

Teaching with
Robert Munsch
Books Vol. 2

SMELLY SOCKS

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SMELLY SOCKS



Summary:

Tina wants a new pair of socks. When her mother takes her to the only store in town, they discover that all they have are black socks. Tina's grandfather rows her across the river to buy the perfect pair of red, yellow and green socks. Tina loves her new socks so much that she refuses to take them off. But after a few days the socks begin to smell and her friends decide to take her down to the river and wash them. Tina is so pleased with her clean socks that she asks her mom for a shirt to match. If she wears it long enough, maybe her friends will wash it, too!

Questions:

Before

Look at the front cover.

- Where do you think this story takes place? Does the picture give you a clue?

Look at the back cover.

- Read the description on the back and predict what action you think Tina's friends will have to take.
- Record the students' predictions on a chart.
- Read the information about the author.
- Who did Robert Munsch have in mind when he created this story?
- Mark the Hay River Dene Reserve (K'atl'odeeche First Nation), on a map.

The story behind Smelly Socks



While on tour of the Canadian High Arctic in 1984, Robert Munsch visited the K'atl'odeeche First Nation in Hay River. A little girl named Tina was one of three children who came to hear his stories. She was wearing very colourful socks. That day Robert Munsch made up a story about Tina called "Dirty Socks." In the story Tina exchanged dirty socks for other people's clean socks. Over the years he continued to tell the sock story and over the years it changed. Eventually his editor suggested that he publish it. Robert Munsch contacted a friend in Hay River who sent him photographs of Tina at age six and photographs of the community. He gave these to Michael Martchenko, who used the pictures to help him create his illustrations of the buildings and backgrounds in the book. When the book was ready, Robert Munsch was invited back to launch the book in the place where the story began in 1984.

Look at the dedication page.

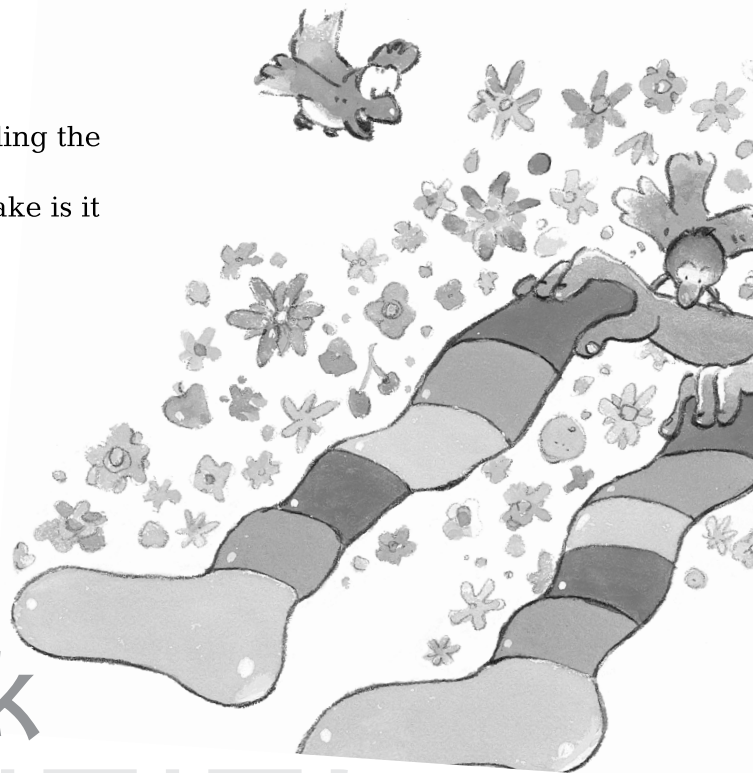
- How does the picture of the beavers give us a clue as to what the story might be about?

During

- p. 6: Why is Tina having trouble steering the boat?
- p. 13: Why does the grandfather look sick?
- p. 14: What do you think will happen if Tina never takes off her socks?
- p. 24: Do you think that Tina will continue to wear clean socks?
- p. 25: Why do you think the illustrator chose to draw flowers surrounding the clean socks?

After

- Check the predictions you made before reading the book.
- Refer back to Hay River on the map. What lake is it on? Is there a city across the lake?



Take a look

- Before you begin reading the story, explain to the students that the pterodactyl is a symbol that Michael Martchenko continues to include in Munsch books. While reading the story have the students look for the pterodactyl.
- Many of the illustrations in the story feature modern buildings or items as well as traditional ones. Take the class on a scavenger hunt through the illustrations and record on a T-chart the modern and traditional items that you find.

Research Project on Northern Animals

In this activity students will have the opportunity to research many of the northern animals found in the book. Depending on your students' experience with research projects this may be done as a whole class experience, recording key facts and ideas together, or students may work in small groups to research animals found in the north.

Curriculum Link:

Language Arts — developing research skills
Science — animal life cycles
Social Studies — northern community

Materials:

Class set of Research Webs (see reproducible on p. 34-35)
Information books on northern animals

Websites:

<https://www.canadiangeographic.ca/kids>
<http://www.enchantedlearning.com/coloring/arcticanimals.shtml>

Procedure:

1. Refer back to the picture of the northern animals on page 27 of the book. With the students, brainstorm a list of animals that appear in the story and record these on a chart. You may want to add to your list some additional northern animals not found in the story, e.g. polar bear, caribou, white-tailed deer.
2. Explain to the students that they are going to have the opportunity to learn more about northern animals.
3. Select one of the animals to explore with the class as a research project. Brainstorm questions that they may have about the animal you have selected and record these questions on a chart. Looking at the questions, divide them into categories, e.g. description, enemies, food, habitat, protection and interesting facts.

4. Focus on one category at a time. With the children, share the information books on the category you have selected for that particular day. Record the facts on chart paper.

5. Model for the students how to take the information on that category from the chart and transfer it in point form to a research web. You may want to make an overhead of the web to use for the demonstration.



6. Once the web is completed, demonstrate for the students how to write up the information from each category into a paragraph.

a) One format:

The students could write each paragraph on a separate sheet of paper so that it could be stapled together in the form of a booklet with each paragraph as a chapter. Each of the categories could be illustrated. To complete their report the students could add a table of contents, a title page and an "about the author" page.

b) Another format:

Each child could use a large piece of bristol board to display their information, illustrating each category.

Extension:

- © Students could select another northern animal to research with a partner or in a small group. The students could present their projects to the rest of the class and compare and contrast some of the similarities and differences among the animals.

Reference Books for Research Project:

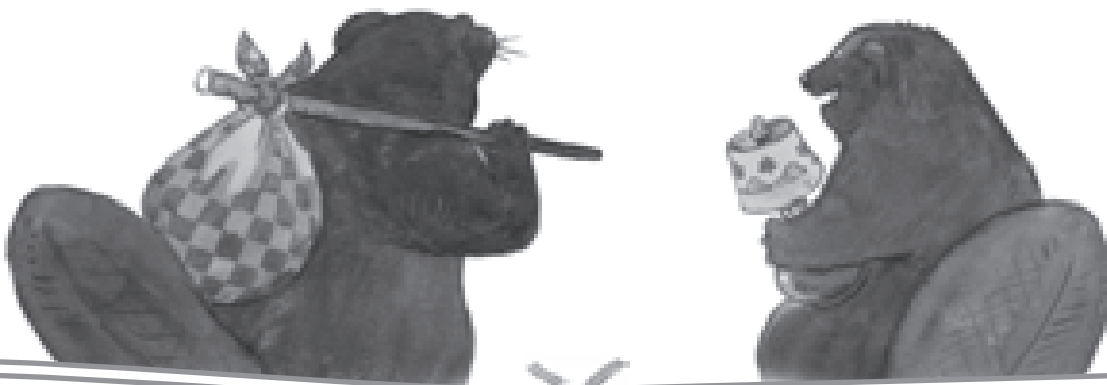
All About Canadian Animals Series (14 vols.) by Barb McDermott

The Bear Family by Bev Harvey

Beavers by Leonard Lee Rue

Canada's Arctic Animals by Chelsea Donaldson

Wildlife Series (Beavers; Deer, Moose, Elk and Caribou; Bears: Polar Bears, Black Bears and Grizzly Bears) by Deborah Hodge



Research Web



Food

Enemies



Name: _____



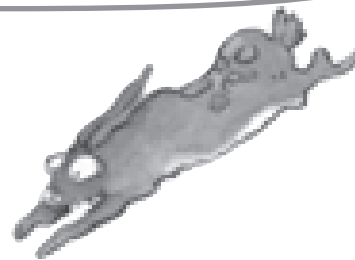
Description

Protection

**Interesting
Facts**

Habitat

Activity #2



Buoyancy and Boats

In this activity, students will design a boat that will float, and perform a test to see how much weight their boat can hold before it sinks.

Curriculum Link:

Science — buoyancy and boats, constructing a boat that will float, evaluating and testing various designs

Math — estimating, measuring and recording mass (weight) using non-standard units

Materials:

Plasticine (a small ball for each student)

6 large containers of water

6 varieties of weights, e.g. pennies, small plastic cubes, etc.

6 collection boxes

Slips of paper

Pencils

Preparation:

Set up 6 stations around the room, each with a large container of water, a collection box (for predictions), slips of paper (to record predictions), pencils and a set of weights.

Procedure:

1. Remind the students that in the story *Smelly Socks*, Tina and her grandfather rowed across the lake to buy Tina's socks. Explain to the children that each of them is going to have the opportunity to design and make their own boat. Their task will be to see how much weight their boat can hold before it sinks.
2. Demonstrate for the students how to build a boat by shaping a small ball of Plasticine.
3. Point out to the students the stations that are set up around the room. Tell the students that once they have finished designing their boats, they will be going to each station in turn to predict the number of weights they think their boats will hold.

4. Have them record their name and their prediction at each station on a slip of paper.
5. After the children have recorded their predictions, have each test their boat at each station and record the number of weights it can actually hold before sinking. Have the students deposit their slips in the box.
6. As a whole class, discuss the results of the experiment. How close were your predictions? Did the number of weights your boat would hold vary at each station? Why? Which shape floated the best? Did the shape of the boat determine how much weight it would hold?
7. Ask two students with different-shaped boats to share their results with the class. Did their boats hold the same amount of weight? Why or why not? Compare other boat designs made by the students.

Extension:

- ☉ Ask the students if they have ever experienced riding in a boat or canoe. Looking at page 7 and 8 of the story, ask the students to identify any safe or unsafe boating practices. Brainstorm other boating safety tips with the students, e.g. plan your trip, including the time you will return; always travel with an adult; and operate at a safe speed.

