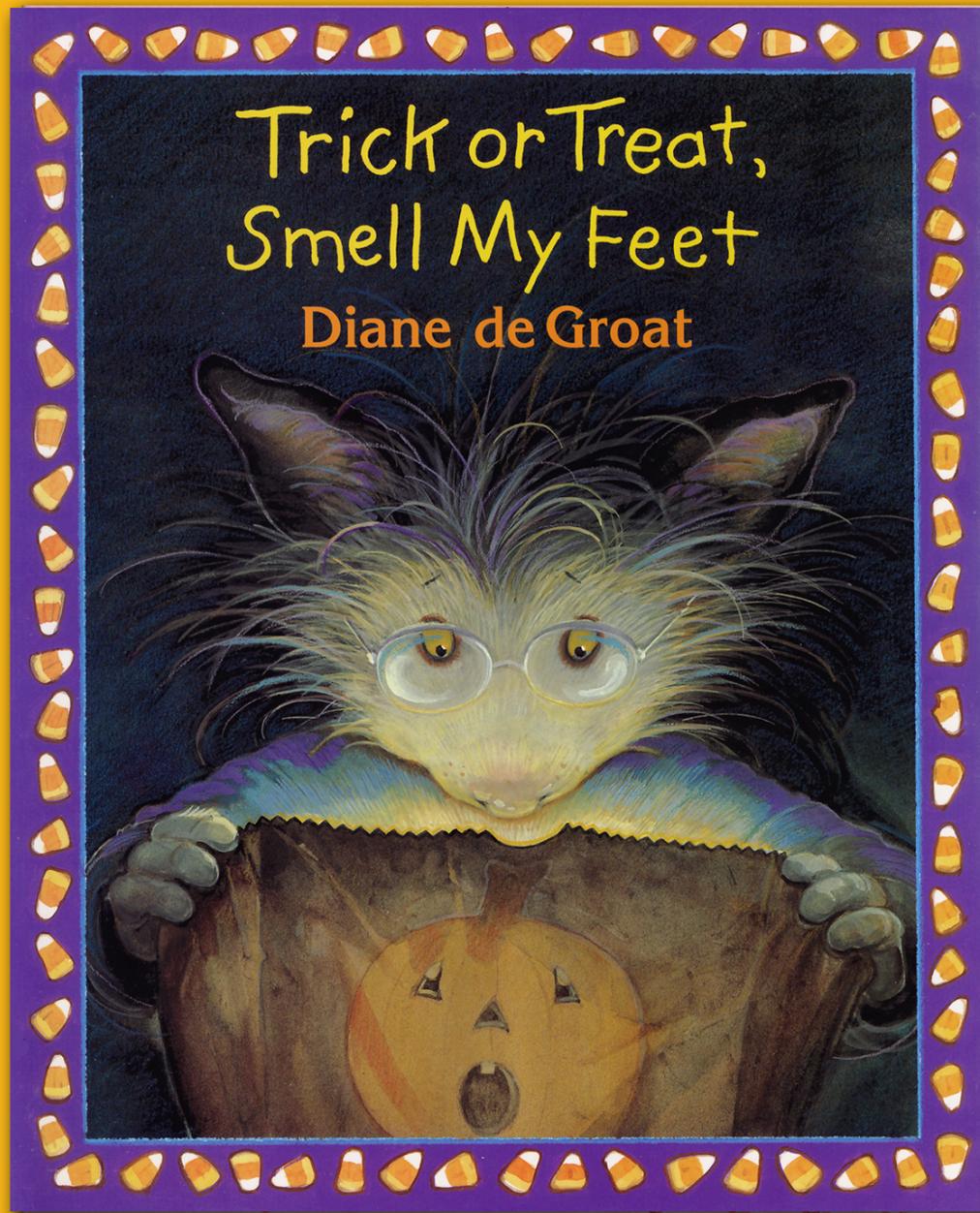


Curriculum Guide and Activity Kit

Aligns with Common Core State Standards



www.dianedegroat.com

HarperCollins 1999
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*Gilbert's good-natured blunderings make
for a kid-appealing Halloween treat.
—Horn Book*

Trick or Treat, Smell My Feet

Written and illustrated by Diane deGroat

Teacher friendly and ready to use, this guide aligns with the Common Core State Standards (CCSS) and is appropriate for kindergarten through grade three. It includes discussion questions, fun multidisciplinary activities, and printable sheets. It is a perfect tool to use for your Diane deGroat author study. Your students will be meaningfully engaged and ask for more books about their favorite opossum, Gilbert.

Guides for other Gilbert and Friends books can be found at www.dianedegroat.com.

About this Book:

Gilbert is sure his Martian Space Pilot costume will be the most original in the school's Halloween parade. Unfortunately, many of his friends had the same idea. Gilbert discovers a bigger problem when it's time to change for the parade. Instead of bringing his Space Pilot costume, he has accidentally grabbed his sister's bag with her tutu in it! Soon he realizes that he *does* have the most original costume. Gilbert makes the best of an embarrassing situation and takes center stage as a ballerina. This madcap masquerade is a real treat from start to finish.

About the Author:

Diane deGroat didn't like to read when she was growing up. She only wanted to draw and paint. As a first grade student, she would often rush through her classwork to get to the painting corner of her classroom. It wasn't until many years later, when Diane wanted to become a writer, that she discovered her big mistake. In order to be a writer, one must first be a reader. She did become an avid reader, and eventually an author. Along with writing and illustrating the 19 books in the Gilbert series, she has illustrated over 130 books for other authors. A perfect day for Diane might include sleeping late, digging in her garden, riding her bike, and of course, writing and illustrating more books. She lives in Amherst, Massachusetts. Learn more about Diane deGroat and her books at www.dianedegroat.com.

Trick or Treat, Smell My Feet has won the following awards:

1999 Notable Children's Trade Books in the Field of Social Studies, *Boston Globe* Quick Picks

This guide may be downloaded for home and classroom use. Not for resale.

Curriculum written by Kristy Graves, a first-grade teacher and a contributor to the Common Core curriculum for the Spencer-Brookfield School District in Spencer, Massachusetts.

Pre-reading Discussion Questions:

Before reading this book, launch a discussion with students and invite them to engage in the story's theme.

- What does it mean to feel embarrassed? Have you ever had a moment when you felt embarrassed?
- Has someone ever worn the same Halloween costume as you? How did it make you feel?
- Look at the cover of this book. Predict what Gilbert is looking at in the bag. Look at his face. How do you think he feels? What makes you think he's feeling that way?
- What genre do you think this story will be and why?

Post-reading Discussion Questions:

- What was the setting of this story? Who were the main characters?
- Who is telling this story? Imagine if Gilbert were telling the story. What do you think he would say?
- What was the costume that Gilbert planned on wearing to the costume parade? Was he the only one with that idea? How do you think it made him feel when he found out that other kids had the same idea?
- What was Gilbert's problem in this book?
- What did Gilbert do when he found out he had mistakenly taken Lola's bag to school? Do you think that his plan was a good one?
- Gilbert had an embarrassing moment at the end of the story. Do you think he handled it well? Why did he say he wanted to be a ballerina?
- Imagine you were Gilbert. How would you have handled this situation?
- Did you like this story? Why or why not?
- Retell this story in your own words to a friend. Tell the most important events in the beginning, middle, and end.

RL1, RL2, RL3, RL5, RL6, RL7, SL1, SL2, SL3, SL4, SL6, L1, L6

Activities



Writing: (grades K-1) W3, L1, L2

Discuss the tradition of dressing up in costume for Halloween. Ask the children what Gilbert planned to be for the costume parade in the story and if his plan worked out. Invite the students to turn and talk to a neighbor about what they will wear on Halloween. Tell the children that they are going to get a chance to tell about their Halloween costumes by writing down their ideas. (Template on page 4.) Remind students that writing is one way in which we communicate our ideas with an audience. Model writing a sentence or a short paragraph (depending on students' levels) about a costume. Model stretching out the sounds in each word as you write on a piece of chart paper. Focus on the process of hearing each phoneme, rather than accuracy of each word. Allow children to chime in on the sounds that they hear so the lesson is not solely teacher driven. For example, a teacher sample might look like this after a whole group-modeling lesson:

This Halloween I am going to be a cowboy. I will wear a hat and boots. I will go trick-or-treating with my sister and get lots of candy. It will be fun.

Reread the sentences with the class stressing the proper way to begin each sentence with a capital letter and end each sentence with an end mark; in this case with periods. Remind students that a period is like a stop sign in the road. Just as we stop a car, a period tells us we should pause when we are reading.

Students can create an illustration to go along with their written text. These can be compiled into a class book, shared at an author's circle, or be displayed on a class bulletin board.



This Halloween I will be

Handwriting lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box with a thick black border, intended for drawing or coloring.



Writing: (grades 2-3) W3, W5, L1, L2

Ask the students what Gilbert wanted to be for Halloween: a Martian Space Pilot. Tell the students that they are going to create their own aliens. Through writing and art each child will show their creativity in this assignment. Remind students that a good author is able to develop a character by describing it physically as well as by telling about its behavior. Once the children have created a character they will develop an adventure for that character.

Distribute the graphic organizer (page 6) to spark ideas. Some children may not need this tool but it does help students to organize their thoughts. Once the children have filled in the answers to the questions, allow them to transfer their ideas into sentences and then into a paragraph that describes their alien. Modeling this process for students will help them to see what a well thought out description looks like.

Once children have created an alien it may be helpful for them to talk to a friend about what kind of adventure their alien might experience. Their story should have a beginning, middle, and end. It should include some of the character's feelings and it should have a clear ending. Work with students to develop their alien character and his/her adventure. Remind children of the linking words that show transition in a story. Edit the students' work and have them copy over the finished product.

Student writing prompt:

Develop a two-paragraph essay about an alien character. The first paragraph should include a detailed description of what your alien looks like. (Students can refer to their graphic organizer for details.) The second paragraph should include an adventure for your alien. Be creative! In your writing, use linking words that show you have a clear beginning, middle, and end. Make sure you provide a sense of closure.

See the art activity for grades 2-3 on page 14 for the project portion of this assignment.

ALIENS!

What planet is your alien from? _____

How many eyes does your alien have? _____

Describe your alien's hair. _____

Tell what your alien's nose looks like. _____

What does your alien eat? _____

What language does your alien speak? _____

What is special about your alien? _____

The following rubric may help with grading for student work:

Written Expression

Conventions of Language

4	<p>Student response addresses the prompt and shows effective development of the topic.</p> <p>Student response includes purposeful and controlled organization. Response includes an introduction and conclusion as well as linking words and descriptive phrases.</p>	<p>Student response demonstrates command of the conventions of the English language.</p> <p>May be a few mistakes, but the message is clear throughout the response.</p>
3	<p>Student response addresses the prompt and shows some development of the topic.</p> <p>Student response includes an introduction and conclusion. Response includes some linking words and descriptive phrases.</p>	<p>Student response demonstrates inconsistent command of the English language.</p> <p>May be a few errors that occasionally interfere with understanding.</p>
2	<p>Student response uses limited details and reasoning.</p> <p>Student response shows some organization. Response may or may not include an introduction and conclusion.</p>	<p>Student response demonstrates limited command of the conventions of standard English.</p> <p>Mistakes somewhat impede understanding.</p>
1	<p>Student response does not address the prompt.</p> <p>Student response demonstrates no organization.</p>	<p>Student response does not demonstrate a command of the conventions of standard English.</p> <p>Frequent mistakes impede understanding.</p>

Math: (grades K-I) 1.NBT, 1.MD

Prior to the lesson, decorate 2 large brown paper bags with a pumpkin like the one on the front cover of *Trick or Treat, Smell My Feet*. Purchase two pumpkins of different sizes (or if you are going on a field trip to the pumpkin patch, find two in the field). Cut off the stems and prepare the pumpkins to scoop out the seeds later. Place the larger pumpkin in one bag and the smaller pumpkin in the other.

Tell the class that a pumpkin farmer needs their help. He will be entering his pumpkins in the local fair and will need to find out as much information about these pumpkins as he can to put on the fact sheets. Reveal the pumpkins and ask the children to brainstorm a list of questions that the farmer may want answered. Children may think of things such as:

- How many seeds are in each pumpkin? Which has more seeds?
- How much do the pumpkins weigh?
- How tall are the pumpkins?
- How big around are the pumpkins?
- How many lines (seams) are on the pumpkins?

Reread the questions aloud and have the children predict how many seeds are in each pumpkin and which pumpkin has more seeds. (Children will be surprised to find that sometimes the smaller pumpkin has more seeds. This leads to a discussion of why a larger pumpkin would have less seeds.) Ask children to give estimates for all the questions if time allows. Record student answers on the board.

Break the class into two small groups with a teacher and give each group a pumpkin. Go over each question that the children came up with. Allow children to come up with solutions to their questions. For example, what can we use to measure how big around the pumpkin is? Most children will think of a ruler but then they will realize that a ruler is flat and can't bend around a pumpkin so a ruler can only be used for the height of each pumpkin. Children may have seen a tape measure and suggest using that tool so it would be a good idea to have one handy. Ask the students what else could measure around a pumpkin if a tape measure wasn't available. Lead the group to find that a string can be placed around the pumpkin and then taken off and measured with a ruler. Bring in a scale to weigh the pumpkins and record the number of pounds. Have a child from the group count the seams and record that information as well. The template on page 9 can either be given to each child to use, or one child can use it to record the facts for the whole group.

Once all the outside measurements have been taken, scoop out the pulp onto newspaper. Have children work together to create piles of seeds. Talk about the best way to count the seeds and lead children to discover that putting them in piles of 10 will help with the counting process. Practice rote counting by tens and come up with a total number of seeds.

Finally, gather the whole class together and compare the information found on the two pumpkins.



Pumpkin Facts

My pumpkin has _____ seams or lines.

My pumpkin weighs _____ pounds.

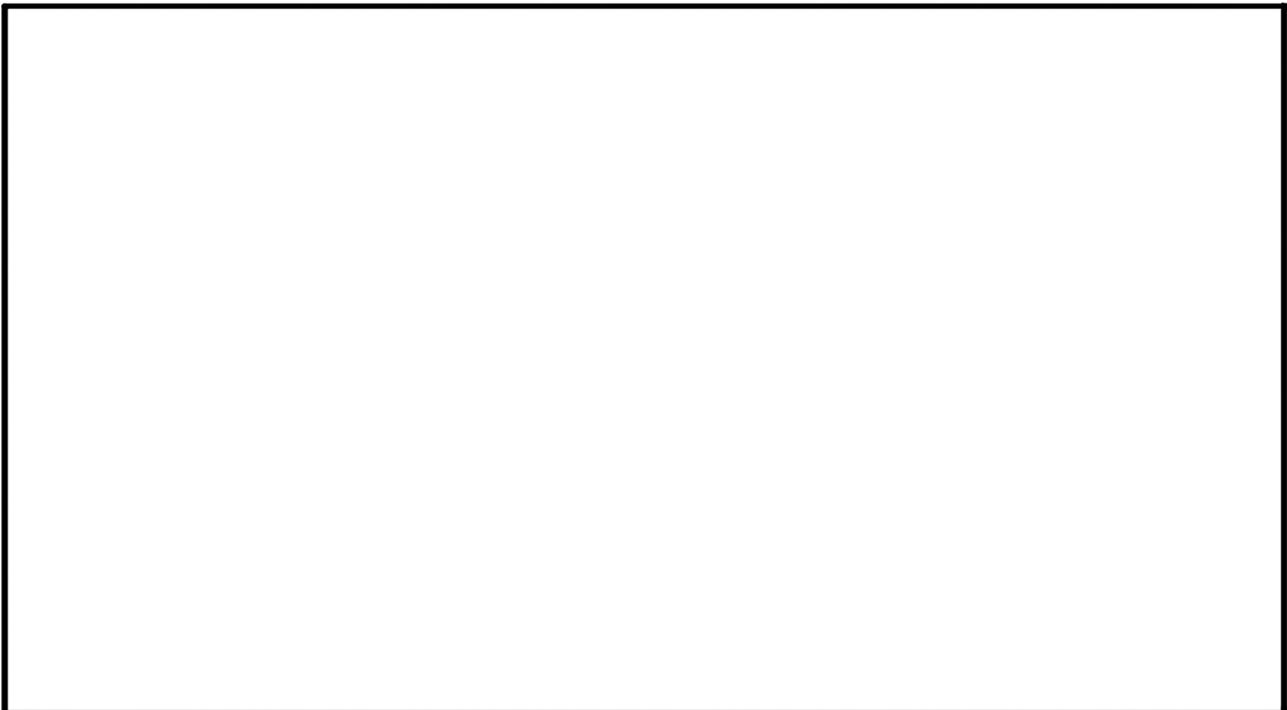
My pumpkin is _____ inches tall.

My pumpkin is _____ inches around.

My pumpkin has _____ seeds.

Other facts: _____

My pumpkin looks like this:

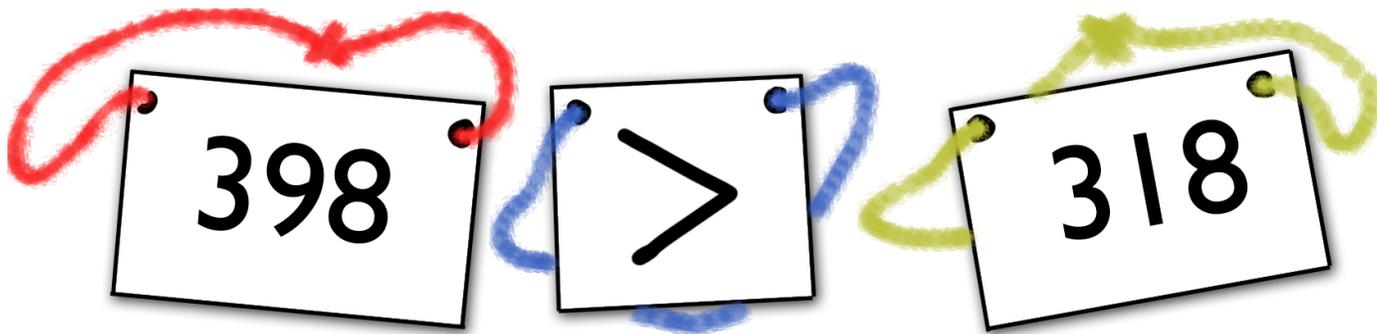


Math: (grades 2-3) 2.NBT

In the story Gilbert was in a costume parade. Tell the children that they are going to make their own parade using place value. Each child will be given a large index card with a random 3-digit number hanging from yarn. Once the children have hung the numbers around their necks, they will then put themselves in order according to the directions given. For example, the children need to listen to see if they will be lining up from least number to greatest number (ascending order) or greatest to least (descending order) in order to make the correct parade.

After the children get in line, assess their understanding of place value. Do the children know what the 0 stands for in the number 403? What is its purpose? Can they explain why the number 788 would be greater than 778?

On one student, place a card with the $>$ symbol and on another student place a $<$ symbol. Begin to compare two children from the parade using the numbers hanging around their necks. For example, the child wearing the $>$ symbol could stand between a child wearing 398 and a child wearing 318 to create a true mathematical statement. Continue comparing numbers using the symbols $<$ and $>$.



Pair up the students to play a place value game. Each student will roll a die three times to create a three-digit number and write it on the recording sheet (page 11). The students will compare the numbers and write the symbols $<$, $>$, or $=$ in the box found between the numbers.

Student #1: Roll three dice and fill in the numbers in the left column.
Student #2: Roll three dice and fill in the numbers in the right column.
Compare the numbers and write $<$, $>$, or $=$ in the middle box.

STUDENT #1

STUDENT #2

____	____	____	<input type="text"/>	____	____	____
____	____	____	<input type="text"/>	____	____	____
____	____	____	<input type="text"/>	____	____	____
____	____	____	<input type="text"/>	____	____	____
____	____	____	<input type="text"/>	____	____	____
____	____	____	<input type="text"/>	____	____	____
____	____	____	<input type="text"/>	____	____	____
____	____	____	<input type="text"/>	____	____	____

Science: (grades K-1) W8,SL1, SL3, SL6

The phrase “Trick or treat. Smell my feet.” is repeated several times throughout the story. Ask children if they think someone’s feet would be a pleasant smell. The five senses is a topic that young children are familiar with.

To plan for this activity make a list of common scents that children will be able to identify such as coffee grounds, vanilla extract, cinnamon, baby powder, orange peel, lemon juice, ginger, chocolate, pine needles, peppermint, rose petals, garlic, vinegar, and tuna fish. It may be a good idea to introduce the children to new scents as well, such as rosemary, basil, or blue cheese.

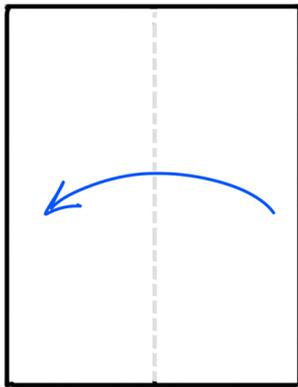
Next, find small canisters and clean them thoroughly. Empty spice containers, baby food jars, or film canisters work well. If the containers are clear, wrap them with paper so the contents cannot be seen. Poke small holes in each lid and put a different scent into each container. Liquids, such as vanilla extract, may be poured onto a cotton ball that can be placed in the bottom of the container. Once the containers are filled, place them all on a tray.

Ask students why their sense of smell is important and how we use it in our daily lives. Ask the class to name some smells that are pleasant and name some that are unpleasant. Tell children that they are going to be participating in an activity that will challenge their sense of smell.

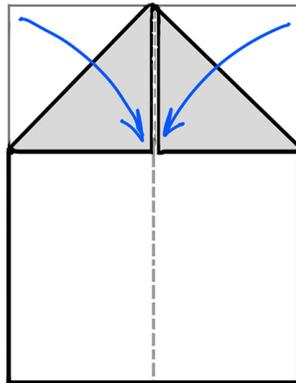
Gather 6-8 children in a small group and ask them to use their sense of smell to guess the contents of the containers. Each guess can be recorded on paper if time allows. This activity can also be repeated by using two of each scent in different jars and asking students to match the scents by using their sense of smell. Discuss the scents that the children preferred and those that they did not care for. Children can then draw a picture or write about a scent they liked and one scent they did not like.

Science: (grades 2-3) W1, SL1, SL3, SL6, L1, L2

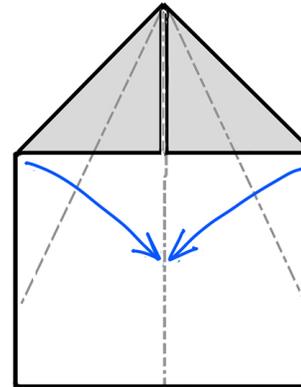
Remind children that the most popular costume in Gilbert's class was that of Captain Zigg. Tell the class that they have to help construct the best flying spaceship for Captain Zigg and his Martian Space Pilots. Lead the class step by step in making a standard paper airplane. Give each student a piece of neon green copy paper that will become an alien ship. Follow the steps below:



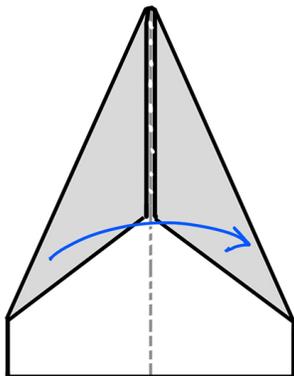
1. Use a sheet of 8.5 X 11" paper. Fold in half lengthwise and make a sharp crease. Unfold the paper.



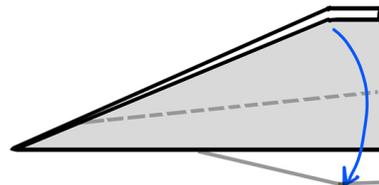
2. Fold down the top corners to meet in the middle.



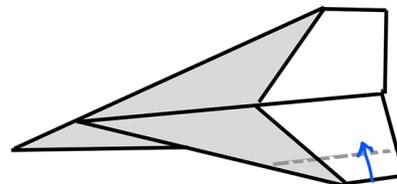
3. Fold the two edges toward the center.



4. Fold one half on top of the other.



5. Turn the plane 90 degrees. Fold and crease the wings down, away from the center.



6. The plane is complete. You may bend the edge of the wings up for lift.

Discuss safety rules with the class before allowing the students to fly their airplanes. Stress the importance of aiming the airplanes away from classmates. Tell the students that they can now create their own fast flyers. Give each child another piece of paper that can be used to make any kind of paper airplane. As long as it can fly, there are no rules. Students can decorate their alien spaceships if they desire. When the airplanes are complete, ask each child to predict whether they believe their spaceship will fly farther than the plane the class made together. Ask each child to make a hypothesis and write his idea on paper. For example, "I think my airplane will fly farther because it has bigger wings and a longer tail." Test each hypothesis by holding an alien spaceship-flying tournament. Allow each child to fly and measure how far their ship went and record results on a data chart. Discuss the results and the possibilities of why certain planes flew farther than others. Talk with the students about the possibilities of future experiments based on their findings.

Art: (grades K-1) RF2, RF3

Refer to the name of the story, *Trick or Treat, Smell My Feet*. Talk about the rhyme in the title. Ask children which words rhyme: treat and feet. Write the two words on the board in a t-chart. Ask children what sounds they hear in the middle of the word: long e. Tell children that the vowel team “ee” and the vowel team “ea” make the same sound. Ask children to list as many words as they can that end in the same sound as feet and treat. Categorize the words that the class comes up with by writing the word in the appropriate column.

As the children are working on the phonics activity listed above, one child at a time can be working on this adorable art activity with adult assistance. Ask the child to take off one shoe and sock while sitting in a chair. Paint the child’s foot with white tempera paint and instruct the student to stand up on that foot on top of a black piece of construction paper. This will create a white print of the child’s foot. Help the child clean off his foot and wash off any leftover paint. Do this for each child, then allow the prints to dry. The next day the children will be able to create a ghost by using their footprint. Turn the paper so the child’s heel is at the top of the paper. This will be the ghost’s head. Have the child add eyes and a mouth using their fingerprints and black paint. Encourage creativity by giving the children peel and stick paper, crepe paper, construction paper, or glow in the dark paper to create a scene around the ghost.

Art: (grades 2-3) SL4

This art activity ties in with the alien writing activity listed on page 5. Ask each child to create a mask by referring to the alien that he or she described in the previous writing assignment. (This step may be used initially to spark creativity and inspire the students’ writing. Some children will be motivated to develop a rather detailed writing assignment if they are able to create their own unique alien first.) Use a paper plate and a tongue depressor to create the base for the alien mask. Tape the tongue depressor to the bottom of the plate and cut out eyeholes. Give students crepe paper, glitter, pipe cleaners, wiggly eyes, stickers, ribbon, stamps, puffy paints (or anything else in your art closet) to create their aliens. When the assignment is complete, allow the students to plan a “Martian Monday” celebration. Ask students to read their written work and display their masks. Serve lunar punch (blue punch) and cookies with star sprinkles. It will be out of this world!

This song introduces the main characters in Diane deGroat's Gilbert and Friends series. Please note that not all characters listed in the song are included in every book. Feel free to use just the verses that pertain to the book you are using. As an option, sing the whole song and let your students know they will be meeting these characters in future Gilbert books!

Use the images on pages 17 and 18 to make paper bag puppets or popsicle stick puppets. It will help the children remember who each character is.

GILBERT AND FRIENDS

Sung to the tune of *Yankee Doodle*.

Gilbert is a possum boy
Who learns a lot in grade one
Sometimes he makes a silly mistake
But in the end he has fun

Mrs. Byrd's their favorite teacher
And she is a quail
She teaches them to do their best
So they will never fail

Margaret is a badger girl
She sometimes likes to tease
But when she gets to know someone
She'll try her best to please

Philip is a tattling duck
He loves to read and spell
Every time he takes a test
He always does so well

Lola is his little sister
She can be a big pest
But she thinks that Gilbert is
the coolest and the best

Patty is a sweet hedgehog
With bright and smiley eyes
She's Gilbert's friend at home and school
She's thoughtful, kind, and wise

Lewis is a big woodchuck
Who's bossy to his friends
He likes to tweak on Gilbert's nose
He can't wait 'til school ends

Frank is Gilbert's raccoon friend
He sometimes lends his mitt
He'll be his friend until the end
What a perfect fit

Kenny is a wise owl
Who never misses school
Does what's right and never fights
And follows every rule



Author's Note

After the success of my first picture book, *Roses are Pink, Your Feet Really Stink* (1996), I was encouraged to write a sequel. I wrote *Trick or Treat, Smell My Feet*, keeping the title funny and the feet stinky for Halloween. In this book I reveal more of Gilbert's home and family life. I show the house interior and the neighborhood for the first time, choosing to make these scenes timeless and comforting. Children walk to school. Family members are supportive. There's not a TV or a computer in sight.

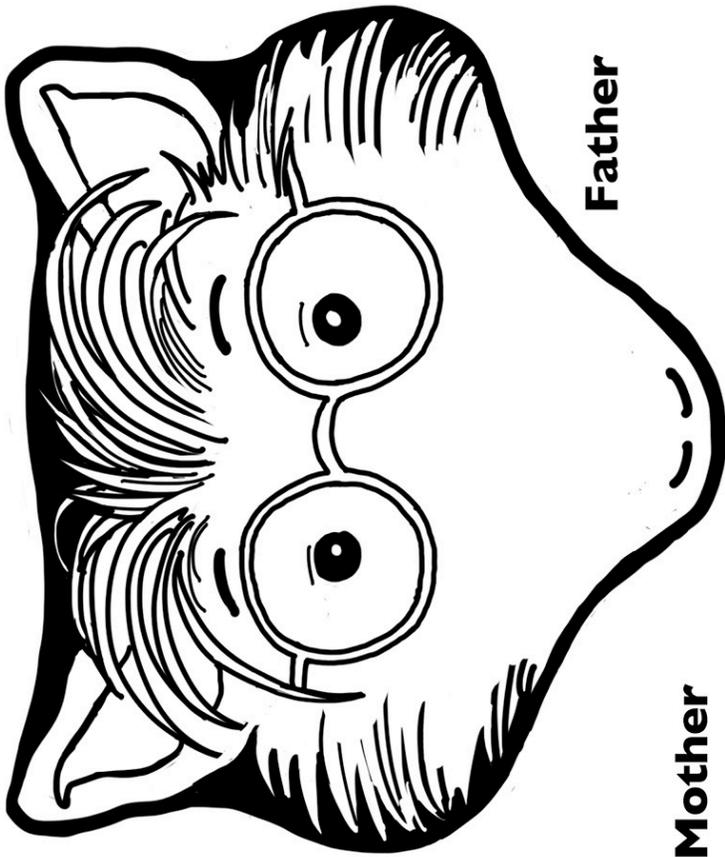
The scene of the students in their costumes parading outside the school may be an anachronism in today's world with locked doors and security cameras at school entrances, but Gilbert lives in storyland where this might not be an issue. I fondly recall my daughter's first grade class parading around the block on Halloween, so this is how I chose to represent it. I have to add that I meticulously made all her costumes until she was in fourth grade. That's when I ran out of time and patience and accepted the fact that I *really* disliked sewing. A lot. And by then she could make her own darned costume. My daughter rose to the challenge and dressed as Leonardo da Vinci. Today she's an accomplished artist who makes her own kids' costumes. And I still hem my pants with duct tape.

Gilbert makes his own Martian Space Pilot costume in *Trick or Treat, Smell My Feet*. I made up the Space Pilot as a generic figure that he and his friends would all be familiar with, as opposed to an existing commercial product. Aside from copyright issues, I didn't want to date the books. Super heroes may come and go, but Martian Space Pilots are here to stay. As are tutus. I think wrote the story just so I could paint Gilbert in a tutu.

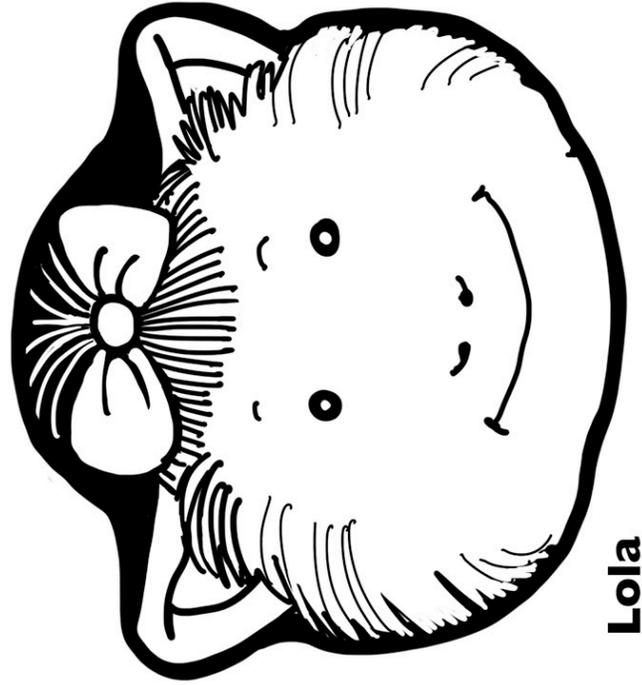
While a sister was never mentioned in the first book, Lola makes her debut here. She's a strong-willed character in her own right. At times, she's a copycat and a pest, but only because she adores her big brother so much. I'm often asked if I based the stories on my own experiences while growing up. Truth be told, I liked to think that I wasn't related to my siblings. I was normal, and they were obviously from Mars. Hmmm. There's a story in there somewhere...

—Diane deGroat

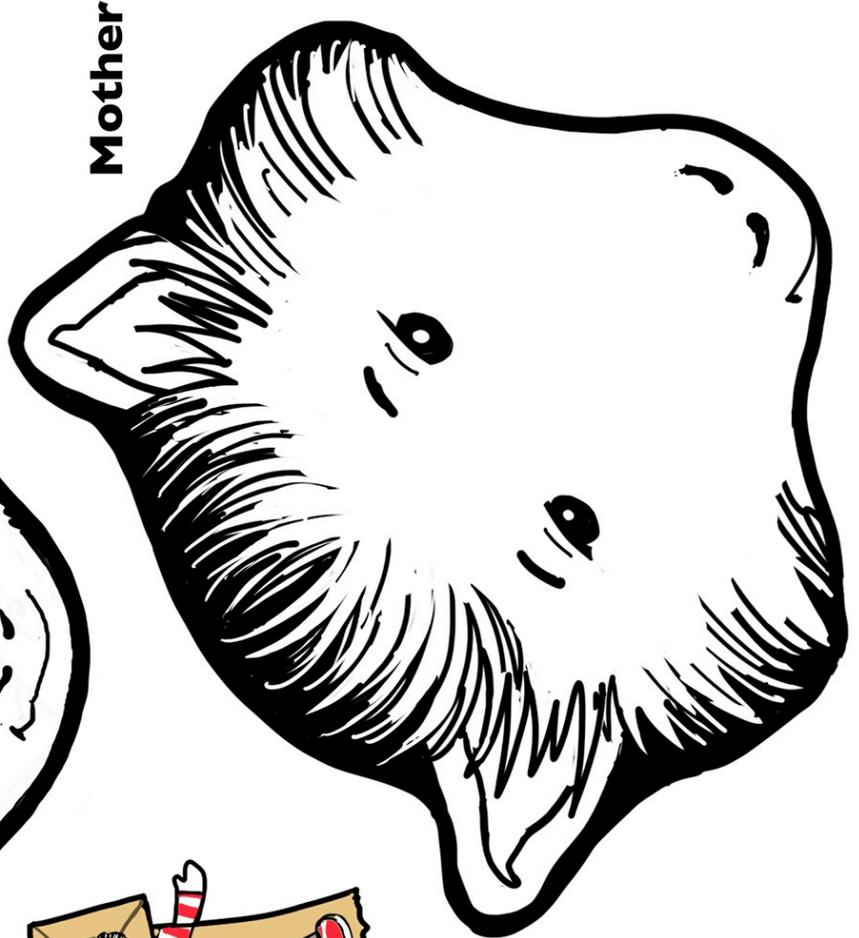




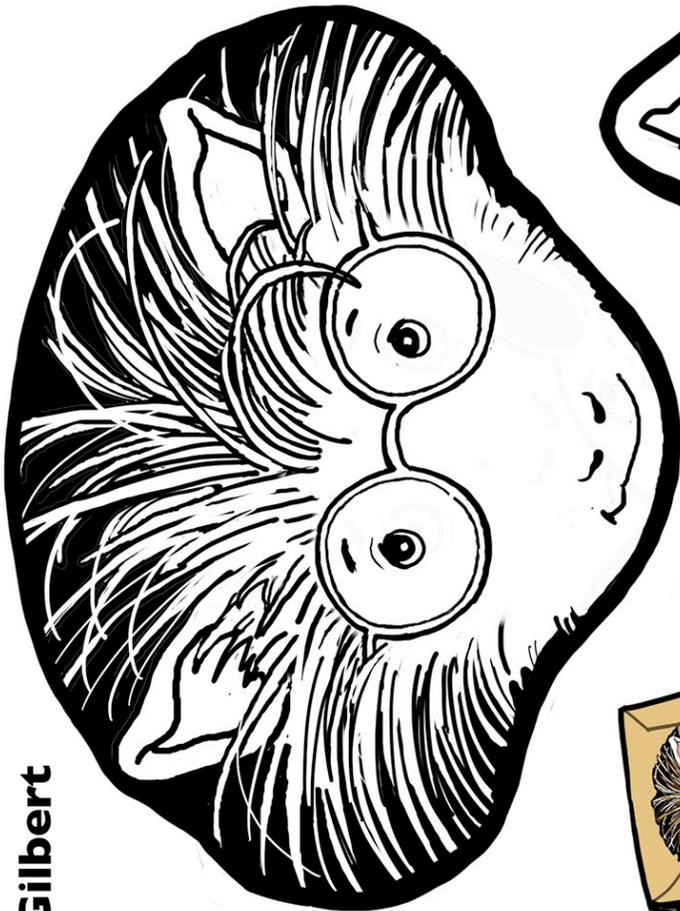
Father



Lola



Mother



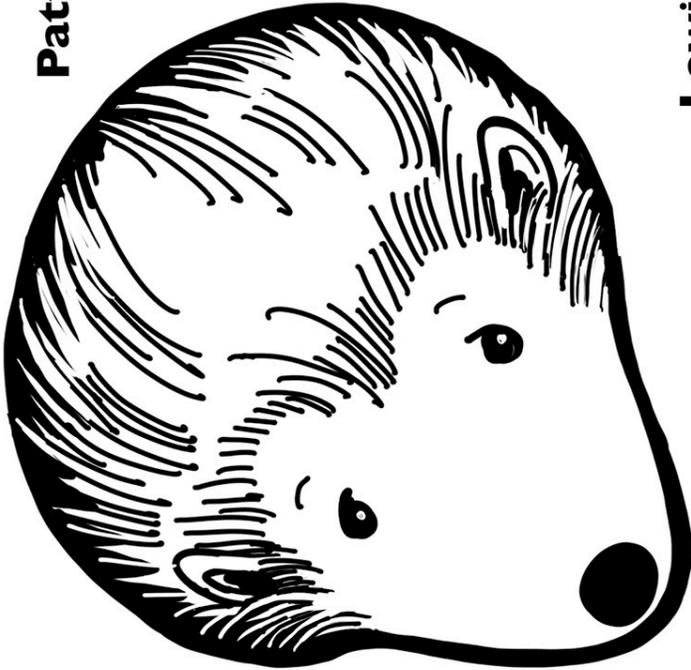
Gilbert



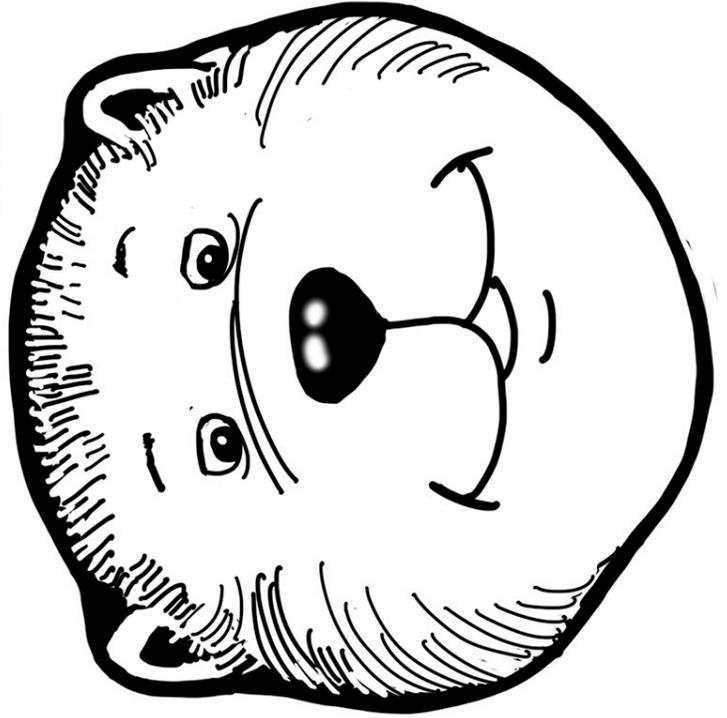
PAPER BAG PUPPETS

Cut out a face and glue it to the bottom of a lunch bag. Draw a body. Optional: add arms.

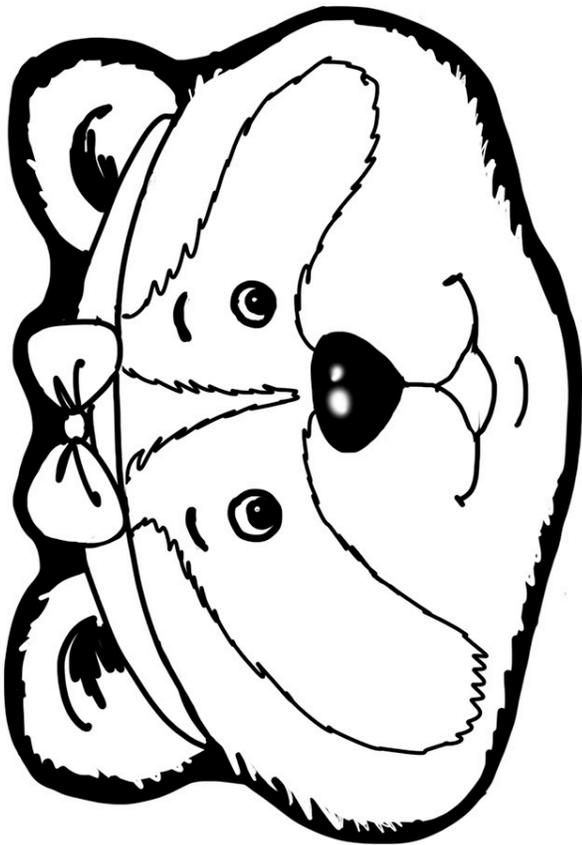
Patty



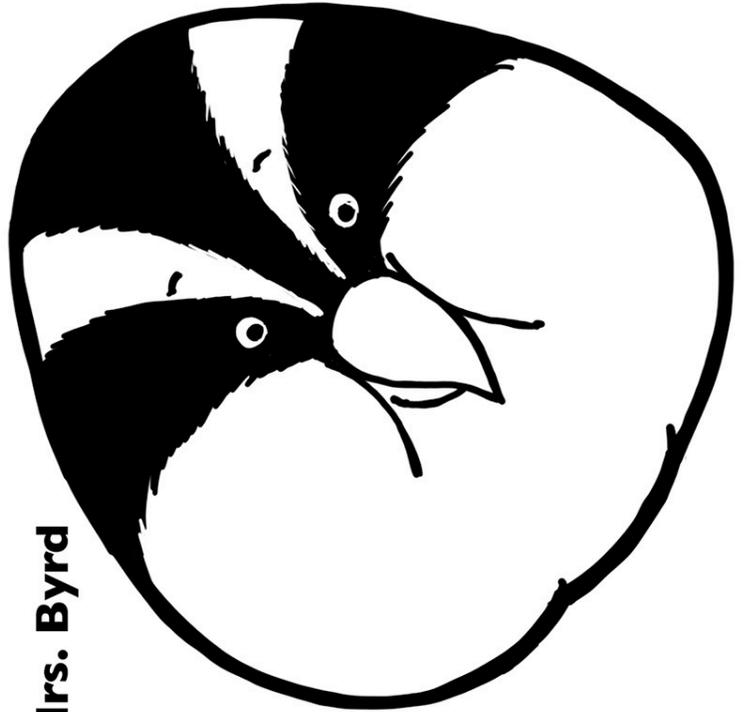
Lewis



Margaret

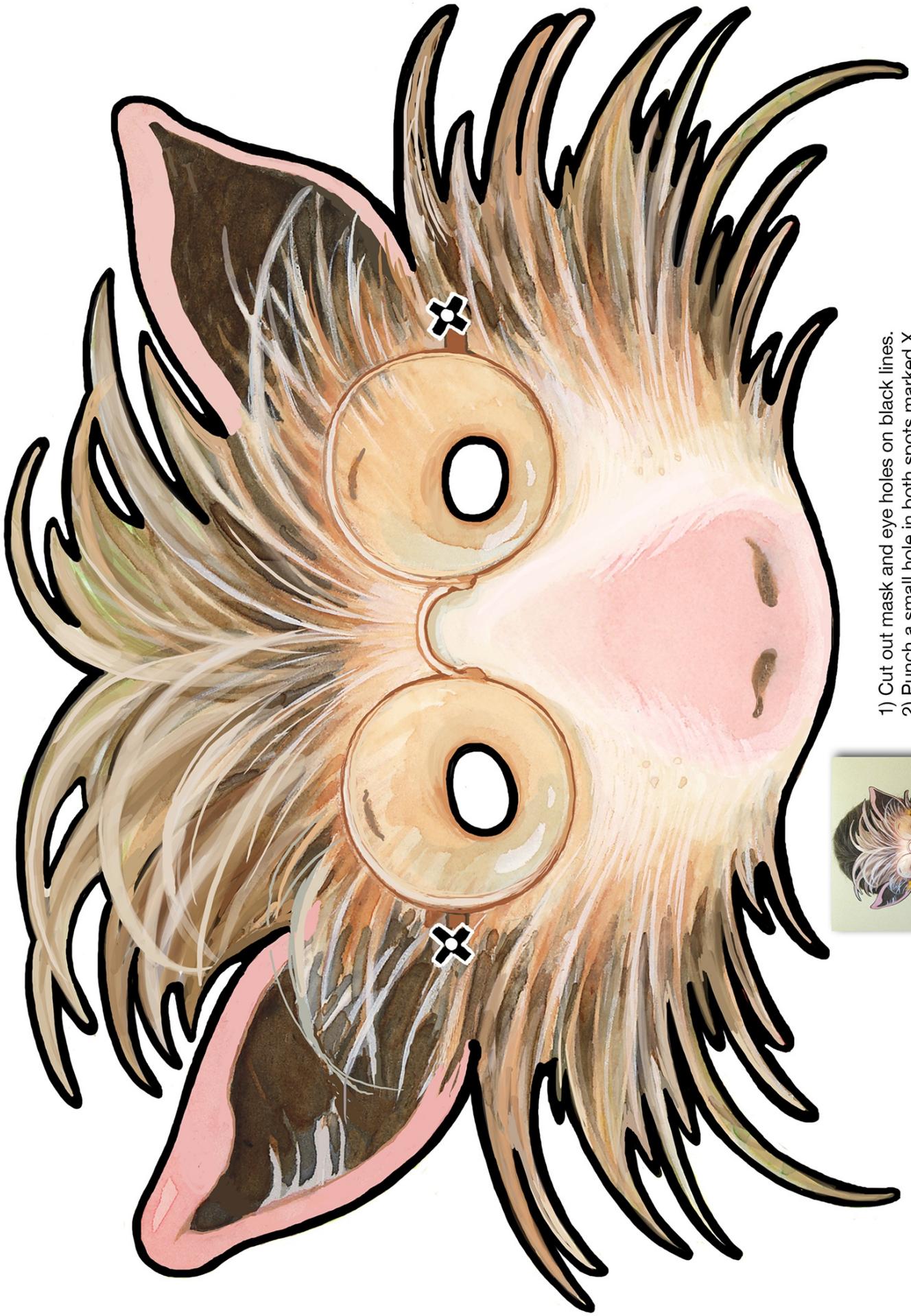


Mrs. Byrd



Paper Bag Puppets

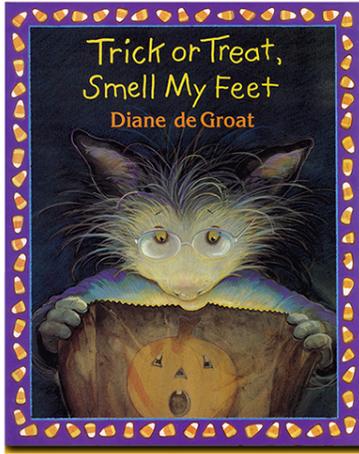
Cut out a face and glue to the bottom of a lunch bag. Draw on a body, Optional: glue arms.



- 1) Cut out mask and eye holes on black lines.
- 2) Punch a small hole in both spots marked X.
- 3) Knot two pieces of string or yarn and pull them through the X's.
- 4) Tie the yarn in back of head.



Halloween Word Search

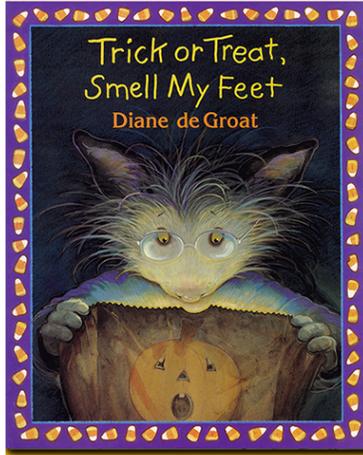


Find these words in the puzzle—
across, down, or diagonally

SPOOKY WITCH
TREATS MASK
COSTUME CANDY
PUMPKIN MONSTER
GHOST

S P P H T B J T C C
A P G S D H N R O A
A M O F L I L E S N
H H I O K P A A T D
G N J P K S G T U Y
G W M E F Y S S M Y
Y U W I T C H Z E K
P M O N S T E R S F
Z G C G I J P A O E
E X X U Y A M L C Q

Halloween Word Search



Find these words in the puzzle—
across, down, or diagonally

SPOOKY WITCH
TREATS MASK
COSTUME CANDY
PUMPKIN MONSTER
GHOST

Solution

