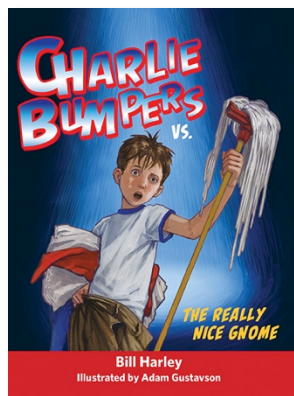


# TEACHER'S GUIDE



## Charlie Bumpers vs. the Really Nice Gnome

Written by Bill Harley | Illustrated by Adam Gustavson

HC: 978-1-56145-740-3 | PB: 978-1-56145-831-8 | CD: 978-1-56145-788-5

Ages 7–10 | Realistic Fiction | Series: Charlie Bumpers  
AR • RC • Lexile • GRL O; Grade 3

### ABOUT THE BOOK

Charlie Bumpers has his heart set on playing the role of the evil Sorcerer in the fourth grade play. He's even got the laugh down pat: *Mwa-ha-ha-ha!* But his dreams of villainous stardom go up in smoke when he finds out that Mrs. Burke has cast him as the Nice Gnome! Determined to rectify this terrible injustice, Charlie concocts one plan after another, but nothing seems to work. To make matters worse, his dad has assigned chores to all the kids in the family and Charlie's job is walking Ginger, the diggiest, sniffiest, and poopiest dog in the universe.

### THEMES

Friendship | Family | Following rules | Learning lessons  
Humor | Kindness | Making good choices

### 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 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 2 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

### 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 3.

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 2 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 a person, place, or thing. Use one word to describe each of the following characters: Charlie, Tommy, Mrs. Burke, Mabel and Samantha. **CCSS.ELA.L.1**
- What four adjectives would you use to describe Charlie Bumpers? Give reasons for your choices by citing page numbers. Compare/discuss your adjective list with a friend. **CCSS.ELA.RL.1 & 3**
- Making connections. Ask students if there is anything within the story that they can connect with. Have them 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**
- Create a Reader's Theater about the book with your class. **CCSS.ELA.RL.6 & 7, CCSS ELA Writing #5 & 6**

### MATH

If the play was two hours long, how many fifteen-minute rehearsals would it take to complete the play? Show your work. **CCSS.MATH.OAA.1 & 2**

### DISCUSSION QUESTIONS BY CHAPTER

#### Chapter 1:

1. What is a thespian? Why was Mrs. Burke calling her students thespians? Can you find at least three more words that mean thespian?
2. Charlie really wanted the part of the Evil Sorcerer Kragon in the play, but instead he got the part of the Nice Gnome. Charlie was shocked by this. Have you

ever been shocked when things did not go the way you were hoping? When?

#### Chapter 2:

1. Why doesn't Charlie want to be the Nice Gnome?
2. Charlie wanted to ask Mrs. Burke about changing parts but he could tell that it was not a good time to ask. Why do you think it wasn't a good time to ask?

#### Chapter 3:

1. Charlie's chore is to take care of Ginger, feed her twice a day and take her for walks. What are your responsibilities at home? Explain.
2. Charlie was supposed to walk Ginger as soon as he got home from school but his favorite show was on at the same time so he decided to sit down on the couch and watch that. Do you think this was a good choice? Why or why not?

#### Chapter 4:

1. Charlie tries to find someone to take his part without talking to Mrs. Burke. How did that work out?
2. Why do you think Charlie felt his teacher "looked at him a little longer than anyone else"?

#### Chapter 5:

1. In this chapter Charlie is not happy about the part he just received in the school play, can you think of some words to describe the way he is feeling?
2. How is Charlie treating the rest of his family? Why?

#### Chapter 6:

1. Charlie is responsible for memorizing his lines for the play, what else is he responsible for?
2. Is it a good idea to use a real rabbit for the school play? Why or why not?

#### Chapter 7:

1. Charlie has had a rough day at school and when he gets home, it is his responsibility to walk the dog but it is raining...how do you think he is feeling? Can you think of a time when you felt this way?
2. What was empty when Charlie got home? How do you think this made Charlie feel?

#### Chapter 8:

1. Charlie's mother said to Charlie that "working together on something is always fun." Do you agree with this statement? Why or why not? Give examples.
2. How will it affect the play if Charlie doesn't learn his lines?

**Chapter 9:**

1. Tommy and Charlie helped Hector to learn his lines. What does this tell us about Tommy and Charlie? Can you think of a time you helped someone? Give an example.
2. Did you think that Charlie's idea of changing his part to become the Hilarious Gnome was a good one? Why or why not?

**Chapter 10:**

1. Alice and Gertrude's owner yelled at Charlie and accused Ginger of chasing her cats. She didn't know that the screen was out of the window and Charlie didn't tell her. Have you ever been accused of something that was not your fault? Explain.
2. Where did Charlie end up finding Ginger?

**Chapter 11:**

1. What did Charlie and Tommy work on for over an hour at the computer?
2. "Charlie, this isn't a good idea." That is what Charlie's mom said to him about changing his part. Do you agree with her? Why?

**Chapter 12:**

1. Who thought Charlie was ruining the play? Was Charlie ruining the play?
2. Mrs. Burke said "Charlie, if you don't do your part the way it's written, we're going to have problems. Do you want to have problems?" What did she mean by that?

**Chapter 13:**

1. In Chapter 6 we found out that Charlie was responsible for making his costume but he didn't tell his mother. Why do you think this is? Do you think she was happy?
2. How did Charlie find out what gnomes wear?

**Chapter 14:**

1. Charlie didn't want to be cute or nice anymore, so what did he do?
2. Mrs. Burke told Charlie that his classmates were depending on him. What does it mean to be depended on? Give reasons for your answer.

**Chapter 15:**

1. Why was it a bad idea for Mabel to walk Ginger?
2. How did Charlie find Ginger?

**Chapter 16:**

1. How do you think Charlie felt when he heard Larry Ladoux talking about him?
2. Who left Charlie the big plastic gnome on his steps?

**Chapter 17:**

1. What did Charlie have for dinner the night of the play?
2. Why do you think Dashawn the Prince threw up?

**Chapter 18:**

1. Charlie was a great friend to Dashawn, what did Charlie do for him?
2. Charlie was also a great friend to Samantha Grunsky. What did Charlie do for Samantha?

**Chapter 19:**

1. Where did the line "I DON'T THINK SO!" come from? Was it used well? Explain.
2. How do you think Charlie did as the Nice Gnome?

**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
- Reading Literature # 7: Integration of Knowledge and Ideas
- Speaking and Listening #1, 2, & 3: Comprehension and Collaboration
- Writing #1: Text Types and Purposes
- Writing #5 & 6: Production and Distribution of Writing
- Language #1 & 2: Conventions of Standard English

**COMMON CORE FOR MATH STANDARDS**

- Operations & Algebraic Thinking A.1 & 2

## REVIEWS

“A storyteller with an uncanny sense of elementary school humor, Harley has penned a worthy sequel to *Charlie Bumpers vs. The Teacher of the Year*. With illustrator Gustavson, he captures the frustration that comes with just having to make the best of a bad situation.”

—*Kirkus Reviews*

“[A] heartwarming and sometimes laugh-out-loud tale about giving 100 percent even when you're less than thrilled to do so... [L]isteners will be eager to find out how his adventure unfolds.”

—*School Library Journal*

“Strong characters, a fast-moving plot, and amusing black-and-white spot illustrations continue the fun in this second installment.” —*The Horn Book Guide*

## AWARDS

- Parents' Choice Recommended Award  
—Parents' Choice Foundation
- Kansas State Reading Circle Recommended Reading List (intermediate)  
—Kansas National Education Association

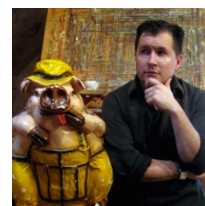


### ABOUT THE AUTHOR

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

thirty years. He is the recipient of Parents' Choice and ALA awards. Bill has won two Grammy Awards, one for his children's storytelling album *Blah Blah Blah* and one 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.

[www.adamgustavson.com](http://www.adamgustavson.com)

### Bill Harley's Charlie Bumpers series:

*Charlie Bumpers vs. the Teacher of the Year*  
*Charlie Bumpers vs. the Really Nice Gnome*  
*Charlie Bumpers vs. the Squeaking Skull*  
*Charlie Bumpers vs. the Perfect Little Turkey*  
*Charlie Bumpers vs. the Puny Pirates*  
*Charlie Bumpers vs. His Big Blabby Mouth*

### Also available from Bill Harley:

*Lost and Found*  
*The Amazing Flight of Darius Frobisher*  
*Night of the Spadefoot Toads*

Peachtree Teacher's Guide for  
**CHARLIE BUMPERS VS.  
THE REALLY NICE GNOME**  
prepared by Meagan Lenihan

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