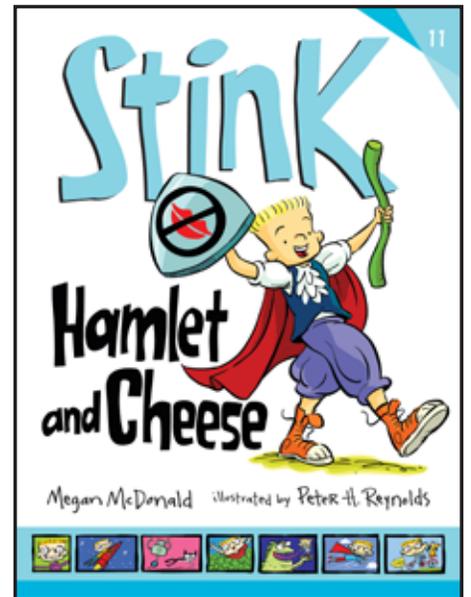


# Stink Hamlet AND Cheese

Megan McDonald illustrated by Peter H. Reynolds



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Also available as an e-book and in audio

## ABOUT THE BOOK

*Hie thee* to Shakespeare camp with Stink to learn fake sword fighting, spout silly curses, and prithee try to escape a kiss. . . . **BLUCK!**

It's spring break, and Stink is faced with a difficult choice: hang out at home with his sister, Judy, or become a Shakespeare Sprite with his friend Sophie of the Elves. Hanged be! When Sophie tells Stink that there will be swordplay and cursing at Shakespeare camp, his choice is made. But wait! *How now?* The eager young thespian hadn't counted on Riley Rottenberger being a Sprite, too. And he *positively* had not counted on being the only boy! *Fie upon't!*



## Common Core Connections

*Good morrow, educator friend!* By now we're sure you agree that *Stink: Hamlet and Cheese* is a special book. Through Stink's adventures at Shakespeare camp, your students will start to develop an appreciation for Shakespeare's work and learn about his legacy. Even though Shakespeare wrote his plays more than four hundred years ago in England, they are still being performed and influencing writers today all over the world. You can be assured that your students won't protest too much when you bring Stink and Shakespeare into your classroom. The activities in this guide are designed to make learning way-NOT-boring and align with Common Core State Standards.

## COMMON CORE CONNECTIONS

**Speaking & Listening:** Comprehension and Collaboration SL.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

**Language:** Vocabulary Acquisition and Use L.1–3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-specific reading and content.

**Language:** Vocabulary Acquisition and Use L.1–3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## COMMON CORE CONNECTIONS

**Writing:** Text Types and Purposes W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Writing:** Research to Build and Present Knowledge W.1–2.8: Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening:** Comprehension and Collaboration SL.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

## COMMON CORE CONNECTIONS

**Speaking & Listening:** Comprehension and Collaboration SL.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.



## STINK-EYED INSULTS

Stink is on the fence about attending Shakespeare camp until Sophie tells him one of the activities will be an insult contest. It may not sound like it, but an insult contest is a fun way to help grow students' vocabularies and public speaking skills. Have your students use the S.I.C.K. (Shakespeare Insult Creator Kickoff) on page 55 of *Stink: Hamlet and Cheese* to come up with at least five insults. Then ask them to use dictionaries and thesauruses to create ten insults of their own. Hold a class insult contest by inviting students to read their insults aloud and then voting on which insults they think Shakespeare and Stink would like the best.

If you'd rather not focus on insults (even the Shakespearean kind), you can substitute tongue twisters for insults in the assignment. Find examples on pages 35 and 36. Tongue twisters help with public speaking and enunciation, too.

## I BID YOU . . . TO WRITE ANEW

Hold a class discussion about how Shakespeare's plays remain relevant more than four hundred years after they were written. For instance, parents sometimes disapprove of their child's choice of boyfriend or girlfriend, as in *Romeo and Juliet*, and some people resort to evil deeds to gain power, as in *Macbeth*. Ask your students to write a scene taking place today that includes elements they think will not have changed in four hundred years (for example, siblings can be annoying, people love their pets, etc.). Invite students to share their scenes with the class by reading them aloud or acting them out.



## ALL THE WORLD'S A STAGE

At Shakespeare camp, Stink learns acting games, like role-playing. On page 39 of *Stink: Hamlet and Cheese*, Amanda Beth tells the campers, "Role-playing is pretending to be somebody else. Think about how a person would feel, what they might say or do." As a class, come up with a list of characters and scenes that would be fun to role-play, like an old man walking a dog, a mom and her son shopping in a candy store, Stink looking for Bigfoot, the Moody family vacationing in Boston, two astronauts walking on the moon for the first time, Shakespeare battling writer's block, or your principal getting ready for the first day of school. Write each one on a slip of paper and have students randomly choose which scenes to act out.

## WORDS OF THE BARD

Stink learns that Shakespeare was a master of words. In fact, Shakespeare came up with many words and phrases we still use today, such as *puppy dog*, *wild-goose chase*, and *All that glitters is not gold*. Have your students research words and phrases coined by Shakespeare. Then ask them to choose their favorite, write it out nicely on a piece of cardboard, and decorate it. Invite students to share their words and phrases with the class and explain why they chose the one they did.



## SELLING SHAKESPEARE

After Sophie tells Stink about all the magic, mad kings, murders, shipwrecks, sword fights, and swearing that will be taking place at Shakespeare camp, Stink signs right up. Have your students use descriptions from *Stink: Hamlet and Cheese* and their own imaginations to create a brochure advertising the Shakespeare Sprites camp. Invite them to illustrate their brochures with drawings of camp activities and write blurbs about why it's so cool. Instruct them to make sure their brochures contain all the important information about the camp, such as the location, dates, times, and sign-up details. After everyone is finished, hang up the brochures to get kids from other classes interested in Shakespeare and Stink!

## TAKE A BOW

As the Shakespeare Sprites learn, there's no better way to get to know Shakespeare's work than by performing it. Have your class perform short scenes from plays like *The Tempest*, *A Midsummer Night's Dream*, *Hamlet*, *Romeo and Juliet*, and *Macbeth*. You can find scripts for short Shakespearean scenes for kids on the Internet. *Pop-Up Shakespeare* by Reed Martin and Austin Tichenor of the Reduced Shakespeare Company and *Tales from Shakespeare* by Marcia Williams are two other sources for scenes.



### COMMON CORE CONNECTIONS

**Writing:** Research to Build and Present Knowledge W.3.7: Conduct short research projects that build knowledge about a topic.

**Speaking & Listening:** Comprehension and Collaboration SL.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

**Language:** Vocabulary Acquisition and Use L.1–3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-specific reading and content.

**Language:** Vocabulary Acquisition and Use L.1–3.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### COMMON CORE CONNECTIONS

**Writing:** Text Types and Purposes W.1–3.2: Write informative/explanatory texts.

**Writing:** Research to Build and Present Knowledge W.1–2.8: Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening:** Comprehension and Collaboration SL.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

### COMMON CORE CONNECTIONS

**Speaking & Listening:** Comprehension and Collaboration SL.1–3.1: Participate in collaborative conversations with diverse partners about grade-specific topics and texts with peers and adults in small and larger groups.

## COMMON CORE CONNECTIONS

**Writing:** Production and Distribution of Writing W.1–3.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Writing:** Research to Build and Present Knowledge W.1–2.7: Participate in shared research and writing projects.

**Writing:** Research to Build and Present Knowledge W.1–2.8: Recall information from experiences or gather information from provided sources to answer a question.

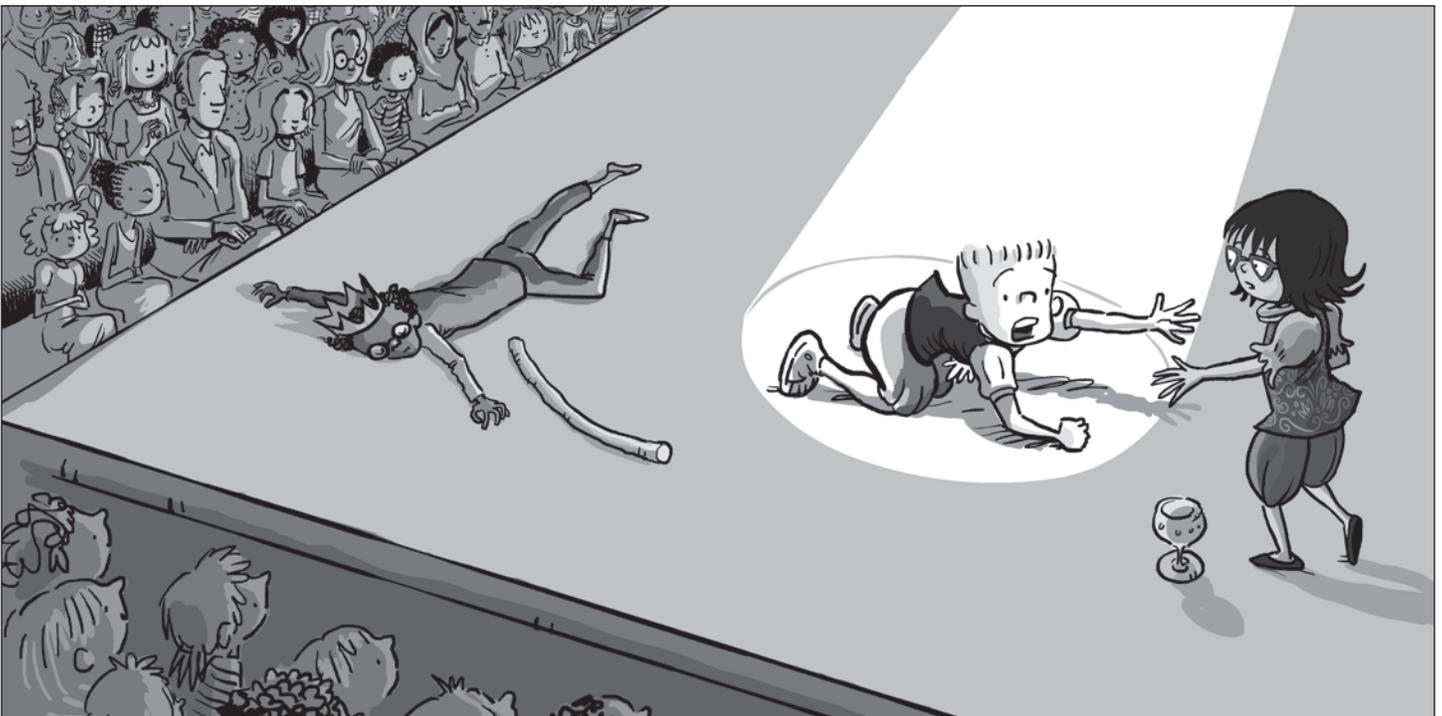
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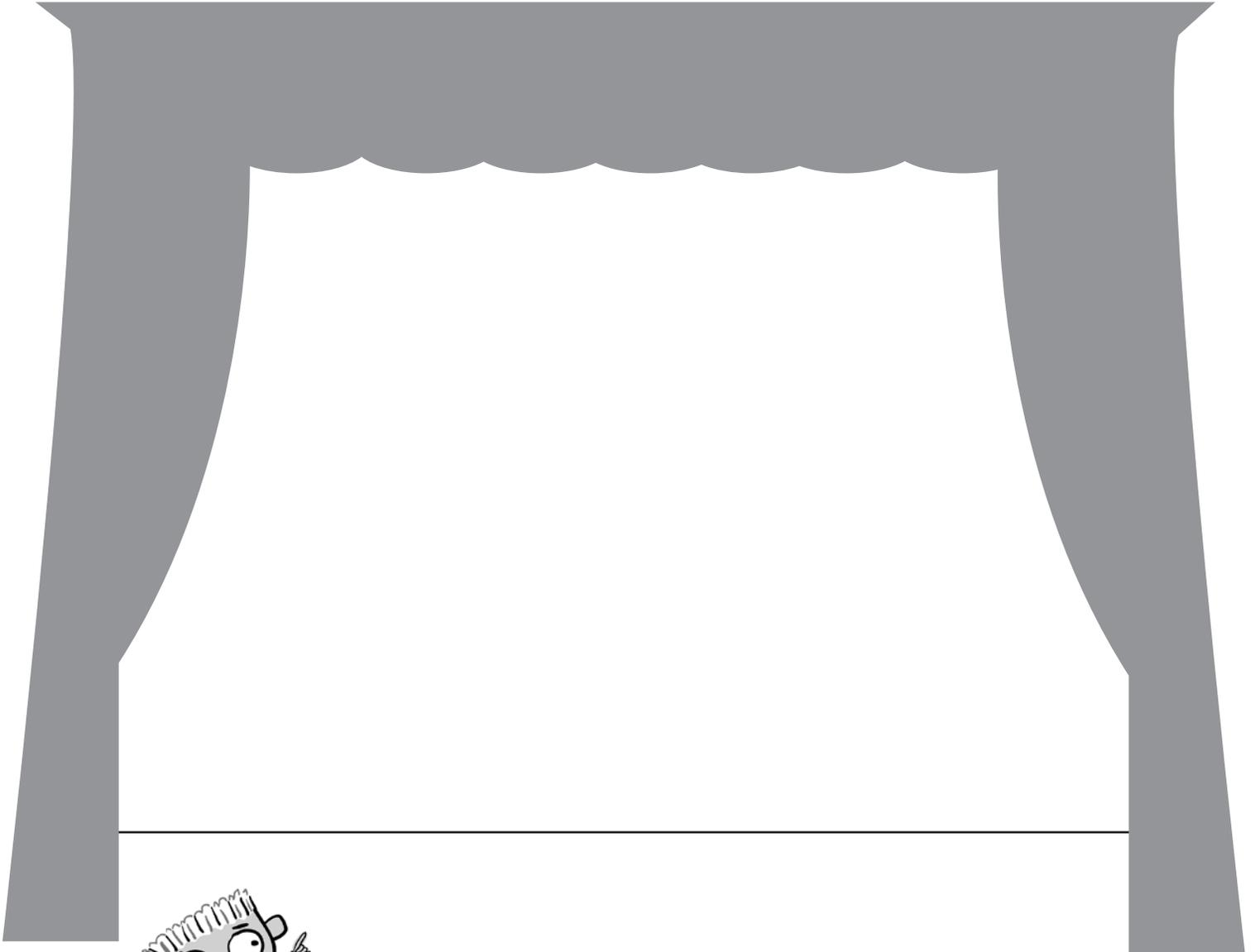
## KNOCK, KNOCK! WHO'S THERE?

One way-NOT-boring fact Stink learns at Shakespeare camp is that the knock-knock joke in Macbeth may be the first knock-knock joke ever told! Read pages 31–34 of *Stink: Hamlet and Cheese* aloud for inspiration, then ask your students to pen their own knock-knock jokes. Turn your classroom into a comedy club where students can tell their jokes. Then publish all the knock-knock jokes in a class joke book and share it with other classes in your school.



## BREAK A LEG

Stink and his fellow campers act out scenes from some of Shakespeare's most famous plays. Design a theater poster advertising this special performance. Use descriptions from *Stink: Hamlet and Cheese* and your own imagination to inspire your creation.



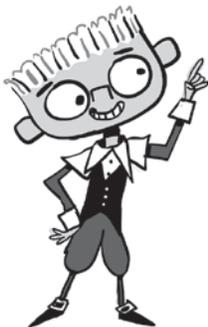
## ALL'S WELL THAT ENDS WELL

At Shakespeare Sprites camp, Stink learns all about Shakespeare. But what would happen if he met the Bard face to face? Use the prompt below to write a scene about Stink traveling back in time to meet Shakespeare. You may continue your script on another sheet of paper if you run out of space.



ELIZABETHAN ENGLAND  
INT. SHAKESPEARE'S OFFICE —  
THE GLOBE THEATRE

*The room is lit by candlelight. Shakespeare is alone at his desk. He has a quill in his hand. He is writing furiously. Then he hears a crashing sound. He looks up and sees a short boy with spiky hair staring at him. The boy appeared out of thin air. His name is Stink Moody.*



SHAKESPEARE:

STINK:

SHAKESPEARE:

STINK:

SHAKESPEARE:

STINK:

SHAKESPEARE:

**DID YOU KNOW?**

WE WOULDN'T HAVE PUPPY DOGS WITHOUT SHAKESPEARE!  
HERE ARE SOME MORE WORDS SHAKESPEARE MADE UP. NO LIE!

**A WORD BY ANY OTHER WORD . . .**

Read some of the words Shakespeare coined below and draw their meanings in tiny illustrations.

**BEDAZZLED****OUTBREAK****ARCH VILLAIN****EYEBALL****PUKING****ZANY****FASHIONABLE****SCUFFLE****SKIM MILK****MIMIC****SWAGGER****PUPPY DOG**