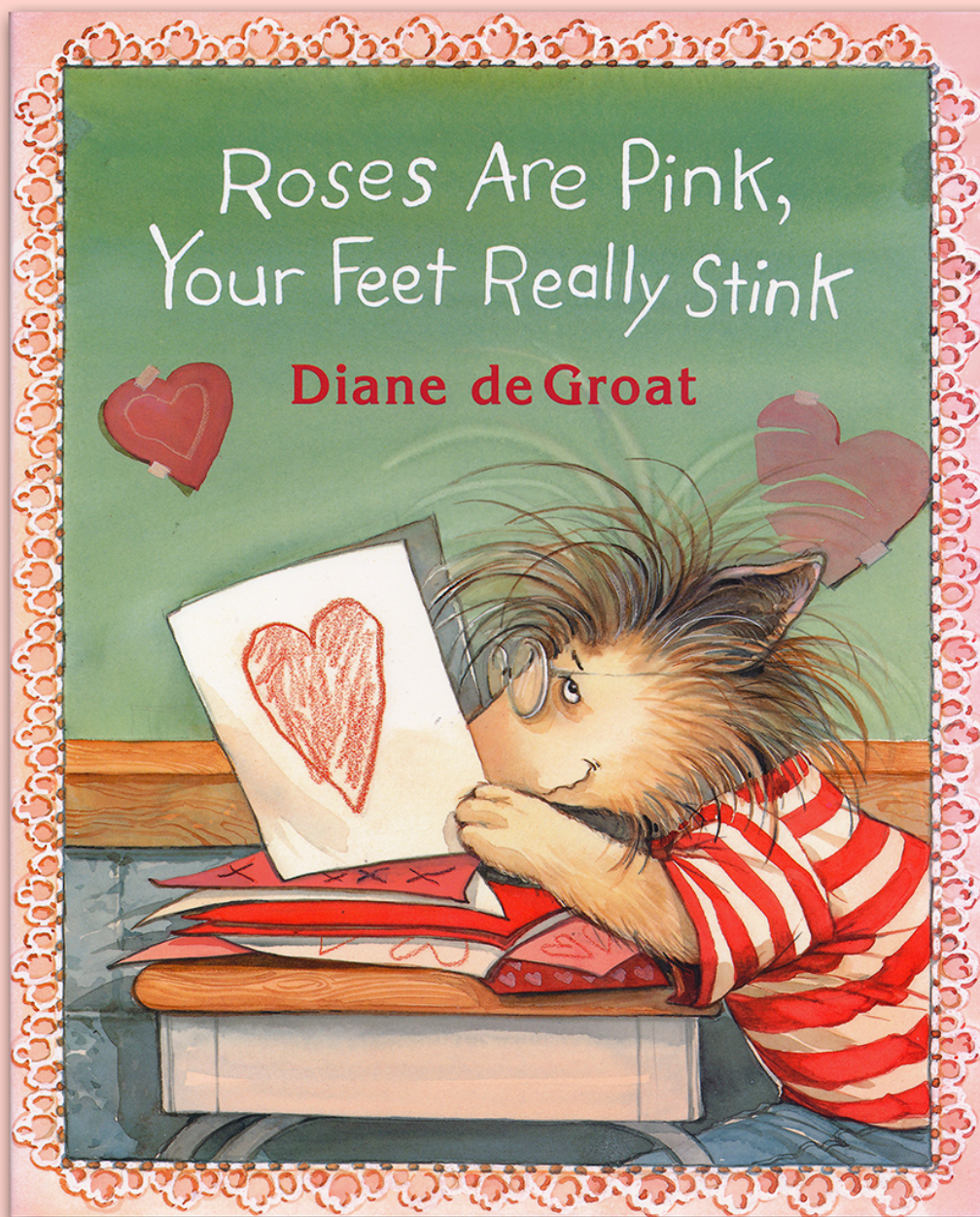


Curriculum Guide and Activity Kit

Aligns with Common Core State Standards



www.dianedegroat.com

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Human foibles, humorously yet accurately
revealed, are given practical, realistic,
non-didactic solutions.
—SLJ

Roses Are Pink, Your Feet Really Stink

Written and illustrated by Diane deGroat

Teacher friendly and ready to use, this guide is aligned 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:

Valentine's Day is right around the corner and Gilbert's teacher has asked him to make a nice valentine card for every one of his classmates. Gilbert thinks of Margaret, who made fun of his glasses, and Lewis, who tweaked his nose, and hastily decides to write two not-so-nice valentines. Gilbert soon realizes he has made a mistake. This heart-warming book about a favorite holiday teaches a lesson about forgiveness and friendship.

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 currently lives in Amherst, Massachusetts. Learn more about Diane deGroat and her books at www.dianedegroat.com.

Roses Are Pink, Your Feet Really Stink has won the following awards:

IRA/CBC Children's Choice

1998 Arkansas Diamond Primary Book of the Year

1998 North Carolina Children's Book Award

1997 C.S. Lewis Medal Contest

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 the word *regret* mean? Have you ever done something you wish you didn't do? How did it make you feel?
- Valentine's Day is right around the corner. Do you think you should make a card for every student in your class or just for your closest friends? Why? How would it make you feel if you didn't receive any valentine cards?
- Look at the cover of this book. What genre do you think this story will be: fiction or non-fiction? What tells you this?

Post-reading Discussion Questions:

- What is the setting of this story? Where and when does it take place? Does this remind you of a place you know?
- Describe Gilbert's character in this story. Do you think you are like Gilbert? How?
- What was Gilbert's problem in this story? Do you think he made a mistake? Why?
- How did Lewis and Margaret figure out the cards were from Gilbert?
- How did Gilbert's friends react when they found out he had sent two cards that did not have kind messages? Why did they react that way? How did it make Gilbert feel?
- What would you do if you received a valentine card that contained a hurtful message?
- Can you make any connections to your own experiences from this story? Have you ever been in a situation like this?
- Which character from this story do you think you are most like? Why?
- What do you think Gilbert will do on Valentine's Day next year?

RL1, RL3, RL4, RL5, RL7, SL1, SL2, SL3, SL4, SL6, L1, L6

Activities



Writing: (grades K-1) RL10, RF1, RF2, WV3, SL1, SL5

Reread the rhyming poems written in the text of the story. Brainstorm with students to make a list of color words and write them on chart paper. Next, break children into teams. Each team of students will be given a color from the list and will come up with as many rhyming words as they can. Each team will have a scribe to write their words.

For example:

Brown- gown, down, town, frown, clown

Red- head, bed, said, dread, led, shed, fed

From these lists children will be able to create their own silly rhyme and illustrate it. Children may need a template (page 4) with blanks for color words. Poem examples:

*Chocolate cookies are brown
You are as funny as a clown*

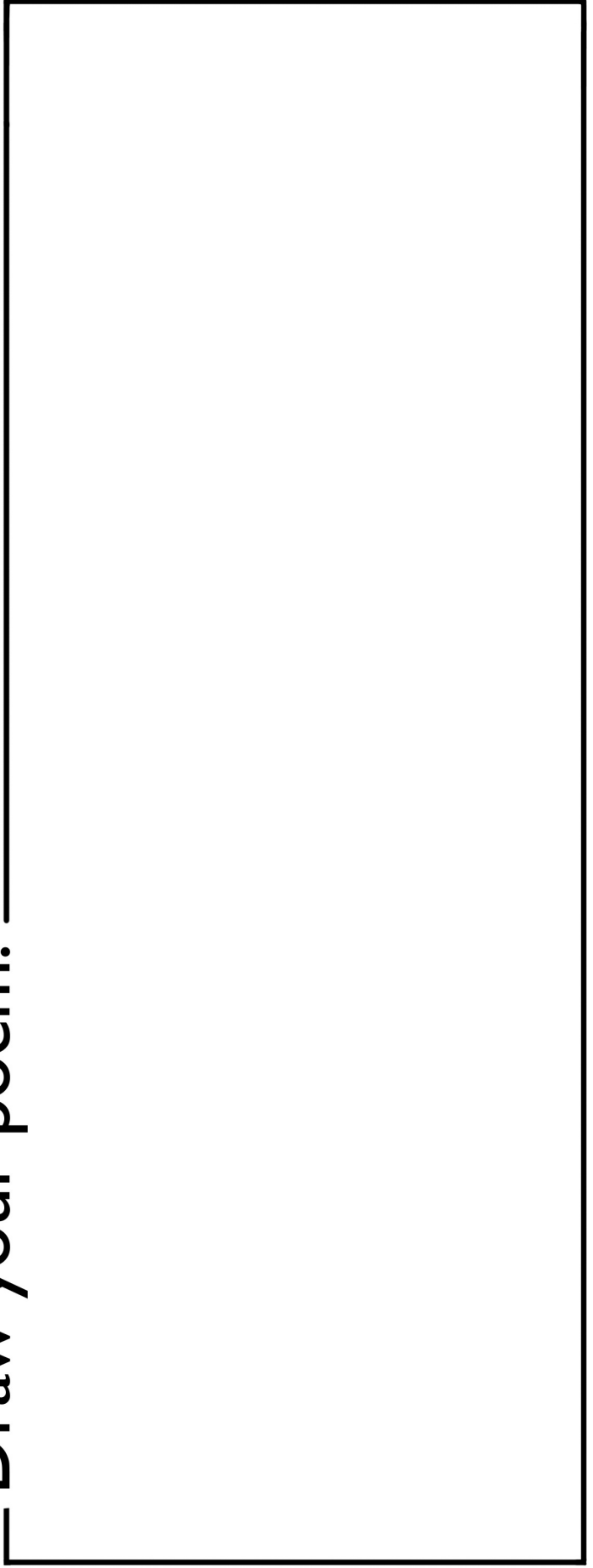
*Strawberries are red
I sleep in my bed*

Make a poem.

(color word)

(rhyming word)

Draw your poem. _____

A large, empty rectangular box with a black border, intended for a student to draw a poem. It occupies the right half of the page.

Writing: (grades 2-3) RL10, RF3, W3, SL1

Ask students if they think all poems rhyme. A cinquain—pronounced “sin-cane”—is a popular form of poetry because of its simplicity. Read aloud several cinquain poems from a poetry book. Here is one example:

Milk
White, liquid
Nourishing, refreshing, pouring
Dunk my Oreo cookies
Dairy

Allow students to discover that these pieces do not rhyme, but they are in fact poems. Cinquain poems were created by American poet Adelaide Crapsey about 100 years ago, and are similar to Japanese poetic forms, such as haiku and tanka. Tell students they are going to help create a type of cinquain poem called a didactic cinquain and then they will write one of their own using a graphic organizer. These are the rules:

- The first line is one word and is the title of the poem.
- The second line contains two words—adjectives that describe the title.
- The third line has three words that tell the reader more about the subject of the poem or shows action. Many times these words are gerunds that end with “ing.”
- The fourth line has four words that show emotions about the subject of the poem and may be individual words or a phrase.
- The fifth line is one word that is a synonym of the title or is very similar to it.

Ask each student to select a topic. Here are some ideas:

Write about your favorite thing.

Write about something you *don't* like.

Write about something you see around you.

Write about something that happens to you.

Give each child the following graphic organizer to help with the process. Publish the cinquains into a class book that will be shared with parents.

Cinquain Graphic Organizer

Write one word that tells
what your poem is about
(its subject)



Write two words that
describe your subject

Write three action words
that describe something your
subject does

Write a phrase that
describes something else
about your subject

One or two words that
rename what your poem
is about (a synonym)

Math: (grades K-1) K.MD, K.OA

Tell children that Gilbert had a handful of candy hearts at the Valentine's Day party. Ask them to pretend they are helping Gilbert figure out how many of each color heart he has in his pile. Give each student a handful of conversation hearts. Have students sort candies by color, create a real graph by placing hearts in the boxes on the graph, and then color in the graph to make a bar graph. Ask students which color they had the most of and the least? Can the students analyze the graph and talk about their findings? For example a statement such as, "I had more pink hearts than white hearts," shows the child is able to gain information from the graph. As a challenge ask students to create equations such as 4 green hearts added to 6 purple hearts represented as $4+6=10$. When children are finished they can eat their candies as they talk with a partner and share their results.

[Worksheet on page 8](#)

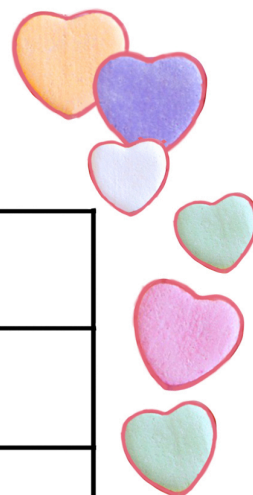
Math: (grades 2-3) 3.NF

Ask children to create a word problem that shows their understanding of fractions. In the story Gilbert made cookies for his class. Some were chocolate and some were vanilla. Have the students take a survey of their friends in class and ask if they would prefer a chocolate or vanilla cookie. Give the children a tally chart to organize the information. Review the way to tally. Model making four straight vertical lines shown as IIII, then across to show 5. Then the children will create a picture to go along with the results. If 8 friends want vanilla cookies, then the child could show 8 yellow circles or write 8 letter Vs. Chocolate would be 12 brown circles or 12 letter Cs. Finally, ask students to put the information in a fraction. For example, 8 out of 20 friends want vanilla cookies, so the fraction would be $8/20$ for vanilla and $12/20$ for chocolate.

[Worksheet on page 9](#)



CANDY HEART GRAPH



13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

Pink Yellow White Orange Purple Green

Tally Chart



COOKIES

vanilla

chocolate

--

Draw a picture to show how many of each type of cookie you will need.



Now write a fraction to represent this information.

--

Science: (grades K-1)

RI1, RI2, RI5, RI10, W2, W5, W7, W8, SL1, SL2, SL3, SL6, L2

Ask students to choose an animal from one of Diane deGroat's stories, such as an opossum or badger. Children will research and gather facts on the animal using reliable internet sources and the library. Younger students will work with the teacher as a whole group, dictate their findings about the animal, and draw pictures to represent the animal. Teachers will model the process of how to obtain information on a topic. A class book will be assembled to culminate the activity.



Gilbert - opossum



Patty - hedgehog



Lewis - woodchuck



Kenny - owl



Mrs. Byrd -
bobwhite quail



Frank -raccoon



Margaret - badger



Philip - duck

Science: (grades 2-3)

RI1, RI2, RI5, RI10, RF4, W2, W5, W7, W8, W10, SL1, SL2, L2

The requirements for the same writing assignment will be more sophisticated for older students. Children will be asked to describe the animal's physical characteristics, habitat, eating habits, and any unique qualities. Students will compile this information into a rough draft and then edit their work with adult assistance. These reports can be published and shared with parents.

Art: (grades K-1) W1, W3

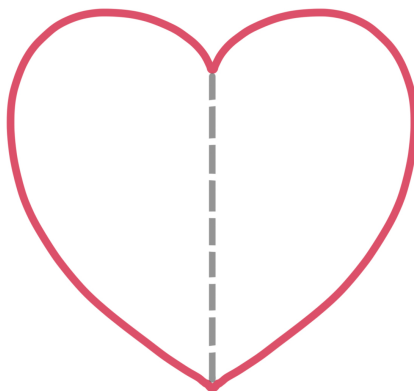
Remind children that Mrs. Byrd asked Gilbert to make a special valentine card for each of his classmates. Read aloud some examples from the book. Tell the children that they are going to do the same. Have each child choose the name of a classmate from a hat, and keep the name a secret. Think of something special about that friend, such as a talent or a favorite food. Keeping the secret, the student will write a valentine card for that friend. Then students can decorate the cards with various art supplies such as glitter, stamps, stickers, buttons, etc. Each child can then deliver the card to their secret friend's mailbox.

For example,

*Roses are red,
Daisies are white,
I think your drawings are out of sight!*

Art: (grades 2-3) 3.G

Children will create a symmetrical heart by folding a piece of paper and cutting out half a heart, leaving the fold line intact. Discuss the meaning of the word *symmetry*. Remind students that they should be sure both sides of the heart match when they decorate it. If there is a purple polka dot on the top of the left side, there should also be a purple polka dot on the top of the right side. Ask students to show where the line of symmetry would be on their own paper heart. Lead a discussion to see if there are any other lines of symmetry on a heart shape. (There aren't any.)



RL10, RF2

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 14 and 15 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

Roses are Pink, Your Feet Really Stink was the first Gilbert book I wrote. Editor Andrea Spooner at Wm. Morrow Co. rescued it from the “slush pile” in 1995. She saw its potential and worked with me to make it publishable. Although I had been illustrating for 25 years, I was still a fledgling writer and needed all the help I could get. My original manuscript had the protagonist sending nasty valentines to *everyone* in the classroom, causing more chaos than was necessary for the story line. And I assumed the characters would be real children, because that’s how I imagined it when I wrote the story. Andrea suggested I use animals in the art instead. Did I mention that she was brilliant? Soon I was sketching out a group of critters that might appear together as a class, choosing animals that live in the same habitat (New England), with the exception of Patty, a European hedgehog. Perhaps she was visiting from overseas? No matter. She looked like she belonged. And what about our star? I thought the opossum translated well as a typical first grade boy. Not too brave. Not too shy. Things happen to him—just like they do to real opossums (but let’s not go there). I drew him slightly vulnerable looking. I dressed him (eliminating the tail for easier dressing), and I gave him the name Gilbert. He just didn’t look like a Matthew or a William.

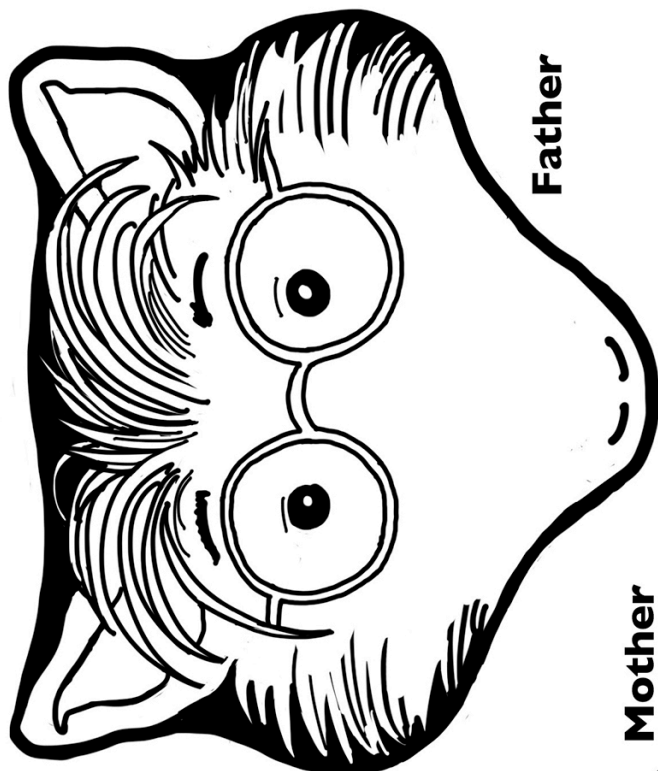
Roses are Pink, Your Feet Really Stink was published in 1996. I was delighted to finally become a picture book author. The book’s success led to a sequel. Then another. Although I hadn’t planned it, a series was born. Over the course of 17 years and 19 books, the Gilbert and Friends series has gone through many changes. Different students come and go through Mrs. Byrd’s class. (Where did that skunk come from?) And Gilbert changes in appearance from book to book. The stories were not written in calendar order, but by whatever I felt like doing next. As a result, inconsistencies abound. I apologize if this has caused confusion. I need to read my own books more.

The art for this book was executed in watercolor paint on Arches 140 lb. hot press watercolor paper. I share my studio with a taxidermied opossum, badger, woodchuck, several raccoons, and a hedgehog. I also have a bobwhite quail. I named them Gilbert, Margaret, Lewis, Frank, Patty, and Mrs. Byrd. I later learned that my quail was really a male bird. Apparently you can tell by the stripes on the head. A first grader told me.

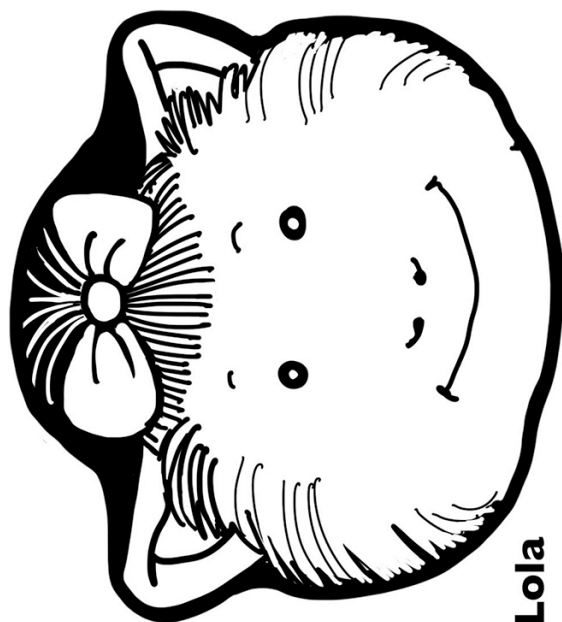
—Diane deGroat



photo: Shelley Rotner

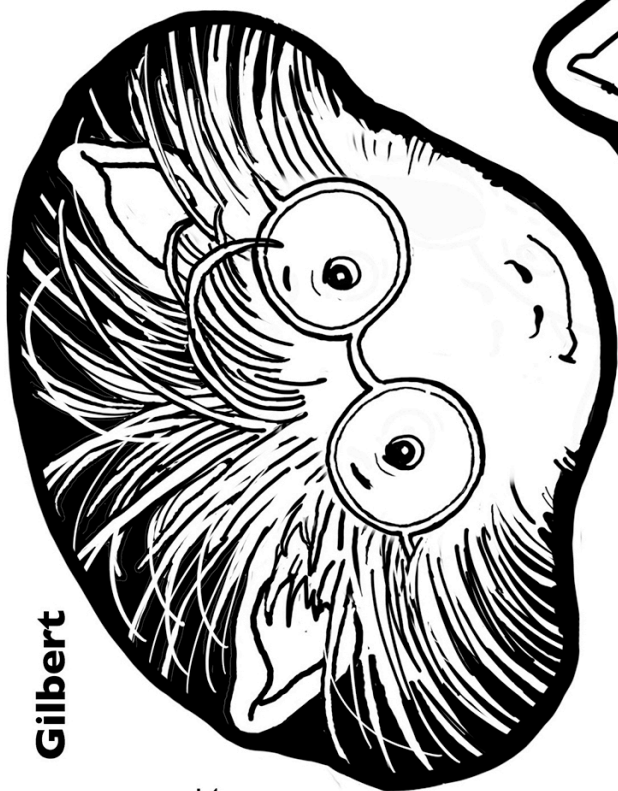


Father



Lola

Mother



Gilbert

Paper Bag Puppets

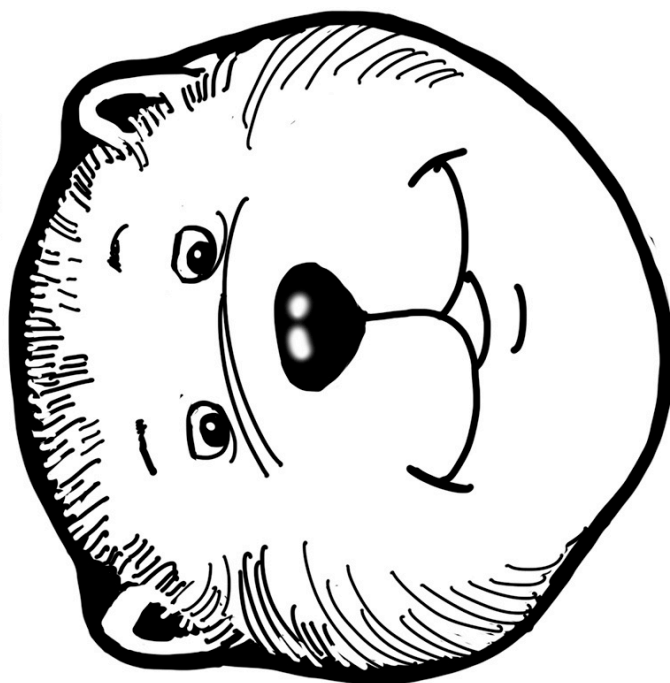
Cut out a face and glue to the bottom of a lunch bag. Draw on a body, Optional: glue arms.



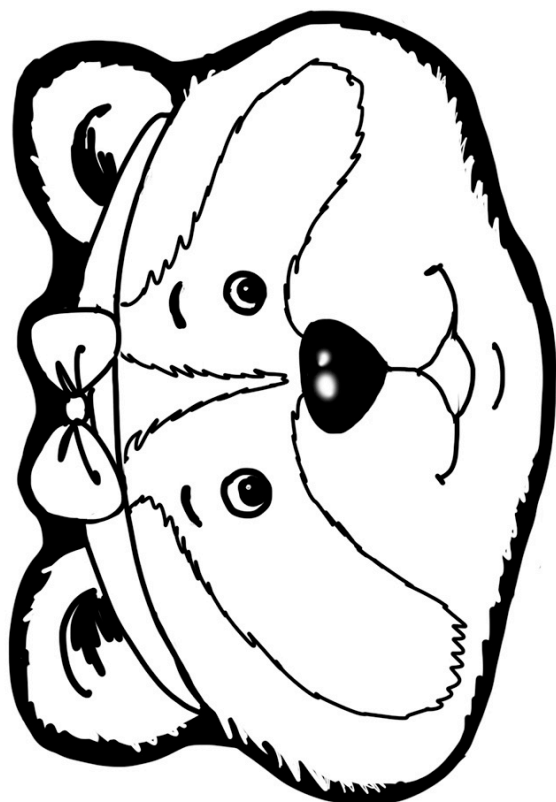
Patty



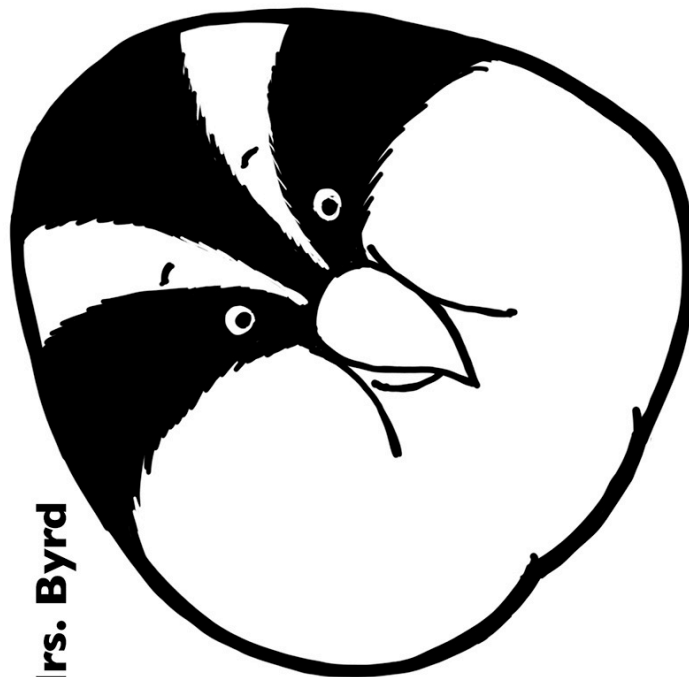
Lewis



Margaret

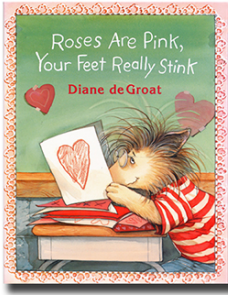


Mrs. Byrd



Paper Bag Puppets

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

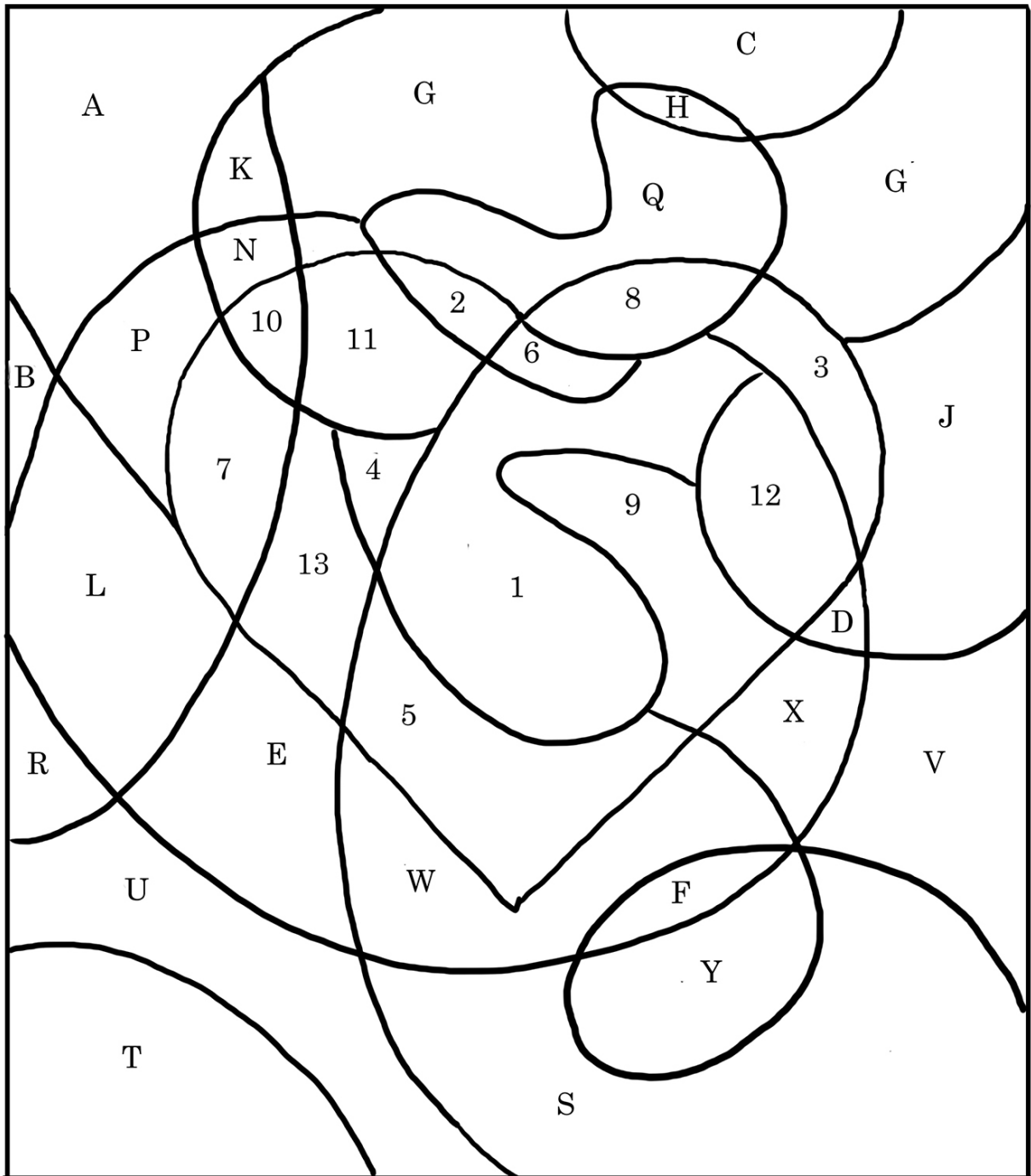


A Valentine Surprise

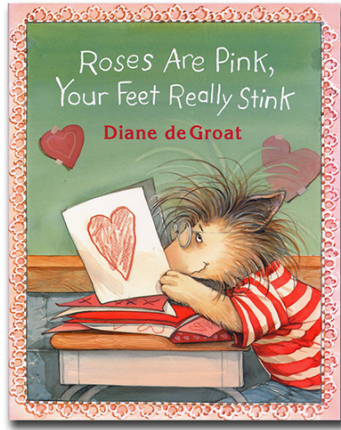
Color the number spaces red.

Color the letter spaces pink.

What do you see?



Valentine Word Search



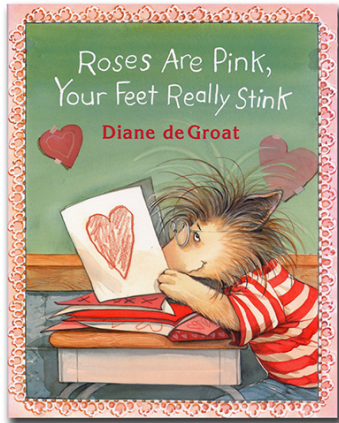
Find these words in the puzzle—
across, down, or diagonally.

VALENTINE	CARD
CHOCOLATE	DEAR
SECRET	FRIEND
HEART	ROSES
MAIL	

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

Valentine Word Search

solution



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

VALENTINE	CARD
CHOCOLATE	DEAR
SECRET	FRIEND
HEART	ROSES
MAIL	

