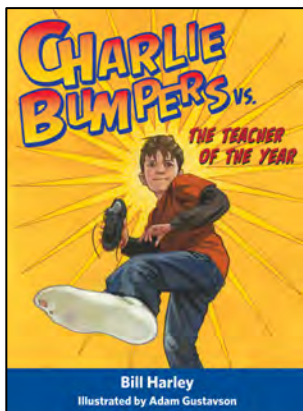


TEACHER'S GUIDE



Charlie Bumpers vs. the Teacher of the Year

Written by Bill Harley • Illustrated by Adam Gustavson

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Grades 2–5 / Ages 7–10

GRL Q: Grade 3

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ISBN: 978-1-56145-808-0 • HC • \$13.95

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ABOUT THE BOOK

Charlie Bumpers is entering the fourth grade with many fears—his best friend Tommy is not in his class for the first time EVER, his sneakers are the wrong color, and he has Mrs. Burke as his teacher! Mrs. Burke once won Teacher of the Year, but Charlie is convinced that it is an award given by grown-ups because there is no way a student would have given it to the strictest teacher in the universe. Last year Charlie had an “incident” with Mrs. Burke and now he is completely afraid of her.

Charlie tries to get out of Mrs. Burke’s class, but once he realizes that is impossible, he has to figure out how to get along with her. Just like his dad is stuck with his boss Mr. Grimaldi, Charlie is stuck in Mrs. Burke’s Empire.

THEMES

- Friendship
- Making good choices
- Following rules
- Overcoming fears
- Learning lessons
- Kindness

BEFORE YOU READ

- Draw three columns on a piece of chart paper. (Leave the last column open until the book has been read.) The following activities will reinforce these skills: read, record, and discover. You can do the activities together as a class or ask each student to do them individually.
- Ask the students to look at the cover of the book and predict what they think will happen. Have them record their responses in the first column of the chart paper. **CCSS ELA RL #1 & 2**
- Take your students on a picture walk through the book. Have them predict what might happen in the story, and record these predictions in the second column on the chart paper. Try to draw out

MEETING THE STANDARDS

The activities in this guide directly address a variety of standards across the curriculum. Following each activity, you’ll find an abbreviation for the standard(s) it supports. For a complete list of the Common Core Math and English Language Arts Standards addressed, please see page 2.

inferences based on images rather than words. Are these predictions different from the cover predictions? **CCSS ELA RL #1 & 2**

AS YOU READ

- Read the book chapter by chapter, stopping after each chapter for reflection and questions. The students will answer two questions per chapter. (See list of questions on page 3 of this guide.) **CCSS ELA RL #1, 2, 3 & 6, CCSS ELA SL #1, 2 & 3**
- Give each student some Post-It® notes to document changes in predictions. The children should cite pages to place in the third column on the chart. **CCSS ELA RL #2**
- Collect new vocabulary words and make a list of them on chart paper. Continue to add to it as you read. **CCSS ELA RL #4**

AFTER YOU READ

- Discuss what your students discovered after reading the book. How did their opinions change from the beginning of the story to the end? Take a look at the Post-It® notes on the chart paper and talk about the differences. **CCSS ELA RL #5 & 6**
- Discuss the questions at the end of each chapter. (See list on page 3 of this guide.) Ask if anyone would like to share his/her thoughts. **CCSS ELA SL #1, 2 & 3**

CLASSROOM ACTIVITIES

LANGUAGE ARTS

- An adjective is a word that describes something. Use one word to describe each of the following characters: Charlie, Tommy, Mrs. Burke, Hector, Mr. Shuler, and Darren. **CCSS ELA L #1**
- Making connections. Is there anything within the story that you can connect with? Have the students write about a time when they felt the same way as one of the characters in the book. **CCSS ELA Writing #1, CCSS ELA L #1 & 2**
- When finished with the book, have students choose two vocabulary words from the chart paper list, use each word in a sentence, and illustrate it. Ask them to add endings to the verbs on the list, changing the tense. **CCSS ELA FS #2 & 3, CCSS ELA L #1 & 2**

SOCIAL STUDIES

Ask students to research background for Mrs. Burke's question: "Does anyone know where Chile is?" (page 42) Using a map and/or globe, have students locate Chile.

As a class, discuss differences in location and climate. Is it "chilly" in Chile? Divide students in to small groups and have each group research a different topic about Chile: languages, population, food, population, and culture. Have the students come back together and share what they have learned. You can also discuss "likes" and "differences." Sample question: How is a day in the life of a child in Chile different from your day? How is it similar?

MATH

Charlie is really worried about spending the whole school year with Mrs. Burke. Why is he so worried? Figure out how many months, weeks, and days are in a typical school year. Should he be worried? **CCSS MATH OAA #3**

ART

Charlie is asked to draw a picture of a scene from his favorite book. Have your students draw their favorite scene from *Charlie Bumpers vs. the Teacher of the Year* and write a caption about it. Have your students become reporters and answer who, what, when, and where questions about the drawing. You could also hang these pictures up in the classroom just as Mrs. Burke did. **CCSS ELA Writing #1, CCSS ELA L #1 & 2**

THE ACTIVITIES IN THIS GUIDE DIRECTLY ADDRESS THE FOLLOWING STANDARDS:

COMMON CORE FOR ENGLISH LANGUAGE ARTS STANDARDS

- Reading Literature #1, 2 & 3: Identifying Key Ideas and Details
- Reading Literature #4, 5 & 6: Craft and Structure
- Speaking and Listening #1, 2 & 3: Comprehension and Collaboration
- Writing #1: Text Types and Purposes
- Language #1 & 2: Conventions of Standard English
- Foundational Skills #2: Phonological Awareness
- Foundational Skills #3: Phonics and Word Recognition

COMMON CORE FOR MATH STANDARDS

Operations & Algebraic Thinking A.3

QUESTIONS BY CHAPTER: *Charlie Bumpers vs. the Teacher of the Year***Chapter 1:**

1. Has there ever been a time when your “heart stopped beating for a minute, then started up again really fast?” How would you describe that moment?
2. When Charlie cleaned out his room, what did he decide to give to his sister? Why do you think he made this choice?

Chapter 2:

1. Charlie is afraid of his teacher and worried about his mother seeing the mess in his room. Can you describe something that has scared or worried you?
2. Do you think Charlie told his mother the truth about Mrs. Burke? Why or why not?

Chapter 3:

1. Was Charlie’s decision to color his shoes a good one? Why or why not? (Return to this question at the end of the book and ask students if they have changed their minds about their answer.)
2. Charlie did not just color his shoes. What else did he color?

Chapter 4:

1. Tommy told Charlie his sneakers didn’t look “that bad.” Was Tommy telling Charlie the truth? Explain your answer.
2. Charlie learned an important lesson the day he hit Mrs. Burke with his shoe. What does “learning a lesson” mean?

Chapter 5:

1. “She looked like an egret—a bird with long legs that catches fish in the water. I was the fish.” What does Charlie mean by this?
2. What do you think Mrs. Burke meant when she said, “I know all about you, Charlie Bumpers”?

Chapter 6:

1. What is rule number two in Mrs. Burke’s class?
2. Why did Mrs. Burke give Charlie a big frown when he said Hector was from some place cold?

Chapter 7:

1. When Charlie asked Hector to play, how do you think that made Hector feel?
2. What did Mr. Shuler say about using the soccer ball?

Chapter 8:

1. What was the deal that Charlie made with his father?
2. At the end of the first day of school, Charlie could not think of one good thing that had happened to him that day. Can you think of one good thing that happened to Charlie?

Chapter 9:

1. Why did Charlie color the egg on his picture gold?
2. Why do you think Brady asked Charlie for help instead of asking one of the teachers?

Chapter 10:

1. Do you think Charlie made good choices in this chapter? Why? What would you have done the same or differently?
2. Who helped pick up all the pictures for Mrs. Burke?

Chapter 11:

1. Mr. Shuler was not in the gym, but Charlie wanted to use a soccer ball. What did Charlie do? Was this a good decision?
2. How did Charlie’s parents find out about the great picture disaster?

Chapter 12:

1. Why do you think Charlie asked Hector to run in the race?
2. During the race, how was Darren trying to slow Hector down?

Chapter 13:

1. What did Charlie use as a finish line for the race? Was this a good idea?
2. Who won the race?

Chapter 14:

1. Charlie asked Mabel to promise not to tell their parents something. What was it?
2. When Charlie’s father was talking to him about what happened at school, how do you think Charlie felt?

Chapter 15:

1. Why did Charlie stay in from recess for a couple of minutes?
2. Mrs. Burke said, “sometimes doing something kind can get you into trouble.” Has that ever happened to you?

AWARDS

- Parents' Choice Recommended Award
—*Parents' Choice Foundation 2013*
- Horned Toad Tales (nominee) —*Cypress Fairbanks Independent School District 2014-2015*
- Pennsylvania Young Reader's Choice Awards (nominee, grades 3-6) —*Pennsylvania School Librarians Association 2014-2015*
- Rhode Island Children's Book Award (nominee)
—*Rhode Island IRA Chapter, RILA, REIMA 2014-2015*
- Delaware Diamonds (nominee, 3-5) —*Diamond State Reading Association 2014-2015*
- Golden Sower Award (nominee, intermediate)
—*Nebraska Library Association 2015-2016*
- Kansas State Reading Circle Recommended Reading List (intermediate) —*Kansas National Education Association 2014*

REVIEWS

"The swift-paced story is powered by peppy repartee between Charlie and the people in his life, as well as his droll internal monologue... Dynamic and skillfully drafted ink-and-watercolor spot illustrations from Gustavson, who illustrated Harley's *Lost and Found*, help chronicle the hijinks."
—**Publishers Weekly**

"Harley has teamed once again with illustrator Gustavson (*Lost and Found*, 2012) to create a real-life world in which a likable kid must face the everyday terrors of childhood: enormous bullies, looming teachers and thick gym coaches with huge pointing fingers. Into this series opener, Harley magically weaves the simple lesson that people, even teachers, can surprise you. Readers will be waiting to see how Charlie faces his next challenge in a series that marks a lovely change of pace from the sarcasm of *Wimpy Kid*."
—**Kirkus Reviews**

"While Charlie seems incapable of avoiding mishaps, he also has some very good qualities, like helpfulness, which will have readers cheering him on...this is a fast-paced, enjoyable first entry in a new chapter-book series."
—**School Library Journal**

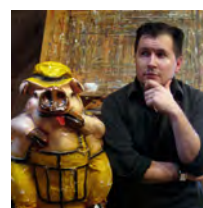
"Narrator Charlie is personable and well-rounded as a Ramona Quimby-esque protagonist who faces a series of kid-familiar challenges in trying his best to do the right thing...readers will welcome him as a bumbling but generous addition to the ranks of novels for novices."
—**The Bulletin of the Center for Children's Books**



ABOUT THE AUTHOR

Bill Harley is a two-time Grammy Award-winning storyteller, musician, and writer who has been writing and performing for kids and families for more than twenty years. He is the recipient of Parents' Choice and ALA awards. Bill won a 2007 Grammy Award for his children's storytelling album *Blah Blah Blah* and a 2009 Grammy Award for his children's spoken-word album *Yes to Running! Bill Harley Live*. He lives in Massachusetts.

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ABOUT THE ILLUSTRATOR

Adam Gustavson has illustrated many books for children, including *Lost and Found*; *Mind Your Manners*, *Alice Roosevelt!*; and *Snow Day!*. He lives in New Jersey.

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Peachtree Teacher's Guide for
**CHARLIE BUMPERS VS.
THE TEACHER OF THE YEAR**
prepared by Meagan Lenihan

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