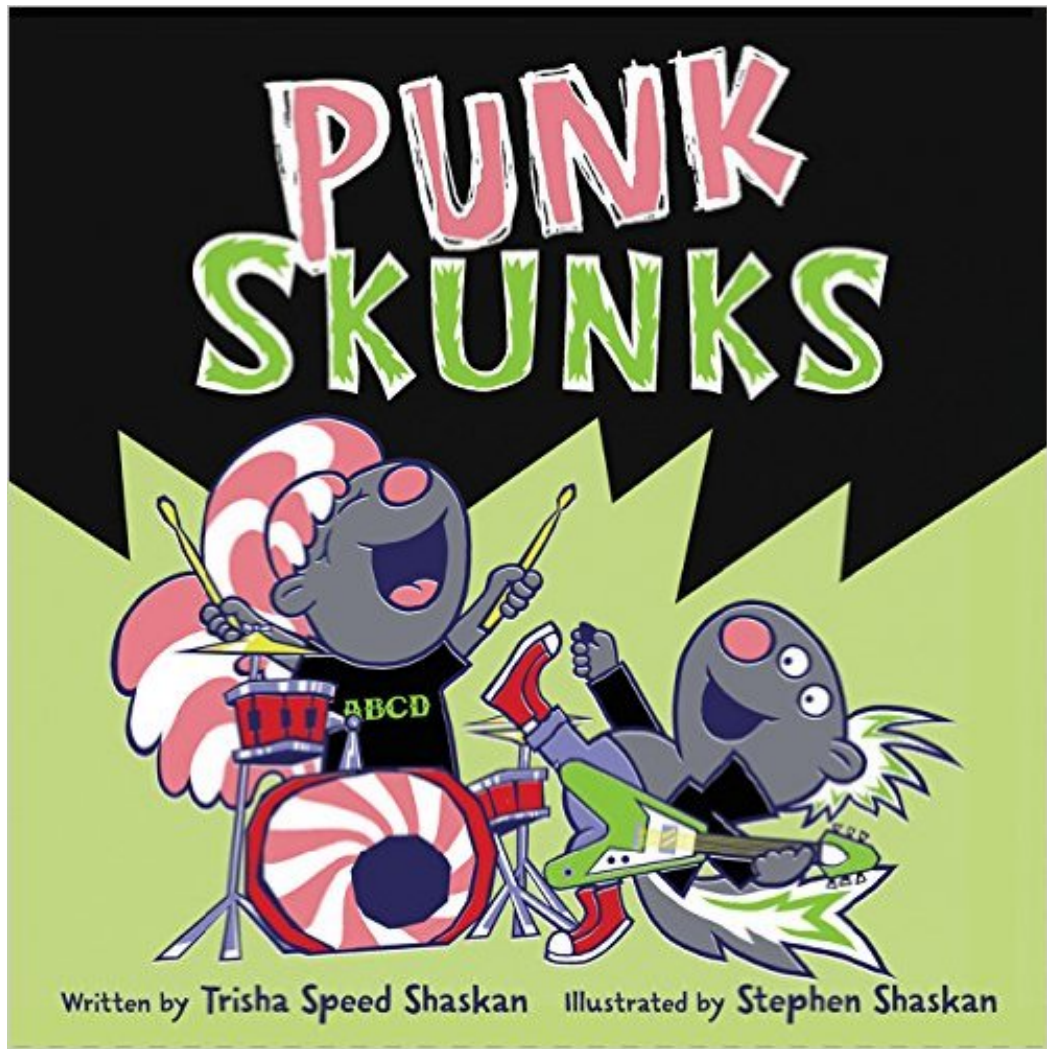


Punk Skunks

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Trisha Speed Shaskan and illustrated by Stephen Shaskan



Published by
Harper
An Imprint of HarperCollinsPublishers

Trisha Speed Shaskan
Author, *Punk Skunks*

Trisha has an MFA in creative writing. She has been an educator, bookseller, and has worked in a library. For fun, she loves playing the drums with her husband, Stephen, who plays guitar. Their love of music inspired this book. Visit her at www.trishaspeedshaskan.com.

Stephen Shaskan
Illustrator, *Punk Skunks*

Stephen graduated from Rhode Island School of Design with a BFA in illustration. He is an author, illustrator, an early childhood educator, and a music maker. He lives in Minneapolis with his wife, Trisha Speed Shaskan, and their cat, Eartha, and a dog, Bea. Visit him at www.stephenshaskan.com.



Marcie Colleen
Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children’s books, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *Punk Skunks* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Punk Skunks* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Guide content copyright © 2016 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

Table of Contents

English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	6
Everyone Has a Story	
<i>Punk Skunks</i> the sequel	
Share with Your Friends ~ Writing "How To" Instructions	
Speaking and Listening Activities	
Mime	7
Drama	
Language Activities	
Onomatopoeia	
Sounds of _____	8
Create an Onomatopoeia Song	

Math

Word Problems	9
Teaching Patterns	
<i>Crash! Bam! Boom! Boom!:</i> Creating Patterns Through Music	10
Who Switched the Rhythm?	
Math Hopscotch	11

Science

Skunks Research Project	12
Skunk Burrows (vs. Boroughs)	
Who's There?	13
Make Your Own Musical Instrument	14
DIY Instrument Challenge	

Social Studies

Finding Commonalities/Uniqueness	15
Conflict Resolution	16
Teaming Up Together	17
Friendship Mural	19

Music

String Family	20
Percussion Family	
For Further Reading	21

Appendix

Coloring Sheets	23
-----------------	----

English Language Arts

Reading Comprehension

Before reading *Punk Skunks*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover~

Describe the cover illustration.

- What do you see?
 - Describe the two skunks.
 - With a partner, mimic what the skunks are doing. How does it make you feel? What do you think they are thinking? How do they feel about each other?
- Can you guess what the story might be about? What clues can you find?

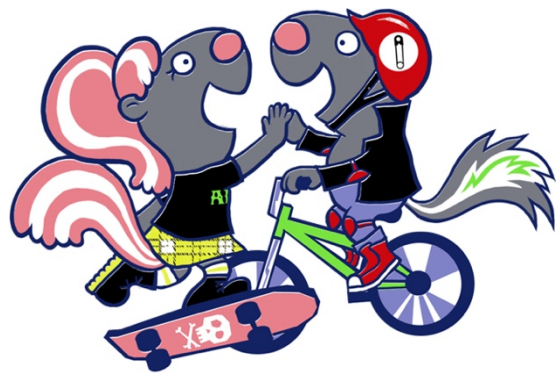
The End Papers~

- Describe what you see in the end papers.
- Where do you think this story takes place? Explain your answer using evidence from the illustration.

Now read or listen to the book.

Here are some talking points while reading the book:

- What do you see in Buzz's house? What do you see in Kit's house? How close do Kit and Buzz live to one another?
- How does Buzz paint the hopscotch court?
- How does Buzz feel during the argument? How does Kit feel during the argument?
- How does Buzz feel after the argument? How does Kit feel after the argument?
- How do the Punk Skunks' friends (the bunnies) feel when Kit and Buzz don't show up at the park?
- Why does Kit decide to sell her drums?



Help students summarize in their own words what the book was about.

- Name three things Buzz and Kit like to do together.
- What instrument does Kit play in the band? What instrument does Buzz play in the band? What do they sing about?
- Why do Kit and Buzz get in an argument?
- What is the one phrase that Kit and Buzz had never said to each other before? Why do they finally say it?
- What happens to Buzz and Kit when they try to write alone?
- Why do you think Buzz asks Kit to write together again?
- What are some things that you think are more fun with a friend than alone? Why?

Let's talk about the people who made *Punk Skunks*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Stephen Shaskan's illustrations for *Punk Skunks* use a minimal color palette.
 - How many different colors can you find?

Do you ever feel like you cannot draw a picture the way you want to unless you have a lot of colors to use?

- Using Shaskan's illustrations as inspiration, challenge yourself to use only three colors to create a city picture.

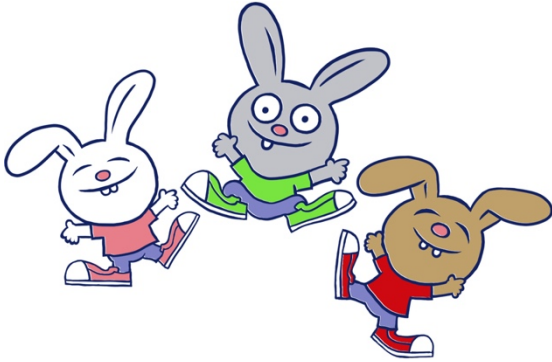
Stephen Shaskan used to design a lot of posters for lots of bands. For these posters he would only use reds, blacks, and yellows.

- Can you find some band posters in the illustrations of *Punk Skunks*?
- Create a band poster for Kit and Buzz's band or for your own band using only three colors.

Writing Activities

Everyone Has a Story

A city or neighborhood is made up of many diverse people and each person has a story to tell.



- Look closely at the other characters in *Punk Skunks*.
- Ask students to choose one character and write a story about him/her, answering the following questions: Who are they? Where do they live? How did they come to live in the city? What is their typical day like?

***Punk Skunks* the sequel**

At the end of *Punk Skunks*, Kit and Buzz are back together, rocking out at the band shell in the park. What do you think happens after the story ends? What kind of songs do Kit and Buzz write? Where else does their band perform? Do they get in any other fights? Be creative and create a sequel to *Punk Skunks*.

Share with Your Friends ~ Writing "How to" Instructions

Kit and Buzz have different interests. But instead of fighting about them, they learn sharing interests can be rewarding.

What is something you do that you want to share with your friends?

Do you know how to build something great with Legos? Do you know how to draw? Do you know how to play a sport? Or how to play a certain game or instrument? Or how to make a certain craft?

Create a list of steps needed. Add photographs or drawings where you can so you can share with the class.

For some extra fun writing "how to" instructions, bring in all of the tools necessary to complete a simple task (like making a sandwich) and have the students walk you through step by step. If they miss a step, hilarity might ensue!

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some ways to bring *Punks Skunks* to life in the classroom and have fun with speaking and listening skills.

Mime

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

Drama

For kindergarten groups, in the dramatic play area, add rock-n-roll clothing, wigs, and instruments. For older groups, use the clothing and props for when you create reenactments.

- Create a TV commercial to encourage people to read *Punk Skunks*.
- In small groups, act out *Punk Skunks* as a play.
- Make and record a radio version of *Punk Skunks*. Students decide what to use for the sound effects to create a mental picture of the story.



Language Activities

Onomatopoeia

Onomatopoeia is an imitation of a sound in words. In *Punk Skunks*, onomatopoeia is used to describe the many sounds and music. Some examples include *Rattle. Clatter. Smack! Smack!* for the sound of Kit's skateboard and *Swoosh. Whoosh. Splat! Splat!* for the sound of Buzz's painting.

- Discuss why writers use onomatopoeia, and perhaps why author Trisha Speed Shaskan chose to use onomatopoeia when writing *Punk Skunks*.
- Create a list of onomatopoeia from *Punk Skunks*.



- When reading *Punk Skunks*, have the students say the sound of the drum "crash, bam, boom, boom," and the sound of the guitar "wahh, wahh, ren, ren."

- Read *Mr. Brown Can Moo! Can You?* by Dr. Seuss, *The Listening Walk* by Paul Showers, and *Listen, Listen* by Phillis Gershator and Alison Jay. Ask students to identify onomatopoeia.

Sounds of the _____

- Through class discussion and research, create a list of onomatopoeia.
- In groups of 2-3, students choose 5 of the sounds from the class list and write a rhythmic story filled with onomatopoeia. Encourage the use of various settings like a city, barnyard, jungle, amusement park, etc.

Create an Onomatopoeia Song

- Go to www.hc.com/punkskunks and listen to the song "We're Buzz and Kit," which is full of onomatopoeia. Have students come up with new sounds for the ending (instead of crash, bam, boom, boom and wah, wah, ren, ren.)
- First, allow students to listen to some punk music. Some good clean examples are "Sheena is a Punk Rocker," by The Ramones, "In the City," by the Jam, "Halloween," by Siouxsie and the Banshees, and "Talking" by Descendents. These are the bands that are parodied in the different posters in Kit's and Buzz's apartment in the story.
- As a class, create the sounds of punk band without any instruments. For example: Assign students an instrument often found in a punk band and ask them to come up with a way to create the sound of this instrument with words only.
- Demonstrate how conductors use hand motions to set the tempo and noise level of an orchestra. Conduct the class in a rock concert.
- For continued exploration, students can create onomatopoeia "soundscapes" for different musical genres such as country, hip-hop, rock-n-roll, etc.



Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Punk Skunks or any other book of study.

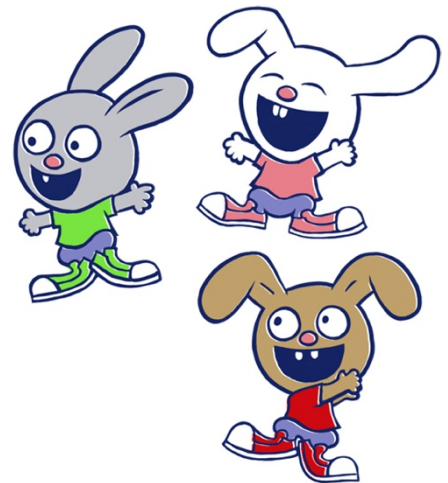
- 1) Buzz has 5 punk rock albums of his favorite bands. He lends 1 of the punk rock albums to Kit. How many punk rock albums does Buzz now have?
($5 - 1 = ?$)

- 2) Kit and Buzz have written 4 songs together. One afternoon they write 3 more songs together. How many songs have Kit and Buzz written together?
($4 + 3 = ?$)

- 3) Mole Music has 6 musical instruments for sale in their display window. Mr. Mole sells 5 of the musical instruments in the display window. How many musical instruments are left in the display window?
($6 - 5 = ?$)

- 4) Two rabbits are playing on the playground. 1 rabbit joins them. How many rabbits are playing on the playground? ($2 + 1 = ?$)

- 5) The BSFs hold a concert and have 9 songs to play. They play 7 of the songs. How many songs are still left to play? ($9 - 7 = ?$)



Teaching Patterns

Patterning teaches similarities and differences, in addition to the order, or sequence, things occur. And patterns lead to rhythms and music.

To teach pattern recognition:

1. Build a simple pattern on the table using M&Ms, buttons, or pieces of paper. Start with an alternating pattern (called an AB pattern): One red candy, one green candy, one red, one green, and so forth. Repeat the pattern at least once.

2. Challenge the students to identify the pattern.
3. Next, students continue the pattern by building a sequence that's exactly like the initial pattern. Ask: How did you know to start with a red? or Why should a green be here?

Some more difficult patterns to practice are: AAB, ABB, AABB, and ABC.

Using sounds create:

- An AAB pattern of doorbells and knocking.
- An ABB pattern of bike and skateboards.
- An AABB pattern of spray painting and hopscotch.
- An ABC pattern of drums and guitars.
- What other fun patterns can be created from the book *Punk Skunks?*

***Crash! Bam! Boom! Boom!* : Creating Patterns through Music**

Several different rhythm instruments are required for this activity. Drums, blocks, and cymbals work really well. If instruments are not available, teach students to use body percussion to create the sounds below.

- Students select an instrument and play a sequence of four beats.
- After the students have practiced groups of four beats on various instruments, ask them to suggest a pattern for the instruments to play in.



For example:

Pat, pat, clap, stomp.

The pattern is played in sequence over and over again.

- Compose a variety of patterns as a class. Play at different tempos and volume for extra fun.

Who Switched the Rhythm?

- With the class sitting in a circle, everyone begins a simple rhythm of two pats on their thighs and one clap: *Pat, pat, clap. Pat, pat, clap.*

- Students keep eye contact with those in the circle. Whenever they hear a switch in the pattern, they should follow the switch.
- Anyone can switch the rhythm. Try to be sneaky! The goal is to get the entire circle to switch the rhythm without ever realizing who switched it.

Math Hopscotch



This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag
- One die

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the beanbag in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (ie. $2 + 4 = 6$, hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag, they win! If they overshoot or fall short they must start all over again.
5. Play continues until everyone reaches the beanbag or everyone has been given a chance.

For an extra challenge, change the location of the beanbag each turn.

Science

Skunks Research Project

In *Punk Skunks*, Kit is the name of the character, but also the name of a baby skunk! That's just one fun fact about skunks. Take a trip to the school library. With the help of the librarian, students will research information about skunks.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Students should be required to take notes on what they find. Information to be gathered must include:

- Color of skunks
- Size of skunks
- What skunks eat
- Where skunks live
- Draw a picture of a skunk
- Write 3 words that describe a skunk
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3



Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw a skunk, and include the facts they have researched.

Skunk Burrows (vs. Boroughs)

Skunks dig dens underground where they sleep during the daylight hours. These dens are called burrows.

- Conduct a Google image search to see photographs of skunk burrows.

Kit and Buzz live in a city-like area called the Burrows.

New York City is made up of five boroughs: Manhattan, the Bronx, Queens, Brooklyn, and Staten Island. These are not underground skunk habitats, but are similar to separate counties or large neighborhoods with their own local governments.

- Conduct a Google image search to see photographs of city streets in the five boroughs of New York City, especially turn-of-the-century row buildings like those depicted in *Punk Skunks*.

So just like skunks, New Yorkers dwell in burrows, er...boroughs!

Look closely at the endpapers of *Punk Skunks*. Shaskan has used both inspiration from burrows and boroughs to create the Burrows where Kit and Buzz live.

- What do you see that looks like a New York City borough?
- What do you see that looks like a skunk burrow?

Additional Challenge: Using a shoebox, students can create a three-dimensional diorama of their own house and/or bedroom as a skunk burrow.

Who's There?

Kit and Buzz are skunks that make music. Kit plays the drums and Buzz plays the electric guitar. Of course, skunks don't really play music, but skunks do make noise.



Like other animals, skunks do make noise for many different reasons:

- to find a mate,
- to establish a nesting territory,
- to warn of danger,
- to communicate with young and to confuse predators.

Because skunks are nocturnal, meaning they sleep during the day and come out at night, most people might hear skunk noises and they don't realize what it is.

Can you imagine what sound a skunk might make? Research videos on YouTube to find out.

Additionally, introduce students to the noises of other nocturnal animals that join the skunks in nighttime music.

- Fox

- Owl
- Coyote
- Fisher Cat
- Hawk
- Mountain Lion
- Bobcat
- Bat

Make Your Own Musical Instrument

Making music with items you find around the house can be fun: drumming on many different objects and surfaces, plucking a rubber band, or turning a paper towel roll into a trumpet. But did you know you can make music using water and drinking glasses?

Here's how! All you need is several glasses of water and a pencil.

- 1) Take 5 glasses and line them up next to each other.
- 2) Fill them up with different amounts of water. The first should have just a little water, while the last should be almost full. The glasses in between can vary in amounts on this scale.
- 3) Using a pencil, tap the glass with the least amount of water in it and observe the sound. Then hit the glass with the most water in it and observe the sound. How are they different? Which one is a higher pitch? Which one is lower?
- 4) Tap the other glasses with the pencil and observe the sounds.

Each of the glasses has a different tone because of the vibrations created by the pencil tap. Small vibrations are made when the glass is hit; this creates sound waves which travel through the water. The more water means slower vibrations and therefore a deeper tone.

- 5) Experiment with creating different tones using the glasses.

For several other ideas on how to make musical instruments, visit <http://www.bashthetrash.com/>. Experiment and maybe you can start your own band!

DIY Instrument Challenge

This challenge asks students to create a musical instrument that can play "ABCs" or "Twinkle, Twinkle Little Star." A little imagination is going to go a long way here!

- Explain to students that they will be working in groups of 2-3 to create a musical instrument that can really play "ABCs."

- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for more ideas for materials.
- Students may research possible diy instruments online and find inspiration. Visit www.bashthetrash.com.
- Each group's instrument must:
 - Be able to play "ABCs"
 - Be a construction made up of at least three different materials.
- The groups must create blueprints or sketches for their instrument and carefully document their use of the method of construction throughout the process of building their instrument.

Once all instruments have been built, present them to the class.

Offer up awards to increase the competition.

- Most Musical Instrument
- Best "ABCs" Instrument
- Most Attractive Instrument
- Most Materials Instrument
- Most Inventive Instrument



Social Studies

Finding Commonalities/Uniqueness

Although they are best friends (or BSFs), Kit and Buzz soon learn that they are alike in some ways, but different in other ways.

Both Kit and Buzz are musicians, but Kit loves to ride her skateboard while Buzz prefers to paint.

Finding things you have in common with other people is a good way to start a meaningful relationship. But learning what makes us each unique can bring about even deeper friendships as we appreciate our differences.

Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.

- On one sheet of paper, you will have twenty minutes to come up with a list of things in common. Completely obvious answers such as “we both have hair” or “we are both in _____ class” are not allowed!
- After twenty minutes, switch to the other paper. You now have twenty minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

Conflict Resolution

Kit and Buzz have a problem. They disagree on what to write their next song about.

Instead of trying to solve their disagreement, Kit and Buzz use avoidance regarding the problem.

- What does avoidance mean?
 - First, brainstorm what avoidance might mean based on the context of *Punk Skunks*. (i.e., “Instead of trying to solve the problem, Kit and Buzz got mad at each other and fought.”)
 - Then, look the word up together in the dictionary.
 - Avoidance is walking or running away from the problem. Not fixing it.
- How do Buzz and Kit avoid the problem?
- Does avoiding solve the problem?
- What happens when they avoid the problem instead of trying to solve it?

A good technique for resolving a conflict is to compromise.

- What does compromise mean?
 - First, brainstorm what compromise might mean based on the context of *Punk Skunks*.
 - Then, look the word up together in the dictionary.
 - Compromise is coming up with a solution that makes both people happy.
- How do Buzz and Kit compromise to solve the problem? Is there another way they could’ve solved the problem?

For information on Healthy Conflict Resolution visit

<https://www.healthychildren.org/English/healthy-living/emotional-wellness/Pages/Everybody-Gets-Mad-Helping-Your-Child-Cope-with-Conflict.aspx>

Create a list of examples of possible problems you might face:

- at school

- at home
- with friends

For example, someone took the pair of scissors you were using for an art project without asking first.

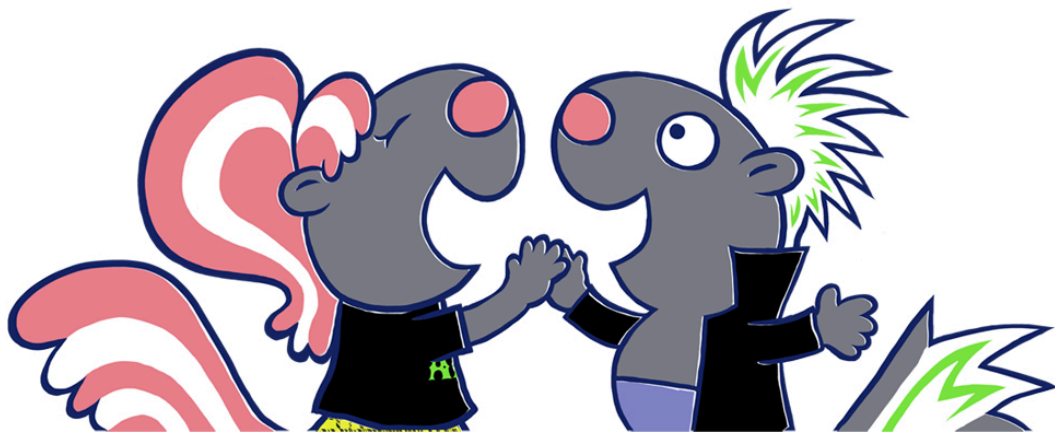
- Write or act out a scene in which you avoid the problem.
- Write or act out a scene in which you make a compromise.
- Which works better in this situation?
- When would it be best to avoid the situation?

Teaming up Together

Kit and Buzz quickly learn that working as a team achieves much better results than being selfish.

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving, language skills *and* cooperation.

Cooperative games help promote collaborative skills and teach sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.



Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and exclude others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving around the space. But when the music stops, the ground outside each hula hoop is hot lava. To be safe, each kid must have at least one foot inside a hula hoop and NOT be touching the ground outside of the hula hoop at all.

If they can get both feet inside the hoop, that's great, but as the hoops get more and more crowded as the game goes on, only one foot might fit. In any case, they *cannot* touch the ground outside of the hula hoop, so some kids will find themselves having to stand on one foot.

On each rotation, remove a ring so that the kids have to share hula hoops. The goal is to encourage children to join together in the remaining hoops.

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help each other to win.

Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

Keep it Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams on either side of a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

Friendship Mural

As a class, create a list of all of the reasons why friendship is so important.

Additionally, create a list of ways to express gratitude to our friends.

One way to express gratitude is to make a mural for your school community all about the value friendship!

Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to bring about tighter community and to “give back” for all that we have been given.

Look up examples of public art on the Internet: in subways, under bridges, and in parks. Be sure to find examples of traditional murals painted on walls, but also sculptures and knit-bombing.

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

Then,

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called “Friendship” that can be created in this space.
3. Brainstorm how this mural can celebrate friendship.
4. Involve as many people as possible in the creation.

Music

There are five musical families; including the brass, keyboard, percussion, string, and woodwind families. In *Punk Skunks*, Kit and Buzz play instruments from the percussion and string families. Drums are part of the percussion family. Kit plays a drum kit (or set). That’s why she’s named Kit. A guitar is part of the string family. Buzz plays an electric guitar. He’s named after the “buzz” that an electric guitar makes when it’s plugged into an amplifier.



Here's some information about the music families to share with students:

String Family

Each member of the string family is a different size. Each member makes different sounds. String instruments produce a sound when the strings vibrate. Strings can be plucked, bowed, or struck, or strummed (Wade-Matthews 30). To pluck means to pull at a string and to let it go (Webster). To strum means to move your fingers across the strings. You brush them (Webster). Strings can be made of gut, steel, or nylon (the San Francisco).

The guitar is a part of the string family. A guitar has six strings and a hollow body. To play the guitar, a musician holds the neck and at the same time she or he holds down the strings. With her other hand, she strums the strings, or plucks them. She plays notes and chords. A chord is a group of sounds that create harmony. When a guitar is strummed, it adds rhythm. When a guitar is played, it can harmonize with the rest of the family. To harmonize means when musical sounds come together in chords. In *Punk Skunks*, Buzz plays an electric guitar, which is an amplified guitar. An amplifier is like a speaker for the guitar. It makes the sound loud.

Activity:

Have your students create a shoebox guitar. Play it with the percussion activity below.

Here's a link (but there are many more online):

<http://www.enchantedlearning.com/crafts/Boxguitar.shtml>

Percussion Family

Percussion instruments make sounds when struck by another object. Each percussion instrument makes different sounds. You use a snare drum to tap out rhythm. It has eight, or more strings of wire stretched across the bottom of it. The wires are tightened to make the best sound. You can strike a beat or roll on it. You can create a cadence.

The bass drum is the largest drum in the orchestra. It's also part of a drum set. In *Punk Skunks*, Kit uses a foot pedal to play the bass drum. In the orchestra, the percussionist stands to play a bass drum. He or she hits the drum between the center and rim of its head with a large felt-topped stick. The drum sits on a frame, or stand. When playing a bass drum, you often hit the beats on the ONE and THREE.

A cymbal is made of copper and tin plates. In a band or orchestra, cymbals can be crashed together. Or, one cymbal can be slid across the edge of the other cymbal to make a quiet sound. In *Punk Skunks*, Kit hits the cymbals with her drumstick. That's how you play cymbals that are found in a drum set or drum kit.

Activity: Turn your classroom into a drum kit! Here is a typical rock beat, which Kit plays on her drums...

Have the students use their hands to clap, their desk to tap, or their legs to tap, or their fingers to snap. Or use objects found in the room to make noise. Create three groups—one for the bass drum, one for the snare drum, and one for the cymbal. Each group will use a different way of making sound—for example, a clap, tap, or snap. Write these instructions for the students to see:

A bass drum will make noise on the ONE and THREE.

A snare drum will make noise on the TWO and FOUR.

A cymbal can crash on the ONE.

Count ONE, TWO, THREE, FOUR having each group making their noises to the beats they are assigned (e.g. a student who is a bass drum will clap on the one and three.)

For Further Reading

More information on the music families:

Philharmonia Guitar

http://www.philharmonia.co.uk/thesoundexchange/the_orchestra/instruments/fretted/

The San Francisco Symphony Kids' Site

<http://www.sfskids.org/templates/instorchframe.asp?pageid=3>

Wade-Matthews, Max. The Illustrated Book of Musical Instruments: A Pictorial Encyclopedia of Music Making through the Ages. Southwater/Anness. London. 2004.

Webster's Dictionary for Students. Backpack Books. New York. 2005

Around the World with the Percussion Family! by Trisha Speed Shaskan and illustrated by Robert Meganck

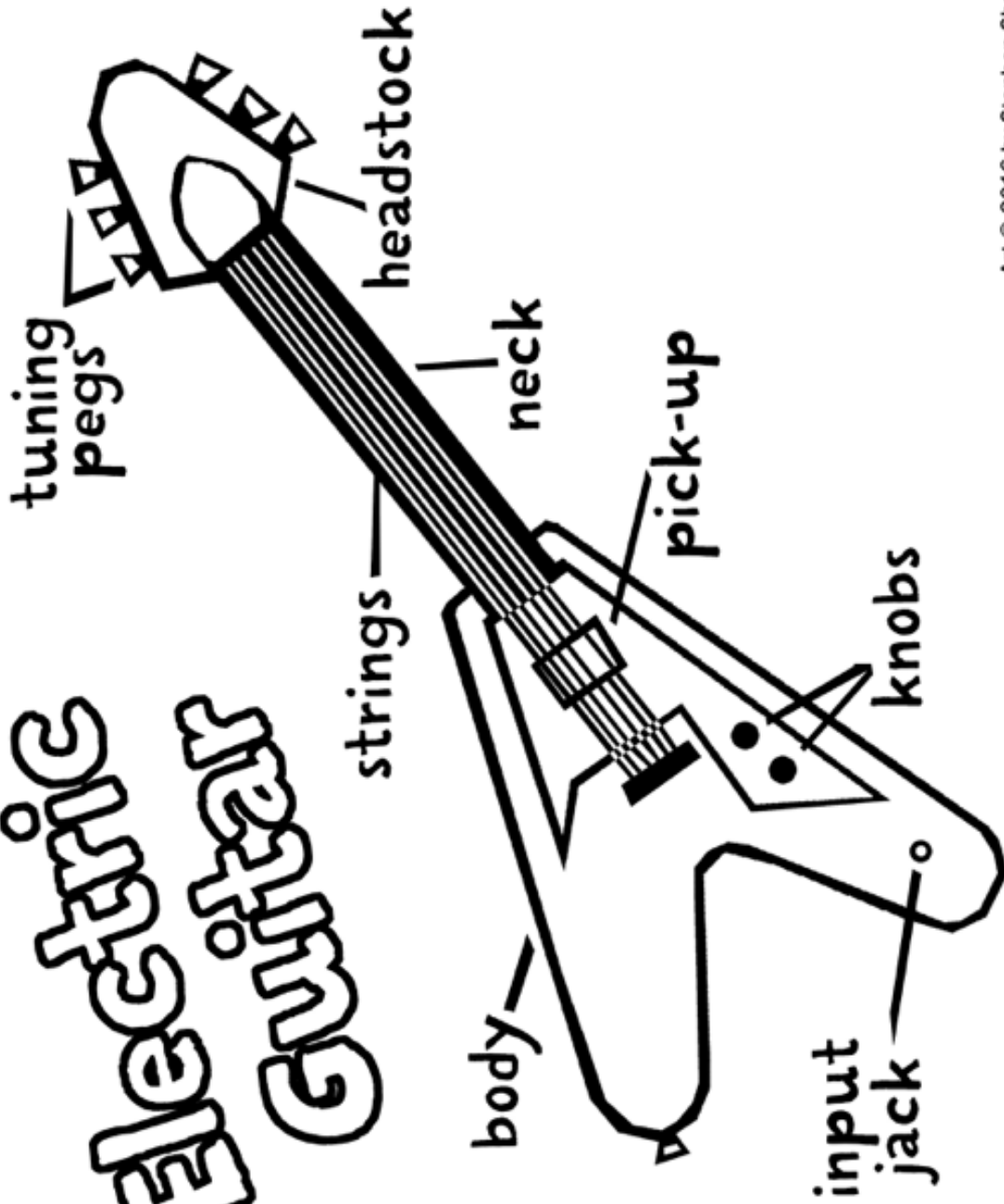
The String Family in Harmony! by Trisha Speed Shaskan and illustrated by
Robert Meganck

The Brass Family on Parade! by Trisha Speed Shaskan and illustrated by Robert
Meganck

The Keyboard Family Takes Center Stage! by Trisha Speed Shaskan and
illustrated by Robert Meganck

Opening Night with the Woodwind Family! by Trisha Speed Shaskan and
illustrated by Robert Meganck

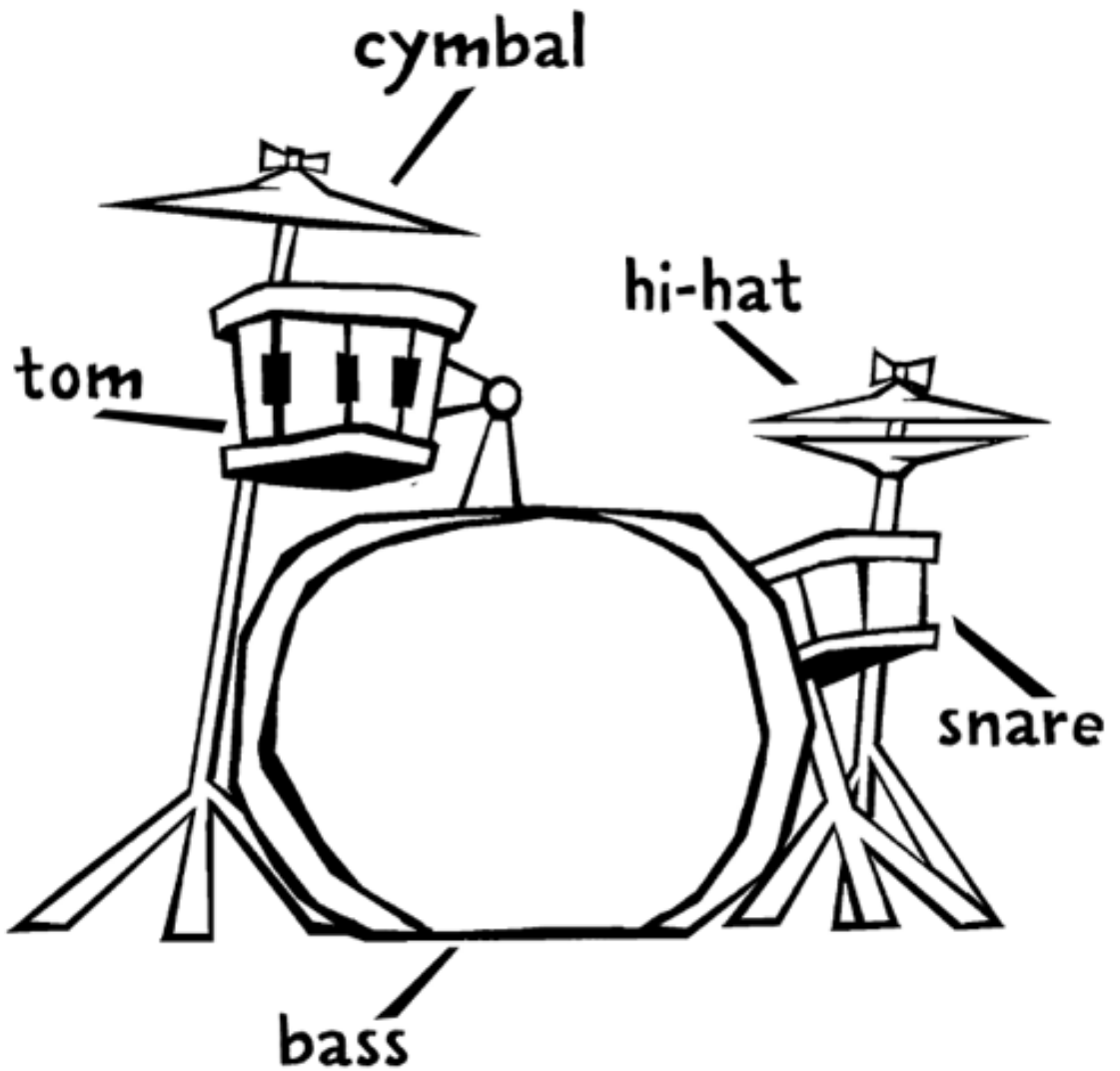
Electric Guitar



Art © 2016 by Stephen Shaskan

Created for the picture book *Punk Skunks*, written by Trisha Speed Shaskan and illustrated by Stephen Shaskan

Drums



Kit

CRASH!

BAM!

BOOM!

BOOM!



Art © 2016 by Stephen Shaskan

Created for the picture book *Punk Skunks*, written by Trisha Speed Shaskan and Illustrated by Stephen Shaskan

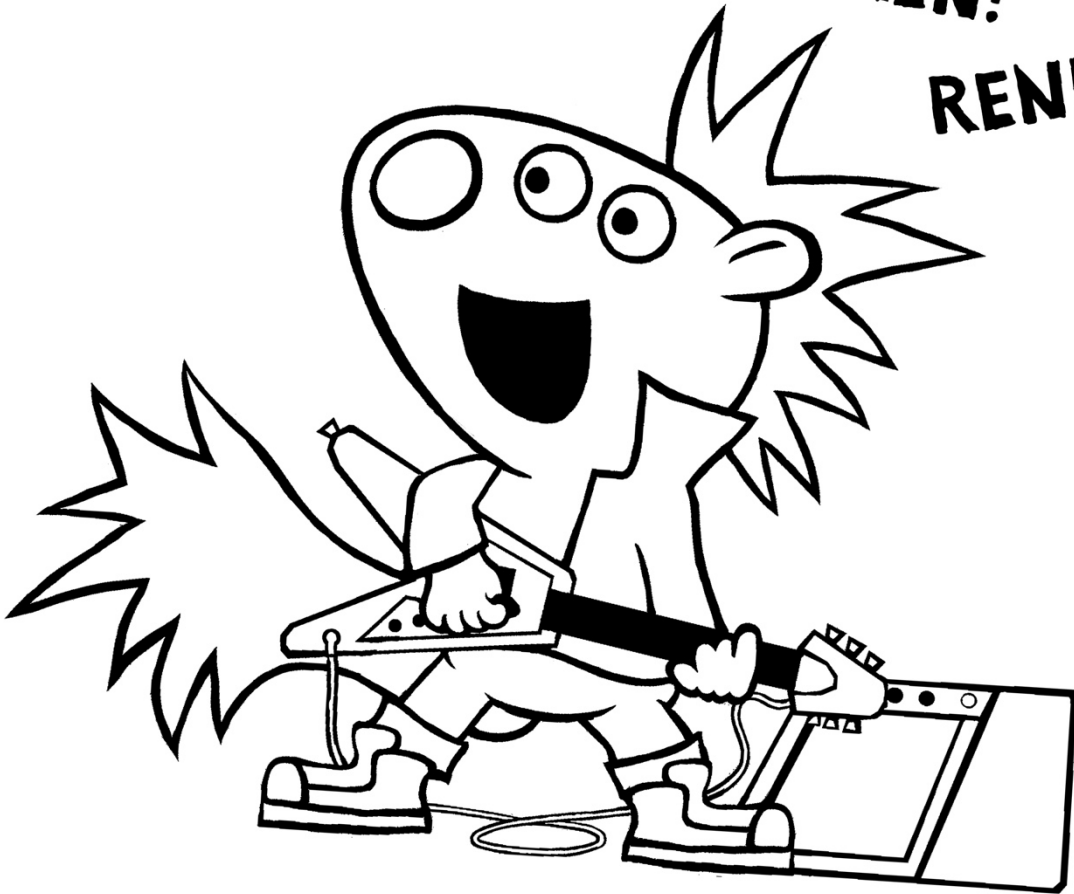
BUZZ

WAHH!

WAHH!

REN!

REN!



Art © 2016 by Stephen Shaskan

Created for the picture book *Punk Skunks*, written by Trisha Speed Shaskan and Illustrated by Stephen Shaskan