

Mr Stink



By

David Walliams

A Novel Study
by Nat Reed

Mr. Stink

David Walliams



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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two or three chapters of *Mr. Stink* and is comprised of four different activities:

- a) Before You Read
- b) Vocabulary Building
- c) Comprehension Questions
- d) Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes and **topics** which may be taught in conjunction with the novel include homelessness, societal prejudice, bullying, the importance of imagination and its conflict with social expectations, the importance of friends and family, perseverance and personal growth, overcoming difficulty, courage and loyalty.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identification of a *cliffhanger*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify the climax of the novel
4. Five W's Chart

Character Activities

1. Determine character traits
2. Protagonists
3. Relating personal experiences
4. Comparing two Characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Design a Brochure
4. Design a cover for the novel
5. Design an Information Card
6. A Comic Strip

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Synopsis

Chloe is just about the loneliest girl in the world. But then she meets Mr. Stink, the local tramp. Yes, he smells a bit – but he’s the only person who’s ever been nice to her. So when Mr. Stink needs a place to stay, Chloe decides to hide him in the garden shed!

But Chloe’s about to learn that some secrets have a way of leading to disaster. And speaking of secrets, there just might be more to Mr. Stink than meets the nose ...
[Courtesy of the publisher]

For a more complete review of Mr. Stink go to http://en.wikipedia.org/wiki/Mr_Stink

Check out the clips for *Mr. Stink* on *YouTube*

Author Biography

David Walliams

David Walliams was born in 1971 in Banstead, England. He is a well-known personality in the United Kingdom as an author, comedian and one of the judges in the television program, *Britain’s Got Talent*. He is the author of six children’s books: *The Boy in the Dress*, *Mr. Stink*, *Billionaire Boy*, *Gangsta Granny*, *Ratburger*, and *Demon Dentist*.

In 2006 David swam the English Channel for Sport Relief – quite an accomplishment. He is married to the model, Lara Stone. David has been diagnosed with bipolar disorder.



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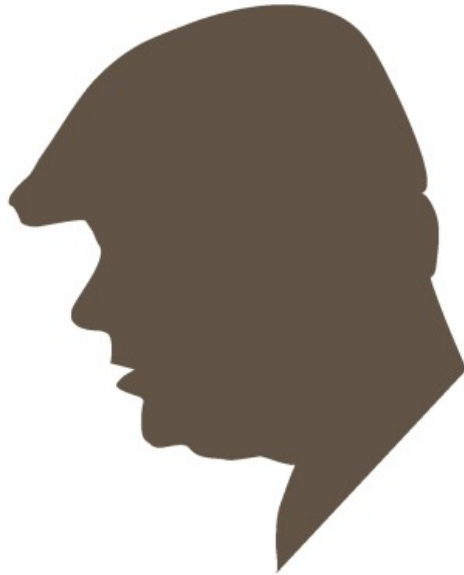


Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

Mr. Stink



By David Walliams

Name: _____

Mr. Stink

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Chapters 1 & 2



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of *Mr. Stink* is Chloe Crumb, a lonely twelve-year-old girl who is bullied by the kids at school and picked on by her mother. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

opportunity	residence	justice	forbidden	suspiciously
embarrassed	obsessed	deliberately	discreetly	infuriatingly

1. Chloe removed the embarrassing grass stain as _____ as possible.
2. The tramp had taken up _____ on the bench across from the museum.
3. Larry looked _____ at the chocolate stains on his little brother’s hands.
4. Henrietta was _____ when her aunt belched at the posh dinner party.
5. I don’t think we can expect _____ from such a corrupt judge.
6. My sister can be so _____ smug, that I find myself really resenting her.
7. Petula was so _____ with sea shells that she forgot all about going home.
8. Kevin was _____ from entering the neighbor’s house.
9. If I am ever granted the _____, I will certainly take advantage of it.
10. He _____ stuck out his foot and tripped Matilda.

Questions



1. What is the **setting** of Chapter One?

2. Match each name with the proper description:

1	Mr. Stink
2	Chloe
3	Rosamund
4	Mrs. Crumb
5	Elizabeth
6	Annabelle
7	Mr. Crumb

A	A favorite.
B	A bully.
C	Hen-pecked.
D	A Persian feline
E	Loves sausages.
F	The novel's protagonist.
G	Obsessed with all that's posh.

3. Why do you think Chloe was so fascinated with Mr. Stink?

Good to Know

A **council estate** is a form of social or public housing in the United Kingdom. Council houses were built and operated by local councils to supply uncrowded, well-built homes on secure tenancies at reasonable rents to primarily working-class people.

4. Why do you think Chloe hated Christmas so much?

5. How does Chloe prove that she is a very generous person in Chapter One?

6. What kind gesture did Mr. Stink do for Chloe during their first meeting?

7. In the chart below, come up with three appropriate **adjectives** (or descriptive phrases) that would describe:
a) the personality of Chloe; b) her appearance.

Personality	Appearance

8. Mr. Stink asked Chloe to bring him some _____ the next time she came.

9. What is ridiculous about spraying air freshener in the garden?

10. How was Annabelle mean to her older sister? Why did she behaved like this?

11. We notice in Chapter Two that both Chloe and her father tell lies. Why might it be dangerous to get into the habit of telling lies?

Language Activities



A. Choose ten words from these chapters with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example:** good / bye.

B. Alliteration

The author seems to enjoy using **alliteration** – a literary device in which the author repeats the same sound at the beginning of several words. An example from Chapter One is “... the stinkiest stinky stinker ...”



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The barking of a seal	
The sound of a forest fire	
From your imagination	

C. Sequence Chart

Choose what you consider to be the six most important events in these chapters. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.

The diagram shows a sequence of six empty rectangular boxes arranged in a 3x2 grid. The boxes are connected by arrows indicating a sequence of events:

- A right-pointing arrow connects the top-left box to the top-right box.
- A downward-pointing arrow connects the top-right box to the middle-right box.
- A left-pointing arrow connects the middle-right box to the middle-left box.
- A downward-pointing arrow connects the middle-left box to the bottom-left box.
- A right-pointing arrow connects the bottom-left box to the bottom-right box.

D. The Quatrain Poem.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain is the first four lines of a poem called *I Smell So Bad*, written by the renowned poet, Atrocious Halitosis.

*I smell so bad, so very bad,
I smell both night and day.
It's cause my soap's so doggone cheap,
It keeps the girls away.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – B – C – B**. Other rhyming schemes include: ABAB, AAAA, AABA, ABBA, ABBA, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first seven chapters of our novel.

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

Extension Activities



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene - or the entire novel.



Complete the storyboard below illustrating the events described in the first two chapters of *Mr. Stink*. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6