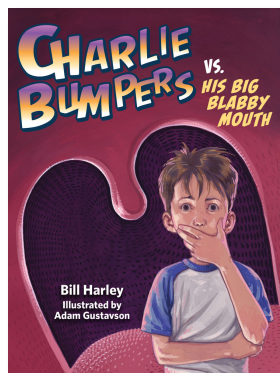


TEACHER'S GUIDE



Charlie Bumpers vs. His Big Blabby Mouth

Written by Bill Harley | Illustrated by Adam Gustavson

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Ages 7–10 | Series: Charlie Bumpers
Lexile • F&P • GRL O; Grade 3

ABOUT THE BOOK

When his classmates are boasting about their parents' jobs, Charlie gets carried away and leaves the impression that his accountant dad is not only the president of his company but also that he will hand out free calculators to everyone in the class. With rumors flying around the school and expectations escalating, Charlie jumps the gun and tells his teacher Mrs. Burke that his dad can speak to their class during Career Week. Now Charlie has no choice. He has to get his dad to come in. But then, just before the big event Mr. Bumpers loses his job. Charlie is dumbfounded and devastated. How will he explain this to his class? Will his dad still come in during Career Week? Fortunately, Mr. Bumpers has some very surprising plans of his own.

THEMES

Friendship | Math | Careers | Honesty | Hard work
Kindness | Making good choices | Following rules
Learning lessons

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**

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 4.

- Give each student some post-it notes to document changes in predictions. The children should cite pages to include 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, Hector, Mr. Bumpers, Mrs. Burke, Matt, and Samantha. **CCSS.ELA.L.1**
- 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.W.1, CCSS.ELA.L.1, 2**
- When finished with the book, have students choose four vocabulary words from the chart paper list, use each word in a sentence, and illustrate the sentences. Ask them to add endings to the verbs on the list, changing the tense. **CCSS.ELA.FS.2, 3, CCSS.ELA.L.1, 2**

MATH

- We found out that, as a baker, Mrs. Braxton has to use a great deal of math. What other careers use math every day? Make a list on chart paper and then, using these careers, ask the students to make up two word problems each. **CCSS MATH OA**
- Mr. Bumpers made math fun by playing games with numbers. Introduce your students to a few games and then have them create their own games, with a partner, and share/play them in class. **CCSS MATH MD**

SOCIAL STUDIES

In the book, we learned a bit about Mercury, the Greek god who is messenger to the other gods. This is a great jumping-off point to learn more about Greek mythology. Assign each of your students a Greek god or goddess and have them do some research about them. Then, as a class, create a story map to determine characters, main events, problems, solutions, and themes of the myths.

ART

Using the Greek mythology theme, have your students create objects based on the god or goddess that they studied. The students should be able to explain why they chose that particular object and it should represent everything that they learned about their god or goddess. **CCSS.ELA.W.1, CCSS.ELA.L.1, 2**

DISCUSSION QUESTIONS BY CHAPTER

Chapter 1:

1. Robby said that Charlie's dad sounded really boring. How do you think that made Charlie feel? How would you feel if someone said that about your parent?
2. Why did Charlie say, "Sometimes I have a big blabby mouth"? Do you agree with Charlie?

Chapter 2:

1. Charlie's dad performed a pretty amazing card trick. Do you know any card tricks? Demonstrate.
2. Do you think Charlie's father is a math genius? Why or why not?

Chapter 3:

1. Charlie really wanted the class job of Master Messenger and he was nervous that someone else would choose it before his name was called. Have you ever felt like this? When?
2. When Mrs. Burke announced that she needed one more parent for Career Week, Alex offered Charlie's dad. Why do you think he did this?

Chapter 4:

1. Charlie's dad said that he didn't think he would be able to visit for Career Week but Charlie kept asking. Do you think this was a good idea? Would you have done the same thing? Why or why not?
2. What did you think of the "Parent Persuasion Strategy" that Charlie and Tommy came up with? Did you think it was a good idea? If you were to

come up with a “Parent Persuasion Strategy,” what would it look like?

Chapter 5:

1. When Charlie's mom figured out that Charlie had already told Mrs. Burke that his dad would come in, how do you think Charlie felt? How would you have felt?
2. Charlie's dad reminded Charlie that you should never “say someone will do something without asking them.” Have you ever volunteered someone for something without asking them? When? Did it work out?

Chapter 6:

1. Mrs. Burke asked Charlie if he was running in the hallway. Was he? What did he say?
2. Charlie said “I never should have said anything about my dad.” What did he mean by that?

Chapter 7:

1. Charlie's grandfather said to him “Charlie, always think before you open your mouth. If you don't, you might put your foot in it, and once your foot's in there, it's hard to get it out.” Explain what Charlie's grandfather meant.
2. Charlie was standing outside the kitchen door listening to his parents talking. Should he have been doing that? What are some words that describe what he was doing?

Chapter 8:

1. Why did Charlie tell Mrs. Burke that he thought his father might be getting a promotion? Do you think he should have said that to her?
2. What was the trick question that Mrs. Burke asked Charlie? Why did she ask?

Chapter 9:

1. What does “Ms. Bromley is a walking art exhibit” mean?
2. Have you ever played Telephone? Why does Charlie think that his life has turned in to a game of Telephone? Explain.

Chapter 10:

1. Everyone in Charlie's class is talking about getting a free calculator. How do you think Charlie is feeling about this? Give examples.

2. Why is Charlie feeling crabby at the end of the chapter? How would you have felt?

Chapter 11:

1. How do you think Charlie felt when he saw his parents sitting at the table on Friday afternoon when his dad should have been at work?
2. Charlie's mom has to remind Charlie that “this is not about you right now.” Why did she say that? Explain your answer.

Chapter 12:

1. Did you realize that bakers have to get up so early in the morning to work? What other jobs require getting up very early?
2. When Mr. Gritzbach asked Charlie's dad if he was taking the day off, how do you think Charlie felt? How do you think Mr. Bumpers felt?

Chapter 13:

1. Charlie said that he felt like the secret he had was “too big to keep to myself.” Why do you think he felt that way? Have you ever felt that way? When?
2. When Charlie let his friends know that his father had lost his job, what did they do? How do you feel about their reaction? What would you have said to Charlie?

Chapter 14:

1. Hector felt scared of his babysitter. Why? Do you think he should have been scared of her?
2. What is a “disatrophe”? Can you make up a word that means the same thing?

Chapter 15:

1. Tommy shared a story with Hector and Charlie about a time when he did not tell the truth. What was this story?
2. Hector and Tommy were trying to make Charlie feel better by sharing their own stories with him. Did it work? Why or why not?

Chapter 16:

1. Charlie said he has a “big blabby, fibby mouth.” What do you think that means? Do you agree with him?
2. Charlie got caught disrupting Mrs. L's class. Do you think Charlie made a smart decision by trying to get Tommy's attention?

Chapter 17:

1. How did Charlie bump in to Mr. Turchin's cart? Do you think Charlie made a good choice? Explain your answer.
2. How did Charlie feel when his Dad came to pick him up at school? Why?

Chapter 18:

1. Why did Charlie say that this was turning into the worst week of his life? Do you agree with him? Why?
2. Charlie lost his job as Master Messenger. Why did he lose the job? Do you think he should have lost the job? Why?

Chapter 19:

1. What is the definition of "ignoramus"? Do you think Charlie is an ignoramus? Why or why not?
2. What are some words you would use to describe how Charlie is acting right now?

Chapter 20:

1. How do you think Mrs. Burke knew that Charlie had something on his mind?
2. When Mrs. Burke received the call saying that Charlie's dad couldn't come, how do you think Charlie felt? How do you think the rest of the class felt? Why?

Chapter 21:

1. Using five words, describe how you think Charlie might have felt when he realized it was his dad that was visiting his classroom.
2. Charlie's father is right, everyone exaggerates and sometimes you can go a little overboard. Can you think of a time when you exaggerated? Please share.

Chapter 22:

1. How do you think Charlie felt about his father's visit to school? How would you have felt if you were Charlie?
2. Did you think Charlie's decision not to tell anyone that his father might become a teacher was a good one? Why or why not?

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

- Operations & Algebraic Thinking 3 & 4
- Measurement & Data 3 & 4

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REVIEWS

"This sixth book in the series covers a more serious issue than the other books, but pulls it off in a believable way. I especially enjoyed that Charlie's parents told him age appropriate details about what it meant for the father to be out of work."

—*YA and Kids Books Central*

**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



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.

www.billharley.com



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

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 prepared by Meagan Lenihan

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phone 404-876-8761 • 800-241-0113
 fax 404-875-2578 • 800-875-8909

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