contrast,
inference

Vocabulary

Antonyms/synonyms

Writing

Interior monologue, poem,
descriptive, narrative

Listening/Speaking

Participation in discussions,
participation in cooperative
groups, role play

Literary Elements

Character, setting
plot, simile

Summary

Escaping from the Zarnk, Tsynq Yr crash lands his stolen spaceship on the planet Earth. Mortally wounded, Tsynq Yr must transfer his being to the nearest body. This body happens to be a skunk. With important information that he must get back to his base in the Sylon Confederacy, Tsynq Yr seeks help from Karen, a local inhabitant whom he meets in a clearing. Fortunately, Karen's favorite pastime is creating imaginary space adventures for her action figures. She is not too alarmed when she receives mind-communications from a skunk claiming it is a space alien from the Sylon Confederacy. Karen teams up with her neighbor, space-age computer whiz Jonathan Waldron, to help Tsynq Yr. First they retrieve the drive unit from the wrecked space ship. Then the trio manages to pull off the hijacking of a U.S. Space Shuttle as it returns to Earth. A battle with the Zarnk must be fought and won before Stinker, the Americanized version of Tsynq Yr, can return to his home base. In addition to his important spy information, Stinker takes with him a skunk's secret weapon involving chemical warfare, along with some peanuts and peanut butter.

About the Author

Pamela Service was born October 8, 1945, in Berkeley, California. She attended the University of California, Berkeley, B.A., 1967 and the University of London, M.A., 1969. Her studies included her two loves, archaeology and politics. These have served her well as a museum curator and a member of her town's City Council. Pamela Service and her husband, Robert, are residents of Bloomington, Indiana. Although Pamela Service enjoys the museum and the City Council, she now enjoys writing most of all.

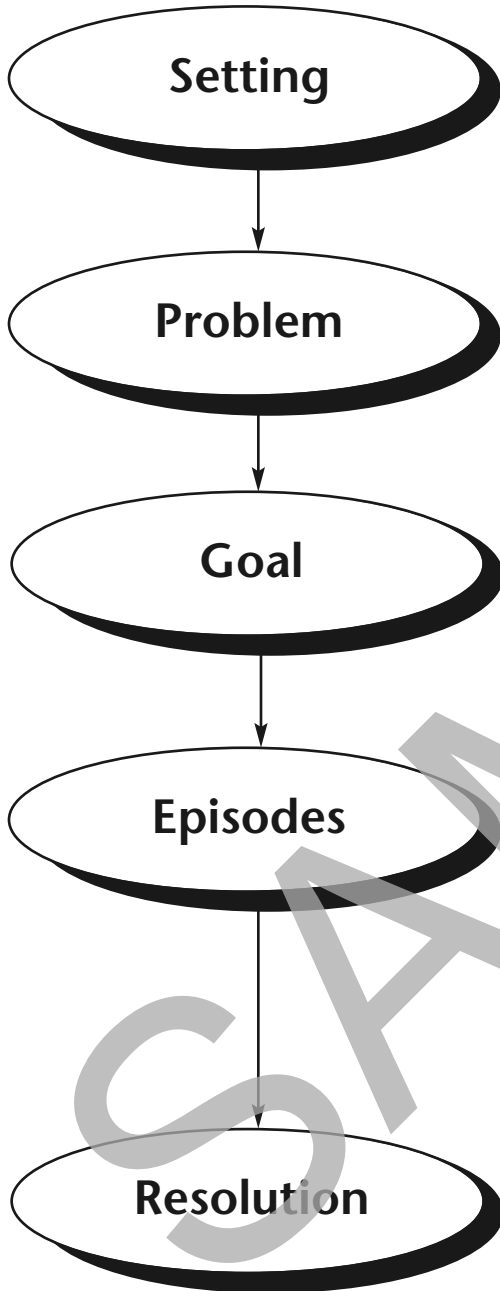
Background Information

Skunk: Skunks are Western Hemisphere mammals of the weasel family. They are best known for the offensive-smelling spray they eject from two anal glands at the base of their tails when they are disturbed. Skunks have black and white striped or spotted fur. The striped, or common, skunk ranges from 11 to 15 inches (26 to 36 cm) in length with a 17 inch tail (43 cm). They weigh from 1.5 to 5.5 pounds (0.75 to 2.5 kg). Skunks are omnivorous, eating small mammals, birds, eggs, and insects. They also like honey and bees. They are nocturnal, solitary feeders. Skunks usually live in burrows which may be abandoned by other animals or in new ones dug by the skunks. Skunks sleep during the winter. However, this is not true hibernation.

Science Fiction: Science fiction is a form of literature that deals with events that did not happen or have not yet happened. These events may take place in an alternative present, a reconceived past, or an extrapolated future. Science fiction considers the events rationally in terms of both explanation and of consequences. It is concerned with the impact of change on people, often with consequences for the human race. The most common subjects for science fiction are the future, travel through space or time, and life on other planets.

Among the forefathers of science fiction are authors such as Jules Verne, Mary Shelley, Edward Bellamy, Nathaniel Hawthorne, Edgar Allan Poe, Mark Twain, and Rudyard Kipling. The first major writer of Science Fiction in English is H.G. Wells. More current widely known writers of science fiction include Robert Heinlein, Isaac Asimov, Ray Bradbury, Phillip Dick, Ursula LeGuin, Frank Herbert and Doris Lessing.

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Vocabulary
disgruntled eddy

Vocabulary Activity

Define the two vocabulary words. Make a cartoon about a “disgruntled eddy.”

Discussion Questions

1. Why does Stinker need Karen’s help to get into Jonathan’s house? (*Stinker cannot just go and knock on the door of Jonathan’s home in the middle of the night. To complicate matters, there is no tree by Jonathan’s bedroom window, and Stinker’s aim for throwing pebbles at windows is not good.*) What does Stinker want Karen to do? (*Stinker wants Karen to throw pebbles at Jonathan’s bedroom window. After Jonathan sees them he’ll open the outside door.*) Do you think Stinker’s plan is a good one? Discuss. What alternative plan might awaken Jonathan? Discuss.
2. As Stinker busies himself at Jonathan’s modified ham radio and computer, what does Stinker want Karen to do? (*Stinker wants Karen to go home to bed, and get ready for school in the morning. She is to go to the bus stop and wait for the bus with Jonathan.*) How does Karen react to Stinker’s requests? (*Karen is upset and disgruntled.*) How do you think Karen was expecting to help Stinker? Do you think Karen is being treated fairly? Why or why not? Discuss.
3. As Karen and her father listen to the radio news broadcast about the shuttle problems, what remark does Karen’s father make about computers? (*“Those computers!...Once they get it in their heads to do something, there’s no stopping them.”*) Do you agree or disagree with this remark? Why? Discuss. See Postreading Activity #1.
4. At the bus stop, Jonathan tells Karen about moving all of Stinker’s things out of the shed and hiding them in a clump of willows beside the road not far from where they are presently standing. Jonathan tells Karen he could have used her help. What is Karen’s reply? (*Karen thinks she should have been allowed to stay. She tells Jonathan that Stinker’s “...view of Earth customs is a little dated. I let him watch too many old movies on television.”*) To what does Karen refer? Do you agree with Karen or with Stinker? Why? Discuss. See Postreading Activity #2.
5. What competition for the road does the driver of the school bus have? (*The bus has competition from the landing space shuttle.*) What do you think the thoughts of the shuttle astronauts and those of the bus driver might be as they share the road? Discuss.

Postreading Activities

1. Make a cartoon of a computer doing something on its own that you think it might want to do.
2. Get an up-to-date book about good manners from the library. Choose some topics about which you have some questions and/or concerns. Read about those topics and write summaries about items that you want to remember and will find useful in your life. Share your information with others.
3. Investigate the life of one astronaut. Share your information in the form of a newspaper article, television or radio commentary, or some other media form of your choosing.
4. What do you think might happen next? Make a prediction.