

✿ A Teaching Guide to the ✿  
**Amelia Bedelia**  
Chapter Books



 **Greenwillow Books**  
An Imprint of HarperCollins Publishers

Aligns with Common Core State Standards for Grades 2–5



# A Note to Teachers



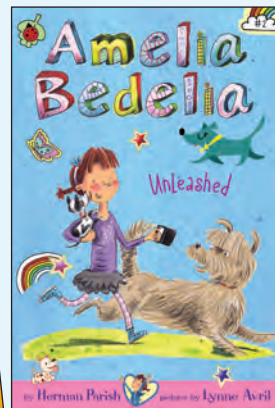
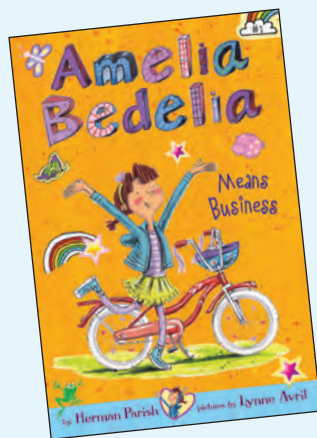
Children are quite familiar with Amelia Bedelia from her many picture books. Now students can relish Amelia Bedelia's amusing antics in an early chapter book format, and while students are enjoying one of their favorite characters, teachers can meet the Common Core State Standards, as noted in this teaching guide. This series is ideal for small group instruction focusing especially on language and word play, particularly multiple word meanings, homophones, and idioms. Teachers can also target reading comprehension strategies by having students explore character traits, identify cause and effect, recall details, and describe story structure as they recount Amelia Bedelia's experiences and predicaments. The discussion questions require students to use the text to support their answers, which will reinforce reading comprehension and strategies for approaching new texts. The extension activities encourage students to expand their thinking and transfer ideas from their reading into writing, speaking, and listening activities. Since more chapter books are planned for this series, students can enjoy Amelia Bedelia throughout the school year!

## ABOUT THE BOOKS

Full of fun, family, fiascos, and friends, the Amelia Bedelia chapter books are just right for newly independent readers ready for a more challenging vocabulary and books with chapters. And you don't have to read them in series order to enjoy them!

In *Amelia Bedelia Means Business*, the first book in the series, Amelia Bedelia will do almost anything for a shiny new bicycle. In *Amelia Bedelia Unleashed*, the second chapter book, Amelia Bedelia goes to the dogs and discovers why puppies rule. In *Amelia Bedelia Road Trip!*, chapter book #3, Amelia Bedelia's parents take her on a road trip!

With Amelia Bedelia, anything can happen— and it literally does!



## ABOUT THE AUTHOR



### Herman Parish

was in the fourth grade when his aunt, Peggy Parish, wrote the first book about Amelia Bedelia. Since then, Amelia Bedelia has become a favorite household character for readers young and old. The author lives in Princeton, New Jersey.



## ABOUT THE ILLUSTRATOR



### Lynne Avril

has illustrated all the stories about young Amelia Bedelia. The artist lives in Phoenix, Arizona, and she loves to visit Paris, France. You can visit her online at [www.lynneavril.com](http://www.lynneavril.com).







# DISCUSSION/WRITING PROMPTS



1. Read page 1 of *Amelia Bedelia Means Business*. Then ask students to predict how the events described there might occur in the story.
2. Amelia Bedelia is confused by words that have multiple meanings. Read the following pages in *Amelia Bedelia Means Business* and ask students to explain why Amelia Bedelia is confused by these words:
  - p. 10: tire, brakes
  - p. 24: shorthand
  - pp. 56–57: stand
  - p. 79: lemons
3. Explain to students what an idiom is. Refer to the following pages and ask students if they can define these phrases. Then ask if they know other idioms (e.g. “raining cats and dogs,” “apple of my eye”) they can share with the class.
  - p. 14: “cost an arm and a leg”
  - p. 26: “cut the mustard”
  - p. 28: “show you the ropes”
  - p. 36: “easy as pie” and “a piece of cake”
  - p. 47: “gave me a pink slip”
  - p. 98: “it’s on the house”
4. Read page 11 and ask students to explain why Amelia Bedelia “felt bad.”
5. On page 15, why is Amelia Bedelia asking how far away Christmas and her birthday are?
6. Ask students to explain the plan Amelia Bedelia’s father proposes on page 19. Ask if they think this is a fair proposal. Why or why not?
7. Refer to page 30. Why does Pete say, “The customer is always right”?
8. Have students read pages 36–38. Why does Amelia Bedelia step on the pie?
9. Referring to pages 47–49, ask students: Why did Diana laugh? What do Diana and Amelia Bedelia have in common?
10. Ask students to describe all the ways Amelia Bedelia tries to earn money to pay for half of the bike. (She works at the diner, opens a lemonade stand, and sells her lemon tarts.) Which ideas were most successful? Why?
11. Read pages 76–79. Then ask students to explain why Wild Bill was so angry.
12. Ask students to list Amelia Bedelia’s character traits and give examples from the story to support each trait. For example, students should find evidence in the story that demonstrates that Amelia Bedelia is kind-hearted, imaginative, and persistent.
13. Ask students: What does “capture the spirit of individuality” mean to you? How could you show the spirit of individuality?
14. On page 135, why did Wild Bill declare Amelia Bedelia to be the winner of the contest?
15. On page 12 of *Amelia Bedelia Unleashed*, why does Amelia Bedelia’s mother begin to choke during their dinner discussion?
16. How are taking care of a baby and taking care of a dog similar? Refer to pages 21–23 of *Amelia Bedelia Unleashed*, if necessary.
17. Reread pages 25–26 of *Amelia Bedelia Road Trip!* Amelia Bedelia’s father explains, “If a word ends in ‘-ometer,’ it counts things.” Then he gives a few examples. Explain what Amelia Bedelia’s dad says a “mom-ometer” does! Can you think of other words that end in “-ometer” or “-meter”? What do they count or measure?
18. In *Amelia Bedelia Road Trip!* Amelia Bedelia’s mother said, “Congratulations, honey. . . . You crashed a parade.” “Crashed?” said Amelia Bedelia. “Did we hit anyone?” (p. 60). What does Amelia Bedelia’s mother mean? What does Amelia Bedelia think she means?
19. On pages 92–93 of *Amelia Bedelia Road Trip!* Amelia Bedelia and Audrey give each other nicknames. What are they? Why are they appropriate?
20. Amelia Bedelia’s dad’s fortune in *Amelia Bedelia Road Trip!* (p. 55) says, “Follow your dreams.” What does this mean? Think about Amelia Bedelia’s experiences in all three chapter books. Do you think Amelia Bedelia follows her dreams? Why or why not? Give specific details from the books to support your answer.



## Common Core State Standards (Reading for Literature):

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.10, RL.2.11, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.9, RL.3.10, RL.3.11, RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.5.1, RL.5.2, RL.5.4, RL.5.6

## Common Core State Standards (Reading: Foundational Skills):

RF.2.4, RF.3.4, RF.4.4, RF.5.4

## Common Core State Standards (Speaking and Listening):

SL.2.1, SL.2.2, SL.3.1, SL.3.2, SL.4.1, SL.4.2, SL.5.1

## Common Core State Standards (Language):

L.2.4, L.2.5, L.3.4, L.3.5, L.4.4, L.4.5, L.5.4, SL.5.5



# CLASSROOM ACTIVITIES



1. **On the Move.** Amelia Bedelia loves to ride around town on her bike. Brainstorm a list of modes of transportation with the class. Then have students create murals that depict the transportation methods in their most common setting. (For example, an ocean setting with ships, boats, and Jet Skis; or a country scene with tractors, horses, and utility vehicles.)  
CCSS RL.2.11, W.2.11, W.3.11, W.4.11

2. **When I Grow Up.** Amelia Bedelia undertakes several jobs to earn money for her new bike. Ask students to write about occupations they think they would enjoy when they are adults, and why. As an extension, you can have the students come to school dressed as someone in that profession and have a class “career day” during which the students present their occupations and explain why they have chosen that field.  
CCSS RL.2.11, W.2.1, W.2.11, W.3.1, W.3.11, W.4.1, W.4.11, W.5.1, W.5.11, SL.2.4, SL.3.4, SL.4.4, SL.5.4

3. **Here's How I Help.** In *Amelia Bedelia Unleashed*, one of Amelia Bedelia's responsibilities is to set the table. Ask students to describe their responsibilities at home and how they help their families. Create a graph listing six common household chores (such as making the bed, putting away toys, setting the table, clearing the dishes, feeding a pet), and have students use the graph to record which jobs they do. Then analyze and discuss the data.  
CCSS RL.2.11, W.2.8, W.2.11, W.3.11

4. **How to Succeed in Business.** Ask students to imagine they are in Amelia Bedelia's situation and want to earn money for something special. As a class, brainstorm business ideas. Then have students vote to select the most popular idea and simulate it in class. You can also have the students create inventory for a store (such as painting pictures for an art shop, making lanyard bracelets for a jewelry store, or creating drawings of toys and games for a toy store). Then affix Post-it price tags to the items and distribute plastic coins to the students. Have students “shop” in the store, counting out the appropriate coins to “purchase” an item.  
CCSS RL.2.11, W.2.11, W.3.11

5. **Today's Top Story.** Amelia Bedelia is in the news. Have students work in pairs to create their own newscast. Brainstorm ideas for newsworthy stories (for example, rescuing an animal or discovering a dinosaur bone in the backyard) and have students write scripts. One partner can be the newscaster and the other can be interviewed. Then have the pairs perform their newscasts for the class.  
CCSS RL.2.11, W.2.3, W.2.5, W.2.11, W.3.3, W.3.4, W.3.5, W.3.11, W.4.3, W.4.4, W.4.5, W.4.11, W.5.3, W.5.4, W.5.5, W.5.11, SL.2.1, SL.2.4, SL.2.6, SL.3.1, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.4.6, SL.5.1, SL.5.4, SL.5.6

6. **On Sale Now!** In *Amelia Bedelia Means Business*, Amelia Bedelia advertises her lemonade and lemon tarts. Ask students to choose a product they would like to promote and create an advertising campaign. This might include designing signs, posters, or flyers to “sell” their product. Ask students to write a persuasive piece that convinces others of their product's value, and then use those ideas to create a commercial to share with the class.  
CCSS W.2.1, W.2.11, W.3.1, W.3.5, W.3.11, W.4.1, W.4.4, W.4.5, W.4.11, W.5.1, W.5.4, W.5.5, SL.2.1, SL.2.4, SL.2.6, SL.3.1, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.4.6, SL.5.1, SL.5.4, SL.5.6

7. **Pet Pals.** In *Amelia Bedelia Unleashed*, Amelia Bedelia really wants a dog. Ask students what pet they would choose if they were given the opportunity. Then have students make a stuffed “pet pal.” Give students a large piece of paper (12”x18”) and have them fold it in half. They should outline the shape of the animal and then color and draw in details such as whiskers, ears, teeth, fur, and claws. Then have them cut out

the animal. Since the paper is folded, students will be cutting two pieces of paper. Then they should take the back piece of paper and turn it over. Have students draw the details that are on the back of the pet (e.g., fur, tail, back of the ears). When they're done, they should flip it back over so it lines up with the front side. Help students begin stapling the two pieces together around the edge. When they are more than halfway around, students should tear small pieces of newspaper to stuff between the two pieces. When it is filled and puffy, they should finish stapling around the edge. Then students will have a stuffed pet pal! Have students write about their pet pals, naming them and explaining how they would care for them, or describing an adventure they might have with their new pet.  
CCSS W.2.3, W.2.11, W.3.1, W.3.11, W.4.3, W.4.11, W.5.3

8. **On the Road.** In *Amelia Bedelia Road Trip!* Amelia Bedelia's mother gives her a vacation journal. Distribute a blank booklet to each student. Ask your students to keep a journal of either a class field trip or an upcoming vacation. They can write and draw in their journal just as Amelia Bedelia did. Have students share their completed journals with a partner or small group of students.  
CCSS W.2.3, W.2.11, W.3.3, W.3.11, W.4.3, W.4.11, W.5.3, SL.2.1, SL.2.4, SL.2.6, SL.3.1, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.5.1, SL.5.4

9. **Go West, Young Man!** Amelia Bedelia's parents teach her about the American explorer Daniel Boone in *Amelia Bedelia Road Trip!* Have students research Daniel Boone and other explorers. Use books, websites, and other resources to gather information. Then have students write a report or create a multimedia presentation about their chosen explorer. Remind them to include an introductory sentence, facts, and a closing sentence. Have students present their reports to another class or plan a presentation to parents to share their research projects.  
CCSS RI.2.1, RI.3.1, RI.4.3, RI.5.3, W.2.2, W.2.5, W.2.6, W.2.7, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, SL.2.1, SL.2.2, SL.2.4, SL.2.6, SL.3.1, SL.3.2, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.4.6, SL.5.1, SL.5.4, SL.5.5, SL.5.6

10. **Off to See the World.** Ask students to share their favorite family vacation. Where did they go? What did they do? Have students write a detailed account of their trip. Encourage them to use temporal words (first, next, finally) as they describe their vacation adventures.  
CCSS W.2.3, W.2.11, W.3.3, W.3.11, W.4.3, W.4.11, W.5.3

11. **Which Way?** In *Amelia Bedelia Road Trip!* Amelia Bedelia and her family need directions to get to their destination. Amelia Bedelia records the directions she hears from the farmer, and then she reads them back to her parents so they can follow them as they drive. Have students work in pairs. Challenge them to give directions to each other verbally and then record what they heard. One partner says the directions, while the other partner writes them down. Then the second student reads back the directions, while the other partner listens to determine if they were recorded correctly. Then partners switch roles. Remind students that the speaker must give clear, sequenced, detailed directions, and that the listener must stay focused and attentive while listening and recording.  
CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, SL.3.1, SL.3.3, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.5.1, SL.5.4

12. **The Key to Maps.** Reread pages 33–36 of *Amelia Bedelia Road Trip!* to review what a map key is and how Amelia Bedelia decides to create her own map key. Ask students to create a map of a familiar location (e.g., their school, street, town, playground) and include a map key to show features of their location. Ask them to write a narrative describing their location and why it is an important place to them.  
CCSS W.2.3, W.2.11, W.3.3, W.3.11, W.4.3, W.4.11, W.5.3



# WORD SEARCH!

Reproducible Activity



Amelia Bedelia mixes up words all the time. There are lots of words tangled up in the word search below. Can you find them?

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

- AMELIA
- BEDELIA
- BIKE
- FAMILY
- FINALLY
- FISHING
- LEMONADE
- MAP
- PUPPY
- UNLEASHED
- VACATION



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# HOMOPHONE MEMORY GAME

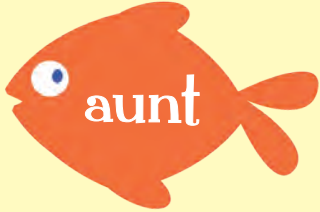

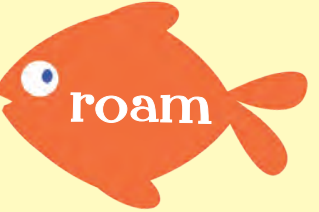

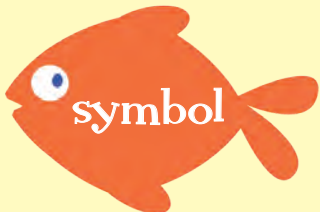
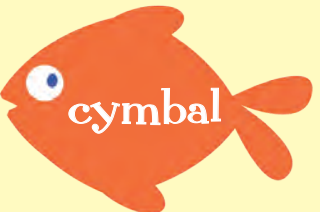

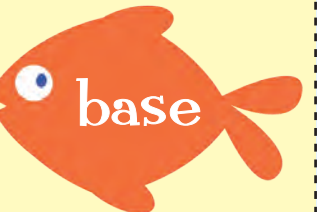












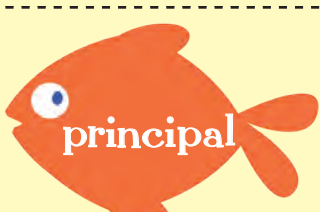
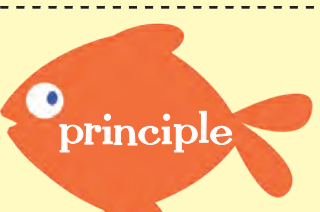


Reproducible Activity



Have pairs of students cut apart the cards below and lay them facedown in rows.

Instruct them to play memory/concentration, or "go fishing" the way Amelia Bedelia does in *Amelia Bedelia Road Trip!* Students take turns, each turning over two cards at a time while trying to find homophone matches. If a match is found, the student keeps the matching cards. The student in each pair who collects the most matches wins!



 aunt	 ant	 roam	 Rome
 symbol	 cymbal	 bass	 base
 fare	 fair	 main	 mane
 grate	 great	 night	 knight
 hear	 here	 missed	 mist
 principal	 principle	 tale	 tail

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Teaching guide prepared by Sue Ornstein, a first-grade teacher in the Byram Hills School District in Armonk, New York.

