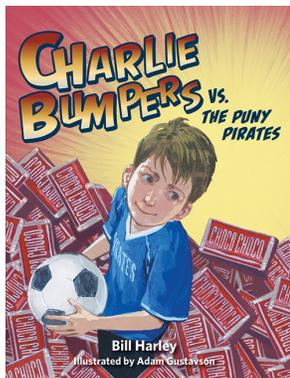


TEACHER'S GUIDE



Charlie Bumpers vs. the Puny Pirates

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

ABOUT THE BOOK

At last Charlie Bumpers is assigned to the same soccer team as his best friends Tommy and Hector, and they can't wait to try out the "spectabulous" plays they've been working on. Their team, the Pirates, is sure to win the championship this year! But the three friends' high hopes are crushed when they see their shrimpy and inexperienced teammates bumbling around on the field. They also find out that their new coach doesn't believe in star players. He expects everyone to learn all the positions and never gives the dynamic trio a chance to perform together. To make matters worse, Charlie's big brother Matt has joined a video club, and he is recording every one of the Pirates' disastrous plays.

THEMES

Friendship | Soccer | Honesty | Hard work | Kindness
Making good choices | 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**
- 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 4.

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, Hector, Mrs. Patel, Mr. Carmody, and Matt. **CCSS.ELA.L.1**
- 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.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 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**

ART

Charlie loves soccer. List the qualities that are needed to play a sport and then explain your answers. Design a T-shirt and choose your own logo (design) for a team that you would like to play on. What does your logo represent? **CCSS.ELA.W.1, CCSS.ELA.L.1, 2**

MATH

- Ask the students to create a word problem about the candy bars, using division or multiplication. Include Tommy, Hector, and Charlie. Share the problems with the entire class. **CCSS MATH OA**
- Ask the class to create a list of mathematical words on chart paper. Tally up how many times in the story a

mathematical word is used, which word was used the most, and which word was used the least. Draw a bar graph to represent the data collected. (Examples of words: added, divided) **CCSS MATH MD**

SOCIAL STUDIES

Compare and contrast the skills that you need to play soccer with life skills, those qualities needed in every day life. Draw a Venn diagram. Use the following words to get you started:

- Teamwork
- Compassion
- Kindness
- Strength
- Fairness
- Cooperation
- Understanding
- Honesty
- Hard work
- Speed
- Agility
- Endurance

DISCUSSION QUESTIONS BY CHAPTER

Chapter 1:

1. Do the adults keep score at the soccer games? Why? Would you keep score? Why?
2. The soccer coach was not what the boys had expected. What kind of person were they expecting?

Chapter 2:

1. What words would you use to describe how Charlie is feeling about his team?
2. Why was Charlie disappointed when Mr. Carmody asked him to play goalkeeper?

Chapter 3:

1. Why was a ball able to get into the goal while Charlie was playing that position? What could he have done differently?
2. Have you ever had to sell anything to raise money for an organization that you were involved with? What are the pros and cons of selling?

Chapter 4:

1. On the Saturday morning of his first game, Charlie woke up with butterflies in his stomach. What does that mean? When have you ever had butterflies in

your stomach?

2. Why do you think Tommy, Hector, and Charlie were never allowed on the field at the same time?

Chapter 5:

1. Tommy “has a habit of blurting things out before he thinks.” Is this a good habit to have? Have you ever blurted something out without thinking? Explain.
2. Charlie calls his team the “Powerful Pirates,” the “Punishing Pirates,” and even the “Puny Pirates.” What other adjectives that begin with *P* could be used to describe the soccer team?

Chapter 6:

1. At the end of the game, the two teams had to shake hands. Some of the players from the other team were laughing at the Pirates. Why were they laughing? How do you think that made the team feel? Is this a good example of sportsmanship?
2. The coach said that the Pirates know a lot more than they did at the beginning of the season. Is this true? What have they learned?

Chapter 7:

1. If you were given a whole box of candy bars, would you be tempted to eat some of them?
2. How is Charlie doing with his candy bar sales at this point in the story? Explain your answer.

Chapter 8:

1. Hector was embarrassed after getting in trouble with his teacher. Have you ever gotten in trouble in school? How did it make you feel?
2. Why is the play that Tommy, Hector, and Charlie made up called “the banana”?

Chapter 9:

1. When Mr. Carmody told the team that they were to play the “yellow bomb,” Charlie’s heart started thumping like crazy. Why?
2. What does the word “catastrophe” mean? Why does Charlie think there is going to be a catastrophe?

Chapter 10:

1. Do you think it is a good idea to eat a candy bar as a reward for selling them?
2. Matt is making a movie of Charlie and his team. Is he making fun of them?

Chapter 11:

1. When Tommy dumped the remaining candy bars

onto the floor, they could tell there weren’t enough of them. Upon this discovery, what were the feelings of each of the boys?

2. Do you think it would be a good idea to raise the price of the candy bars? Why or why not?

Chapter 12:

1. Cody whines a lot. What does his whining accomplish? Why do you think he whines? Do you ever whine? When?
2. Charlie was in the goal, and even though that was not where he wanted to be, he really enjoyed it and did a great job. Describe a time when you did something you did not want to do and ended up enjoying it.

Chapter 13:

1. When Charlie started figuring out how much money they needed to make and how many candy bars they needed to sell, Tommy felt like his brain was “exploding.” Define “exploding” as used in this context.
2. Do you think teachers love chocolate? Do you think that selling the candy bars to teachers is a “stupific” idea?

Chapter 14:

1. When Mrs. Patel wasn’t at practice, Charlie was relieved. Would you have felt relieved too?
2. What does “posterity” mean? List three more words that mean the same thing.

Chapter 15:

1. When Charlie figured out that he left the envelope on the bus, he got a “horrible feeling in the bottom of his stomach.” Describe a time when you had that same feeling.
2. Why did Charlie’s brother finally pay him for the candy bar?

Chapter 16:

1. When Mrs. Patel asked Charlie if he had his candy bar money, and then asked if she needed to call his parents, how did he feel? Explain your answer.
2. Do you think Charlie should have told his mother what he was thinking about? Why or why not?

Chapter 17:

1. How do you think Mrs. Burke knew that Charlie had something on his mind?
2. According to Mrs. Burke, whose job was it to tell Charlie’s parents about the lost money?

Chapter 18:

1. Charlie did not want to get up on Saturday morning, the day of the last game of the season. Why do you think he didn't want to get up?
2. Once Charlie told his father about the lost candy bar money, he felt better. Why do you think telling his father helped him to feel better? What are the rewards of honesty?

Chapter 19:

1. The coach finally called all three "Pirates of Doom" to go into the game at the same time, but Charlie was unable to go in. Why?
2. What did the Squid give Charlie to help him play?

Chapter 20:

1. Why did Jaden yell "what a joke!" after the Pirates scored a goal? Was it a joke?
2. What play were the Pirates of Doom finally able to execute? Was it a success?

Chapter 21:

1. Why did the ref say that Charlie had to leave the game? Why, do you think, did the Tigers coach want Charlie out?
2. How was Charlie able to get back into the game? Who thought of this idea?

Chapter 22:

1. Charlie was determined not to lose another game. How did he accomplish this?
2. When the game was over, everyone was cheering, except for Charlie. What kept Charlie from cheering?

Chapter 23:

1. Do you think it was easy for Charlie, Hector, and Tommy to admit to Mrs. Patel that they had a problem? Explain your answer.
2. How will the boys be earning money in order to pay their parents back?

Chapter 24:

1. Why did Charlie originally not want to watch the movie that his brother had made?
2. What did Matt's movie show? What did it say about the team throughout the season?

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

**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

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.

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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
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 prepared by Meagan Lenihan

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