



FRIENDSHIP ACCORDING TO HUMPHREY

Teacher's Guide



Humphrey, the problem-solving hamster, has a big problem of his own in this sequel to *THE WORLD ACCORDING TO HUMPHREY* when he must cope with his own jealousy over the new classroom pet, a frog. His attempts to befriend Og, as well as his plans to help his fellow classmates, provide springboards for in-class discussions and multi-disciplinary activities: writing, creative writing, art, music, geography and opportunities for students to conduct research using the internet and/or encyclopedia. Here are some suggestions:

HUMPHREY AND OG: JEALOUSY

- ❖ Why does Humphrey feel jealous about Og's appearance in the classroom? Think of three reasons why he would feel jealous.
- ❖ Have you ever been jealous of a friend or family member before? What made you feel jealous? Were you able to get over those feelings of jealousy? If so, what helped you?
- ❖ Humphrey feels that Og does not want to be friends. Why does he think that? Is it true?
- ❖ Have you ever formed an opinion about a classmate and then later found out you were wrong? *WRITE ON*: Write a story about a character who misjudged someone and later found out he or she was wrong.

MEAN MARTIN BEAN: BULLYING

- ❖ Mean Martin Bean is the school bully in **FRIENDSHIP ACCORDING TO HUMPHREY**. Humphrey helps put him in his place. Later, what adult helps Martin learn to be friendlier to the other students? How does he do that?
- ❖ The children who rode the bus with A.J. and Garth were all afraid of Martin Bean. If Humphrey had not helped them, name three other things they could have done to deal with Martin's bad behavior.

- ❖ Have you ever had an experience with a bully or seen someone else have one? How did you or the other person handle it? *WRITE ON:* Describe a situation where you or someone else had to deal with a bully and how it was handled.
- ❖ Why do you think someone becomes a bully? Name at least three reasons a person might act like a bully.
- ❖ Do you ride the bus to school? What kind of problems have you run into on the bus? What would it feel like to be a bus driver? What kind of problems might you have?

CRABBY ABBY: STEPSISTERS

- ❖ Miranda's step-sister, Abby, seems extremely mean when Humphrey first meets her. But by the end of his visit, she seems nice. Why was Abby crabby in the beginning? What changed her?
- ❖ Many children live in families with step-sisters, step-brothers, half-sisters and half-brothers. If you live have step-siblings, how did it feel when you first met them? Did you learn to get along over time? What helped you get to know them better?
- ❖ Miranda and Abby try to stay awake all night by telling each other scary story. *JUST FOR FUN:* Do you have a favorite ghost story? Put your chairs in a circle and take turns telling your favorite scary stories. *ART SMART:* Draw a picture of your favorite character from a ghost story or other scary tale.

WHEN FRIENDSHIPS GO WRONG: HEIDI AND GAIL

Humphrey becomes very upset when best friends Heidi and Gail stop speaking to one another.

- ❖ Have you and your best friend ever had a big argument? How did you feel? Were you able to make up and become friends again? If yes, what steps did you take to make up? If no, what could you or the other person have done? What did you learn from that experience?
- ❖ *MAKE A LIST:* List all the qualities you look for in a friend *or* list all the things you like about your best friend.
- ❖ Mrs. Brisbane sang a song to Tabitha that said, *Make new friends, and keep the old, One is silver and the other's gold.* What does that song mean to you?
- ❖ *MAKE MUSIC:* Collect songs that are about friendship (some examples: *You've Got a Friend*, James Taylor; *I'll Be There For You*, The Rembrandts; *I'll Stand By You*, The Pretenders; *Lean On Me*; *Stand By Me*, Ben E. King; *You've Got A Friend In Me*, Toy Story; *With A Little Help From My Friends*, Beatles; *Helping*, from *Free To Be You and Me*; *That's What Friends Are For*, Dionne Warwick). Play them during inside recess.

THE NEW KID: TABITHA

Tabitha is the new kid in Room 26 and she has a hard time making friends until Humphrey lend a helping paw.

- ❖ Have you ever changed schools and been “the new kid?” How did you feel on your first day of school? How long did it take for you to make a friend? Did other students try to make friends with you? What did you do to make friends?
- ❖ Why did Tabitha hang on to her toy bear, Smiley, even though the other kids felt she was odd? What did Humphrey do to help her reach out and make friends?
- ❖ How did Seth end up being Tabitha’s first friend? Humphrey is surprised that boys and girls can be best friends. If you’re a boy, have you ever had a close friend that was a girl? If you’re a girl, have you had a close friend that was a boy? Do you believe boys and girls can be good friends? If a boy and girl are friends, do their friends some times tease them or give them a hard time? Why do you think this is?
- ❖ Do you have a favorite stuffed animal? *ART SMART*: Draw a picture of your favorite stuffed toy, either something you still have or were attached to when you were younger.
- ❖ *WRITE ON*: Describe a time when you met a group of kids you didn’t know (first day of school, sports practice, Cub Scouts, Brownies, after-school program). How did you feel? How did other kids or grown-ups make you feel welcome?

RHYME TIME: THE POETRY FESTIVAL

Poetry doesn’t have to rhyme, but Mrs. Brisbane’s assignment to the class was to write a poem six lines long with rhyming words.

- ❖ Many students wrote poems about Og because his name was easy to rhyme. *MAKE A LIST*: Make a list of how many words you can think of that rhyme with Og.
- ❖ None of the students could think of a word to rhyme with “Humphrey.” But Mandy Payne realized that her name rhymed with “candy cane.” Take your first or last name and see if you can find a word that rhymes with it. *WRITE ON*: Some of you will not have names that rhyme. If you do, try to write a four line poem using your name rhyme. If you have a name that doesn’t rhyme with anything, substitute the name of a friend, pet, brother or sister.
- ❖ Read one of your favorite rhyming poems out loud. (Suggestions: Dr Seuss, Shel Silverstein, Jack Prelutsky, Mother Goose rhymes). *ART SMART*: Draw a picture of what you see in your head when you hear the poem. *Or MAKE MUSIC*: Read a rhyming poem out loud. While the students listen, have them beat out the rhythm of the poem using simple rhythm instruments (or even just pencils and rulers).

- ❖ *WRITE ON:* Kirk wrote a poem about a frog where each line started with the first letter of the word "Frog." Pick an animal (for instance, a hamster, a parrot, a horse, the name of your pet.) and write the same type of poem.
- ❖ *WRITE ON:* Write a simple non-rhyming poem. Here's one way to do it:
 - On the first line, start off with the main idea – usually one word.
 - The second line should have two words that describe the subject.
 - The third line also needs two words that describe the subject.
 - The fourth line names a place or time that has something to do with the subject.
 - The fifth line restates the main idea in new words, or uses a phrase which means the same thing as the main idea.
 - End with the opening line – the main idea.
 - *ART SMART:* To top it off, include a drawing of your subject.

Here's an example:



Humphrey
Furry, funny
Always helpful
Dozing in his cozy cage
Everybody's best friend
Humphrey

ALL ABOUT FROGS: OG

Og is a common green frog, but there are many types of frogs. Some live only in water. Some live on land near the water. Some, like Og, live in both.

- ❖ *LOOK IT UP:* Using the internet, an encyclopedia or an animal reference book, see how many different kinds of frogs you can find. Here are a few suggestions: tree frog, bullfrog, peeper, African clawed frog, pixie frog, to name a few. Pick one and find out 1) where it lives (water or land) 2) what it eats 3) what kind of sound it makes 4) what parts of the world it is found in. Some websites will even let you listen to the sounds of various frogs. *ART SMART:* Draw a picture of that frog.
- ❖ *LOOK IT UP:* Using the internet or reference book, find out what frogs live in the wild in your area of the country.
- ❖ One thing all frogs have in common is their life cycle. *LOOK IT UP:* Using the internet or an encyclopedia, learn the stages of frog development from egg to frog. (Hint there are several stages in between.) *ART SMART:* Make a drawing of a frog at each stage.
- ❖ *FIND OUT MORE:* Frogs and hamsters, dogs and cats are just a few common pets people have. Make a survey of all the students in your class and what pets they own. Find out which pet is the most popular. *KEEP GOING:* Make your study even larger by including other classrooms or friends and neighbors. See how many different pets you can find. Make a graph to show how many of each pet you hear about.

JUST FOR FUN!

ACT UP: Divide the class into groups. Take a section of the book and make it into a short play to present to the rest of the class. Some suggestions:

- ❖ The first night Og and Humphrey are alone together (Chapter 2)
- ❖ The scene where Humphrey first meets Abby and sees how she treats Miranda. (Chapter 6)
- ❖ The scene where Gail and Heidi have the huge argument (Chapter 8)
- ❖ The scene where Og and Humphrey are snowed in and Humphrey tries to get food (Chapter 14)

Suggestion: pick someone to be Humphrey or Mrs. Brisbane and have them narrate the scene.

MAKE MAGIC: Learn a simple magic trick. (There's one right on the website. Others can be found in books and on the internet.) Practice it until you are good at it and demonstrate it to the class.