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## EDUCATIONAL GUIDE

In this pair of picture books, your students will meet Gilbert, who may well remind them of themselves—at least some of the time. In *The Island of Grump*, Gilbert is angry, and he sulks and pouts, and scowls. This lands him on the Island of Grump, a gloomy, lonely place where friends can't find him. In *Gilbert & the Search for the Lost Smile*, he can't find his happiness. He looks in all the usual places, but still no smile... until his family lends a hand. The books offer entertaining reminders for those moments when children get lost in anger or sadness, and provide you with ways to get the class to talk about times like these, when they feel like Gilbert.

Many schools have curriculum in social behavior, character education, good citizenship, and manners. Beyond that, most teachers try to find time to cover these important personal and social issues in their classrooms. These books are sure to help get the conversation started.

### FOLLOW-UP QUESTIONS

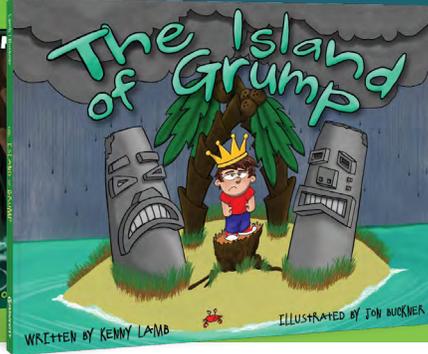
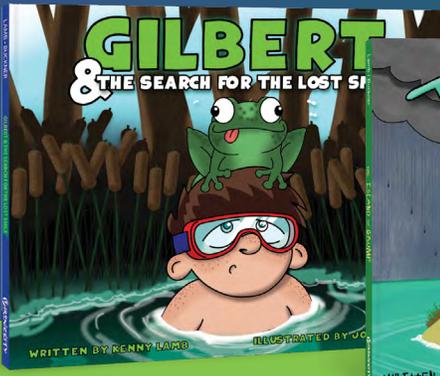
*Language Arts: Reading Comprehension, Critical Thinking*

To make sure your students understand the story, recognize themes, and retain the details, ask:

- *The Island of Grump*: Where is the Island of Grump?
- *The Island of Grump*: How does Gilbert get there? Who goes with him?
- *Gilbert & the Search for the Lost Smile*: Name five places where Gilbert goes to look for his smile.
- *Gilbert & the Search for the Lost Smile*: What is Gilbert's mother baking? Why?
- *Gilbert & the Search for the Lost Smile*: What did Gilbert see when he climbed to the top of the tree? How did it make him feel?

**RL 1.1, 1.2**

**RL 2.1, 2.2**



# THE ISLAND OF GRUMP and **GILBERT** & THE SEARCH FOR THE LOST SMILE

## EDUCATIONAL GUIDE

### FOLLOW-UP DISCUSSION

*Language Arts: Critical Thinking, Visual Literacy; Speaking and Listening*

- In both books, the illustrations do more than show the action in the plot. They also help to set the mood. Begin by having the class look closely at the two covers. Gilbert has very different expressions on his face. What do your students think he is feeling on each cover? Then look at the colors used, not only on the covers, but within the books, too. Students should identify the colors and talk about how the colors express Gilbert's feelings and how they make them feel. Ask students to name their favorite colors and describe how those colors make them feel.

**RL 1.7; SL 1.1**

**RL 2.7, SL 2.1**

### ACTIVITIES

*Language Arts: Vocabulary*

- As they read *The Island of Grump* and *Gilbert & the Search for the Lost Smile*, your students may come across words they are unfamiliar with. They should make a list of those words, then write each word on one side of an index card. On the other side, they should write its definition and a sentence using the word.

**RL 1.4**

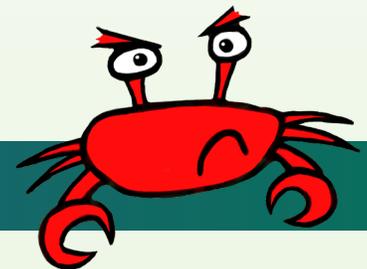
**RL2.4**

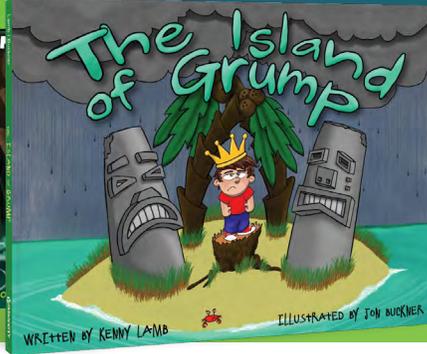
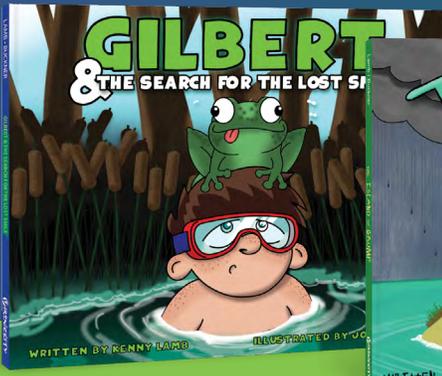
*Language Arts: Creative Writing, Responding to Literature; Art; Speaking and Listening*

- Ask the class what they think made Gilbert mad enough to set off for the Island of Grump. Encourage them to think about things that make them mad. Have each child write and illustrate a prologue to *The Island of Grump* that tells what happened just before the book begins.

**RL 1.1, 1.2, 1.3; W 1.3; SL1.5**

**RL 2.1, 2.2, 2.3; W 2.3**





# THE ISLAND OF GRUMP and GILBERT & THE SEARCH FOR THE LOST SMILE

## EDUCATIONAL GUIDE

### *Language Arts: Literature, Rhythm and Rhyme, Writing; Cooperative Learning*

- Both books have a rhythmic, rhyming text that carries readers along. Read the text of either title aloud and have the children clap out the rhythm. Then have them listen for the rhyming words. When they hear a word that rhymes with another, they should raise their hands. Write those words on the board.
- As a class, develop another list of words that describe today's weather. You may end up with a list like this one: **Sunny - Clear - Bright - Nice - Warm - Breezy**

Now, using those words and others that rhyme with them, work together to develop a weather poem that everyone contributes to. You can set it up as simple two-line or four-line stanzas, following the rhyming pattern: AA, BB, CC, and so forth.

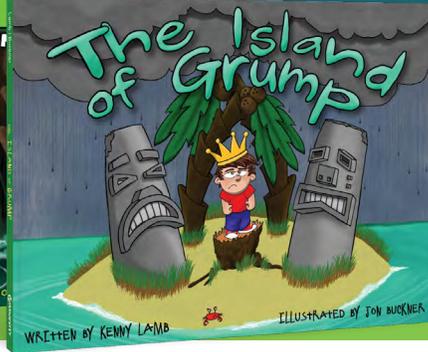
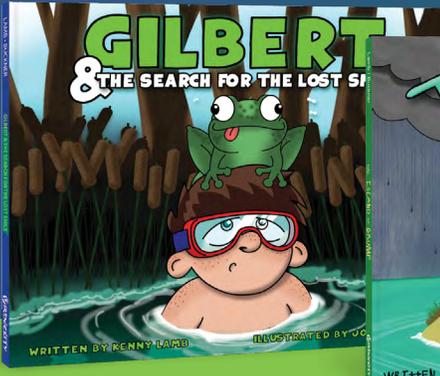
**W 1.3; SL 1.1**

**W 2.3; SL 2.1, 2.7**

### *Character Education; Language Arts: Interviewing, Research, Reporting; Speaking and Listening; Cooperative Learning*

- Open up a discussion about Gilbert's behavior and actions in both books. They are the result of his feelings. How does he realize that he can't always act out his feelings? Ask students to talk about times when they were angry. What made them angry? How did they express the feeling? Then ask about times when they were sad. (Some may be uncomfortable talking about why they were sad, so ask for volunteers to talk about why they were sad, rather than calling on anyone.) How did they express their sadness? Give students a chance to support each other's experiences.





# THE ISLAND OF GRUMP and GILBERT & THE SEARCH FOR THE LOST SMILE

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Ask them to interview a number of adults: members of their family, neighbors, people in stores, other teachers. They should find out how these people express their feelings of anger, sadness, and you might add fear. The children should take notes and then write a short report on their findings. Remind them not to use names in their report, but to keep the identities private. They can describe someone as “a member of my family,” a “family friend,” or “someone in the community.”

Have each child present her/his findings. Fill in a chart like the one below with the information the children describe.

What Happened?	Adult's Feeling	Adult's Action	Result
Dog barked	Anger	Yelled at dog	Dog stopped barking but looked sad and I felt sorry

W 1.2, 1.7; 1.8; SL 1.1, 1.3, 1.4  
 W 2.2, 2.5 2.8; SL 2.1, 2.4, 2.5

