



The Girl with the Lost Smile

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Teacher's Notes

Elmswater Crescent (Chapter 1)

The story: comprehension questions for readers

1a Which of these characters do we meet? Which do we only hear about?
What is their relationship to Chloe?

- Gran Gran
- Mr Long
- Mrs Long
- Mrs Sweet



1b Complete the sentences with the name of one of the characters from Chapter 1.

- 1 is very tall.
- 2 keeps a joke book.
- 3 likes to chat to her plants.
- 4 is grumpy this morning.
- 5 loves painting her nails.
- 6 likes to feed the birds.
- 7 is Chloe's favourite person in the world.
- 8 likes reading magazines.
- 9 is a bus driver.
- 10 is feeling disappointed this morning.



Inference and personalisation: discussion questions for readers

- 1 Read page 1 again. Which words tell us that Mr Long is in a bad mood? Do you feel grumpy sometimes?
How do people know you are feeling grumpy?
- 2 Why is Chloe finding it hard to smile today? What does she do to cheer herself up? What things make you happy?
- 3 At the end of the chapter, what is Chloe hoping for? What do you think? Will these wishes come true?

Follow-up activities: imagine and create

- 1 Create a class joke book as a wall display. Each reader contributes a favourite joke.
- 2 Read, imagine and draw. Readers choose from the following activities:
 - Read the description on page 4 of Chloe looking in the mirror and draw a picture of Chloe.
 - Read page 5 again and draw a picture of Chloe's bedroom.
 - Read page 7 and draw the view from Chloe's bedroom window.



The Magical Oak Tree (Chapter 2)

The story: comprehension questions for readers

- 1 How many people does Chloe smile at on her way to school?
- 2 Who are the Chaos Crew? What are their names?
- 3 Where do the friends meet every lunchtime?
- 4 What presents does Chloe get from her friends?
- 5 What are the friends looking forward to?
- 6 Hannah asks Chloe, 'What did your mum and dad get you?' What does Chloe reply?
- 7 What really happens when Chloe gets home?

Linguistic knowledge: adjectives and synonyms

All these adjectives come from Chapter 2. Ask readers to decide which adjectives are positive and which are negative, and make a list for each.

beautiful	calm	cheery	disappointing
exciting	exhausted	funny	happy
hilarious	magical	mean	sad
shouty	tired		

Ask readers if there any adjectives in the list which have similar meanings (synonyms). Can they think of synonyms for the others?

Follow-up activity: describing a friend

Ask readers to think about a friend or someone they enjoy spending time with. Readers write a description of the person answering the following questions: What does he or she look like? Why does he or she make you feel happy? Readers write a draft first. When they have finished, ask readers to count how many adjectives they used in the description. Ask them to find ways to add one or two more before they produce the final version.

Magic Land (Chapter 3)

The story: comprehension questions for readers

Which of these things are in Chloe's Magic Land?

- a cool river or a lake with warm water?
- a water slide or a roller coaster?
- piles of leaves or palm trees?
- chocolate strawberry plants or toffee apple trees?
- sausage bushes or cheese flowers?
- dolphins or whales?



- meerkats or penguins?
- ice-skating or trampolining?
- sleeping or dancing?
- riding a crocodile or riding a rabbit?
- four seasons in one day or summer every day?



Follow-up activities: imagine

Readers make a list of things that would be in their Magic Land, including details of a place, favourite season, things to do that make them happy, favourite animals and plants that grow the most delicious food.

Inference: discussion questions for readers

Look at this quotation from the end of Chapter 2 and answer the questions.

‘She clearly needed a trip to Chloe’s Magic Land. Her secret, perfect place. Of course, she knew it wasn’t a real place, it was all in her imagination; but it was somewhere that no one else knew about, that nothing could spoil, somewhere that made her happy.’

- a When does Chloe imagine she is in a Magic Land?
- b Does Chloe’s Magic Land make her happy this time? Why? / Why not?
- c What things is Chloe worried about?

The Lost Smile (Chapters 4–5)

The story: comprehension questions for readers

What is different about Chloe today? How many different things can you find in the story?

Follow-up activities: thinking about the issues

Note to Teachers: These activities focus on raising awareness of things that make friends fall out and how Chloe might feel about her parents’ arguments. These are sensitive topics and how readers handle them will depend on their own experiences and their emotional development. At this stage it is best just to focus on noticing and raising awareness with readers rather than discussion. For the follow-up task, some readers will come up with very concrete ideas and some may be more philosophical. Accept all ideas if they are sincerely offered.

Discuss the following questions as a class or in small groups.

Which of these things are true?

- 1 Chloe doesn’t want to spend time with her friends because:
 - she doesn’t know how to tell her friends about her problems.
 - she doesn’t like her friends any more.



- she doesn't want her friends to be unhappy too.
- 2 Chloe's friends feel:
- calm (because they're not bothered about Chloe).
 - unhappy (because they like Chloe).
 - cross (because they don't understand).



What do you think?

Things have changed at home for Chloe and her parents are arguing a lot. Chloe is worried that they are arguing because of her. Is this true?

What will help Chloe get her smile back? In small groups, think of as many ideas as you can.

Godfrey and Hoppy (Chapters 6–8)

The story: comprehension questions for readers

- 1 Look at the words picked out in different fonts, in Chapters 6, 7 and 8 of the story. Can you find three adjectives that are used to describe Godfrey? Can you think of three adjectives to describe Hoppy?
- 2 How does Chloe get to Magic Land?
- 3 Name three things that Chloe sees in Magic Land.
- 4 What instruments do these animals play in the woodland band?
badger deer otter squirrel
- 5 Is everything OK in Magic Land?

Linguistic knowledge: connecting words

- 1 Ask readers to complete the sentences with facts from Chloe's first meeting with Godfrey and Hoppy. It doesn't matter if their sentences are different from the ones in the story. Ask readers to act out the scene(s).

Chloe crept back into bed, trying not

But as she turned, she thought she saw

Then suddenly

She was so startled that she

'Who are you?' Chloe managed to say.

- 2 Ask readers to imagine a first meeting with Hoppy. Ask them to write a paragraph describing it. Can they include three sentences beginning:

As I, I thought I saw

Then suddenly

I was so startled that



Follow-up: Imagine and create

- Readers draw a picture of Godfrey and Hoppy. Ask readers what it would be like to be huge like Godfrey or tiny like Hoppy. Readers think of things they would like to do if they were Godfrey or Hoppy.
- Read out loud the section where Chloe starts to explore Magic Land (pages 76 to 83). Ask readers to close their eyes and imagine it OR make notes of five things that Chloe sees there.
- Readers draw a map showing Chloe's journey through the ravine. Readers mark the important sights and events on the map.
- Ask students to imagine an animal band; what animals would be in it? What instruments would they play?

Gran Gran & Sand Land (Chapters 9–14)

The story: comprehension questions for readers

Lots of funny things happen in these chapters. Can you find more examples of:

- Physical comedy (such as Chloe falling headfirst into a tin of green paint)
- Funny use of language (like Godfrey's 'whale water fountain')
- Humorous dialogue (e.g. when the Royal Sand Land Family are talking)

Linguistic knowledge: description of Sand Land

In Chapters 10-14, Chloe sees some amazing things. Complete the sentences from the story with the words below.

bigger biggest as high as how
like more magical softest

- 1 (Godfrey) was an enormous eagle, than Chloe had ever seen in her life.
- 2 'Feel soft his feathers are!' said Hoppy.
- 3 It was than she'd ever expected anything to be.
- 4 Nestling into his soft feathers was snuggling up in the most perfect feather duvet.
- 5 Chloe took her shoes off, slid off his back and on to the golden sand she had ever encountered.
- 6 It was also the beach Chloe had ever seen, even imagined.
- 7 At the back of the beach there were dunes houses.



Follow-up activity: imagine and create

Godfrey says, 'Our imaginations are one of the greatest forces in the world.' Read the following sections from the story out loud and ask readers to write a description based on one of them.

Chloe took her shoes off, slid off his back and on to the softest golden sand she had ever encountered. It felt like she was walking on rabbit fur mixed with velvet. Or like baby duckling feathers mixed with cotton wool.

Think of a beach you have been to. Write five things that are special about it. What does the sand feel like under your toes? What about the water? Draw a picture of you on the beach.

OR

Nestled into the dunes before them was the biggest, most GLAMOROUS, ACTUAL Sand Castle she could have dreamed of.

What does the Sand Castle look like? Can you describe it? What do the walls of the Sand Castle feel like when you touch them? How do you feel when you walk through it? Draw a picture of the Sand Castle.

Follow-up activity: character description

Readers choose one of the characters from the Royal Sand Land Family: King Sandy (p156), Queen Sandra (p157), Prince Barnacle (p159) or Chloe's Sand Lion (p166). Ask them to read the description and draw the character, using the details in the description to help. They don't have to look like the book illustrations; this is the readers' own interpretation.

Snakes and Ladders (Chapters 15–17)

The story: comprehension questions for readers

1 Can you say three things about ...

... Trevor?

... the games in the taverna?

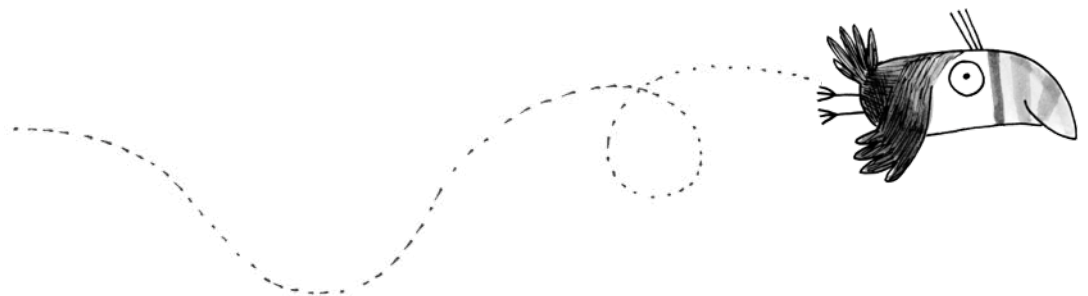
... the Snakes and Ladders game?

... Prince Barnie?

2 What about you?

Would you like to play a game of giant Snakes and Ladders?

Can you think of a game which you would like to come to life?



Linguistic knowledge: action writing

Match the parts of the sentences about the Snakes and Ladders game (pp197-210).

- | | |
|--|--|
| 1 The root began to grow into evil-looking twisted branches, | a opening its jaws wide ... |
| 2 Vine tendrils were just inches away, | b thickening and spreading. |
| 3 Eagle-Godfrey was circling the cloud, | c grabbing the huge snake's tail. |
| 4 The biggest snake pulled ahead of the rest, | d twisting and snapping ladders everywhere. |
| 5 Chloe turned back, | e trying to pull the snake away from Trevor. |
| 6 Everyone digging their heels and edges and flippers into the sand, | f sending Trevor whizzing off the board like a spinning top. |
| 7 The snake unravelled completely, | g beating his wings wildly. |

Follow-up activity: action writing

Look at the picture on pages 208 and 209.

Can you find ... ?

Chloe	Prince Barnie	Eagle-Godfrey	Hoppy
a footballer	a walrus	Trevor	

Write sentences like the ones above to describe the action in the picture. Use the sentence beginnings to help you.

- Chloe pulled the snake,
- Prince Barnie pulled Chloe,
- Eagle-Godfrey flew out of the clouds,
- The vine grew out of the sea,
- The snake didn't let go,
- The walrus held the snake's tail,
- 'Help!' Trevor shouted,

Hope (Chapters 18-20)

The story: comprehension questions for readers

Which of the following do NOT happen in Chapters 18 & 19?

- 1 Chloe gets to school on time.
- 2 Mr and Mrs Long stop arguing.
- 3 Mr Long lets the woman with the guitar on the bus.



- 4 The other children find out the bus driver is Chloe's dad.
- 5 Chloe borrows a swimming costume that fits well.
- 6 Chloe has a good day at school.

Linguistic knowledge: parts of speech.

Complete the information from the story with the correct form of the word in bold.

- 1 Gran Gran likes **adventures**. She likes her visits to be as as possible.
- 2 Mr and Mrs Long **argue** a lot. They have a lot of
- 3 Chloe doesn't want to **upset** Gran Gran. It would be too to tell Gran Gran the truth.
- 4 Mr and Mrs Long noticed that Chloe was being **kind**. Mr and Mrs Long noticed Chloe's
- 5 Chloe felt very **embarrassed**. Chloe's day was
- 6 Chloe began to have **hope**. Chloe began to feel
- 7 Watching the singers made Chloe feel **determined**. 'There IS hope,' said Chloe with
- 8 Walking on the cloud felt like **freedom**. Chloe felt that she was

Follow-up activity: the issues

Can you think of five things which Chloe is hoping for?

The Big Battle (Chapters 21–23)

The story: comprehension and inference questions for readers

- 1 Are Godfrey and Hoppy able to fight the Shadow Bandits on their own? Who do they need to help them?
- 2 What does Chloe draw to fight the Shadow Bandits?
- 3 What would you draw in the sand to fight the Shadow Bandits?
- 4 The Shadow Bandits bring sadness to Magic Land. What three words does Chloe sing to fight them?

Follow-up activity: design a poster

Ask readers to look at the following sentences from the story. Ask readers who they think might have said them. (Gran Gran says the first three, Godfrey says the last one.) Readers make a poster with one of the sentences. They draw a picture to illustrate the poster and decide where they would like to display it.

'You never know what GOODNESS a simple SMILE can bring.'

'A smile costs NOTHING, but is one of the BEST gifts you can give anyone.'

'Whatever you're FEELING, there's something FUN to find in EVERY day.'

'What would a SMILE be without LOVE?'



The Ending (Chapters 24–27)

The story: feelings and issues

Ask readers to think of things that happen in the story that make Chloe feel ...

sad
worried
angry
sorry
shocked



Ask readers to think of things that Chloe does in Chapters 24 and 25 which show she is ...

kind
brave
honest
happy

Follow-up activity: discussion questions for readers

What were the bits of this book that made you laugh?

Can you think of other funny books that you have enjoyed?

Imagine a friend tells you their parents are getting a divorce. What would you say to your friend?

Did you like the book? Give it a score out of 10.

How would you describe the story to other readers?

How would you describe Chloe to other readers?

Do you think the book would make a good movie? What would be the best scene in the movie?

Who would be the best characters?

