

Join the *Shelebration!*

Dear Teacher and/or Librarian,

Have you ever seen a Gritchen in your kitchen or dared to dance with a one-legged Zantz? Well, step inside this most unusual zoo and say hello to a remarkable menagerie of silly and scary creatures!

Originally published in 1964 and now available again after more than three decades, *Don't Bump the Glump!* was Shel Silverstein's first poetry collection and his only book in full color. We invite you to host your own *Shelebration* event to spread the word about this exciting occasion.

To help you *Shelebrate*, use the attached activity suggestions and download a *Shelebration* event kit from www.shelsilverstein.com. The event kit includes the following items:

- *Shelebration* name tags for your guests
- Reproducible activities featuring outrageous characters from *Don't Bump the Glump!*
- *Shelebration* poster to decorate your event

Also try these suggestions for having a blast at your *Shelebration*:

- Organize a dramatic reading by inviting a local theater group or local celebrity to read aloud from *Don't Bump the Glump!* or any of Shel Silverstein's poetry books
- Start your reading with a sing-along performance of one of Shel Silverstein's popular children's songs, such as "The Unicorn"
- Follow the reading with the suggested group activities
- Ask kids to read their favorite Shel Silverstein poems
- Partner with local businesses to enhance your event, i.e., work with a local restaurant or bakery to serve beverages or cupcakes in *Shelebration* colors
- Invite local media to cover your event
- Add your own zany activities to expand the *Shelebration*!

After your event, email your *Shelebration* pictures to shelsilverstein@harpercollins.com for a chance to have them posted online at www.shelsilverstein.com.

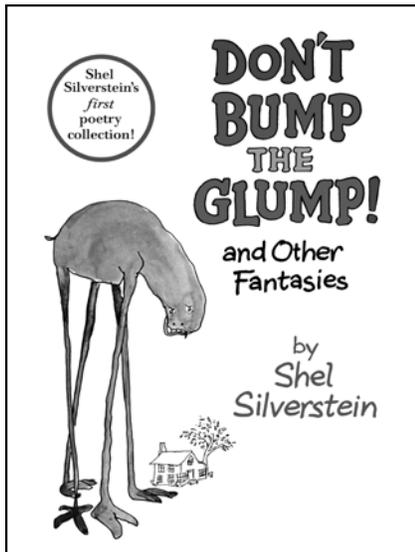
Have fun!

HarperCollinsChildren'sBooks



Don't Bump the Glump! and Other Fantasies

By Shel Silverstein



About the Book

Have you ever seen a Gritchen in your kitchen or dared to dance with a One-Legged Zantz? Well, step inside this most unusual zoo and say hello to a remarkable menagerie of silly and scary creatures! Originally published in 1964 and now available again after more than three decades, *Don't Bump the Glump!* was Shel Silverstein's first poetry collection and the only one in full color.

Before Reading

Read the prologue to your group. Then assign to several sets of partners one of the four imaginary creatures mentioned. Based on the creature's name, have the students brainstorm three ideas about what they think that creature looks like and how it acts. Going through the creatures one at a time, ask for partners to share their ideas.

Classroom Activities: Artistic Expression

1. What does it look like?

Show students the illustrations in the book and ask them to compare and contrast Shel Silverstein's creatures with real animals. They might consider color, shape, facial features, and texture, among other physical characteristics. Turn attention to the poems for which Shel Silverstein does not show illustrations of his imagined animals: "The Crawfee" (page 11), "The Gletcher" (page 14), "Something" (page 26), "See the Muffer" (page 37), and "The Furless Flatchim" (page 42). Ask students to imagine these animals as you reread each poem. Then provide art supplies for children to create one of these creatures according to their own imagining. If possible, allow them to use watercolors, as Shel Silverstein does. Display the variety of illustrations with copies of the poems.

2. Fill in the picture.

Facilitate a brief group discussion about the meaning of *habitat*, asking students for exam-

ples of real animals and their corresponding habitats. Read aloud "There's a Gritchen in My Kitchen" (page 44) and "Slithergadee" (page 21). What is a Gritchen's habitat? What specific things are in this habitat? What is a Slithergadee's habitat? Challenge children to draw a Slithergadee in its habitat, imagining details not described in the poem. Display the drawings so children can see the similarities and differences in their interpretations.

3. Hidden in plain sight.

Reread "Quick-Disguising Ginnit" and show the illustration that accompanies the poem (page 9). Ask students to discuss how they think the poem and illustration go together. Then brainstorm a list of everyday objects that the Ginnit could use as a disguise. Pass out materials for children to create pictures of the Ginnit disguised as an everyday object. Hang a copy of the poem and all of the illustrations for everyone to enjoy.

Classroom Activities

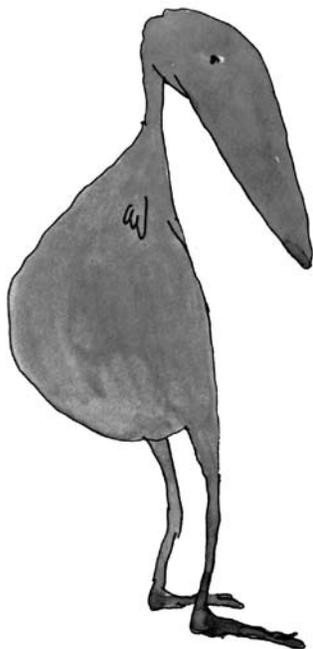
Creative Writing and Wordplay

1. What happened next?

Engage students in finding ways to solve the problem presented by the Underslung Zath (page 12). How would they get the Underslung Zath to take a bath? Students can write their ideas as either poetry or prose. Then ask children to imagine that they are in the fight with the Wild Gazite (page 23). Exactly what happened when they turned on the light? Again, they can extend the poem in verse or write a story in prose.

2. Classroom collection.

Examine a few poems with your class in preparation for writing poems about imaginary creatures. In addition to your students' favorites, you might consider looking at "The Gheli" (page 29), which presents an imaginary creature displaying familiar dog behavior; "Long-Necked Preposterous" (page 34), an unrhymed poem giving a name to the creature and describing some of its behavior; or "In Waukesha Wisc." (page 55), which uses a familiar setting for scary imaginary creatures. Guide the group's discussion of these model poems to include what the poem is about, what is familiar and what is pretend about the creature's appearance and



behavior, what nonsense and real words the poem contains, and what rhyming exists in the poem. After comparing and contrasting the poems, ask children to imagine a new creature. Allow time for them to draft, edit, and rewrite their poems, as well as to illustrate their creatures. Collect their work into a class book to read to another class and add to your bookshelves.

3. Rapid rhyming.

For this rhyming challenge, students will need a piece of paper and a pencil. Tell them that they will have one minute to come up with as many rhymes—both real words and nonsense words, just as Shel Silverstein uses—as they can. Once everyone is ready, say a creature's name, such as Glump (page 8) or Phant (page 31), and start timing. Give a ten-second warning after fifty seconds have passed. At one minute, call for pencils down. Have students turn to a partner to read their rhymes aloud to each other. After they share, read the associated poem to your group. Repeat the challenge with other creature names.

4. Bona fide versus bogus.

Shel Silverstein mixes together real and made-up words in his poetry. Many of the actual words sound so silly that it's hard to believe they're real, like *bibulous*, *discreetly*, *gorp*, *fleecy*, *flustering*, *gregarious*, and *underslung*, to name a few. Provide small groups of students with dictionaries and challenge them to look up any words that they don't know the meanings of from *Don't Bump the Glump!* Some of the words they try looking up might just be Shel Silverstein creations, like *bulbulous*, *gaitering*, *squiver*, and *worgle*. Once each group has defined four actual words, have the students use their new words in a group poem or short story. Have all of the groups share their definitions and poems or stories with the class.

Classroom Activities

Curriculum Connections

1. Make-believe melodies.

Read "Pointy-Peaked Pavarius" (page 24) aloud and show the accompanying illustration. Ask students to describe the kinds of songs the Pointy-Peaked Pavarius might sing. Are the songs funny or serious? Playful or sad? What specific things might the bird sing about? As a whole class or in small groups, write a song the Pointy-Peaked Pavarius might sing. Pass out simple instruments, such as maracas or tambourines, or have students clap in rhythm as they sing the song or songs.

2. Do Glumps slump, jump, or stump?

How do students imagine the movements of Shel Silverstein's creatures? Have children find a space in the room where they can move around without bumping anyone else (especially not a Glump). Reread "Glump" (page 8) and show your class the illustration again. Ask the students to move in the way they think a Glump would move. Do the same with "Slithergadee" (page 21) and "Long-Necked Preposterous" (page 34). Add in a creature that is a particular favorite of your group. You can also reread "The Zumbies" (page 53) and then encourage the children to act out what the Zumbies do as you read it one more time.

3. Geography hunt.

Provide copies of world maps to small groups of students. Challenge them to use atlases, maps, and other resources to find as many locations as they can from the following poems: "Glub-Toothed Sline" (page 27), "The Plight of the Panada" (page 40), "The Skinny Zippity" (page 51),

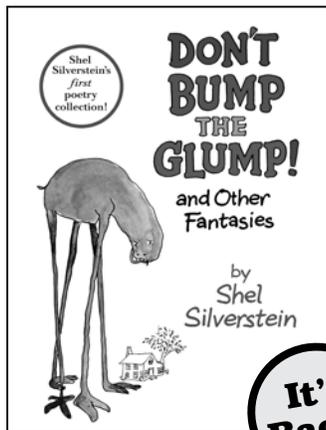
and "In Waukesha Wisc." (page 55). Have your students mark each location with a small dot or sticker to see how much of the world Shel Silverstein covers with his animal creations.

4. When imaginary animals meet.

Explain to students that, in addition to being a writer and an illustrator, Shel Silverstein was a performer and a playwright. In honor of the poet's love of theater, choose two creatures from *Don't Bump the Glump!* and have pairs of students act out one-minute skits in front of the class about what happens when the two animals meet. What would a Slurm do if it met a Panada? Or how would a Gumplegutch react to running into a Man-Eating Fullit? As a class, review the two poems that feature the animals you have selected and brainstorm ideas of characteristics and personalities that might apply to each creature. Give students time to prepare scripts and rehearse their animal roles and invite them to incorporate humor into their performances, as Shel Silverstein does in his poems. After all partner-ships have acted out their skits, discuss how both interpretation and imagination result in such varieties of performance.



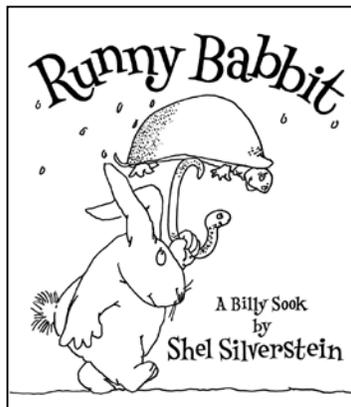
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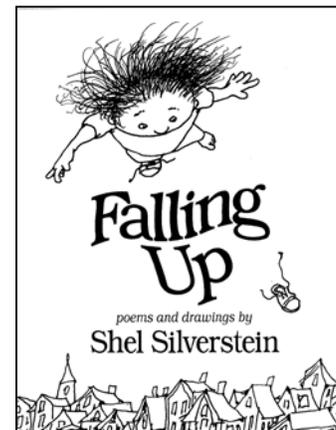
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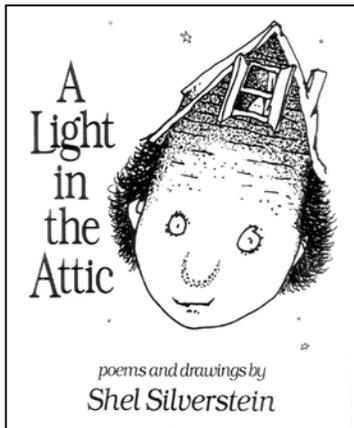
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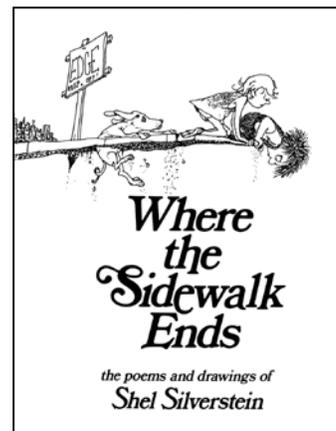
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