

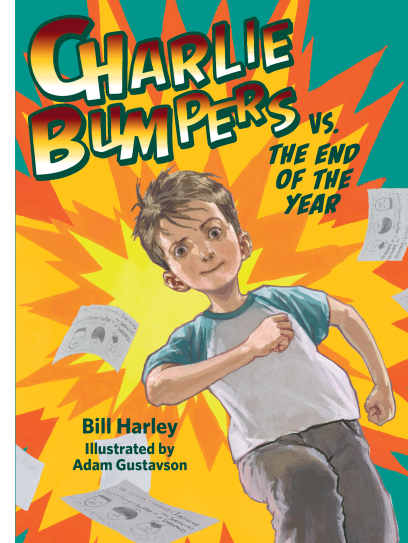
PEACHTREE  
**TEACHER'S GUIDE**  
Includes Common Core Standards Correlations

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## Charlie Bumpers vs. the End of the Year

Written by Bill Harley  
Illustrated by Adam Gustavson

HC: 978-1-68263-042-6  
Ages 7–10 | Fiction  
Lexile • F&P • GRL P; Grade 3



### ABOUT THE BOOK

Charlie can hardly believe it is almost the end of fourth grade! In spite of his worries last fall, this has been a great year, and he doesn't want it to end. But when Charlie and Tommy find out that their friend Hector might need their help, they forget about end of the year activities and start cooking up wacky plans to solve all his problems. Before they realize it, they have launched one campaign to promote Hector as next year's School Ambassador and another one to defeat a group of bullies they call "The Jerzollies of Darkness."

### THEMES

Bullying | Friendship | Diversity | Inventive Thinking  
Humor | Kindness | Honesty | School

### 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 starting 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 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 starting 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, Hector, Mrs. Burke, Tommy, Ellen, Darren, and Jaden. **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 three 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**

### SOCIAL STUDIES

Hector is moving back to Chile. Have the students locate Chile on a map. Have them research information about Chile. In what ways is Chile similar to the United States? In what ways is it different?

### ART

Tommy and Charlie create campaign posters for Hector to be their next School Ambassador. Create of a list of qualities that are needed to represent the school. Design a campaign poster for someone that you think would make a good Ambassador. How have you incorporated your listed qualities in the campaign poster?

**CCSS.ELA.W.1, CCSS.ELA.L.1, 2**

## DISCUSSION QUESTIONS BY CHAPTER

### Chapter 1:

1. What are some reasons Charlie is nervous about fourth grade ending?
2. Charlie fears not knowing what is going to happen next year. Can you describe a moment when the unknown scared you?

### Chapter 2:

1. Charlie's sister Mabel sings a song about how to deal with a bully. The song says to "STAND UP! And just say NO!" Do you think this is the best approach? Why or why not?

2. Mabel starts listing ways to tell if someone is being bullied. Can you think of any additional ways to tell?

### Chapter 3:

1. Why does Charlie think Hector is being bullied by Darren, Jaden, and Butler?
2. Charlie does not tell his parents about Hector because he is worried about his parents going into "Emergency Mode." Do you think Charlie should have told his parents? Why or why not?

### Chapter 4:

1. What do you think of Hector's father telling him to take care of his problems himself? What would you do?
2. Why do you think Charlie agrees to not say anything about Hector being bullied? Would you keep Hector's secret?

### Chapter 5:

1. Have you ever had a friend who had to move away? How did you feel about it?
2. Why do Charlie and Tommy think that making Hector the School Ambassador will prevent him from being bullied?

### Chapter 6:

1. Matt tells Charlie that becoming a School Ambassador is "the Kiss of Death." Do you agree with Matt? Why or why not?
2. Do you think Hector would make a good School Ambassador? Would you want to be a School Ambassador? Why or why not?

### Chapter 7:

1. Based on their list, do you think Charlie and Tommy's plan to make Hector Ambassador will work?
2. Why doesn't Charlie tell Hector their plan? Do you think Hector will want to be Ambassador?

### Chapter 8:

1. How would you react if you were in Charlie's position, seeing your friend being bullied in the bathroom? Would you do what Charlie did?
2. Hector still doesn't want Charlie to tell anyone. How would you feel if you were in Hector's position?

### Chapter 9:

1. Why does Charlie believe confronting bullies isn't as easy as just standing up and saying no?

- At the end of the chapter Charlie says, “On one hand, I didn’t want the school year to end, since Hector would leave. On the other hand, it couldn’t end soon enough.” What does this mean?

#### Chapter 10:

- How would you try to convince teachers about who should be School Ambassador?
- Do you think Charlie and Tommy’s plan of putting up the flyers will work? Why or why not?

#### Chapter 11:

- What excuses does Charlie use to distract Mrs. Finch as Tommy puts flyers in the teachers’ cubbies?
- Tommy says, “Fast is my middle name.” What does Tommy mean by this?

#### Chapter 12:

- What do you think about Mrs. Garrett’s reaction to what Charlie tells her? Do you agree with what she tells Charlie? Why or why not?
- How would you have reacted if you were Mrs. Garrett? What would you tell Charlie if you were her?

#### Chapter 13:

- What do Tommy and Charlie come up with to make Darren, Jaden, and Butler look bad?
- Do you agree with Matt that Charlie and Tommy need a campaign manager? Why or why not?

#### Chapter 14:

- What does the word “bombardment” mean? How does it relate to the game?
- Do you agree with what Charlie and Tommy ended up doing with the flyers about the Jerzollies of Darkness?

#### Chapter 15:

- What is the reason for Hector’s absence? Why does this worry Charlie?
- Why does Charlie not want Mrs. Burke to go into Emergency Mode?

#### Chapter 16:

- Do you think Ellen is a good campaign manager? Explain.
- With Ellen’s help, Charlie and Tommy come up with some qualities that would make Hector a good Ambassador. Can you think of more qualities of a good School Ambassador?

#### Chapter 17:

- Do you think Charlie and Tommy made good choices in this chapter? Why? What would you have done the same or differently?
- How do Charlie and Tommy try to fix the copier?

#### Chapter 18:

- What do you think Hector thinks about Charlie and Tommy’s poster?
- How does Charlie feel about the distribution of the posters?

#### Chapter 19:

- Charlie tells Mabel that Darren, Jaden, and Butler are just teasing him and that teasing isn’t as bad as bullying. Do you think this is true?
- What do you think would happen if Mabel told someone what she saw?

#### Chapter 20:

- Do you think Mabel’s idea of telling the bullies how it feels when they bully you is useful? Why or why not?
- Do you think Ellen and Tara’s idea of hanging up a banner is a good idea? Why or why not?

#### Chapter 21:

- What do you think of how Charlie reacted when he saw Hector being bullied? Do you think it helped the situation?
- Why do you think Darren just stands there during the altercation? What do you think this means about how Darren was feeling?

#### Chapter 22:

- When Mrs. Burke asks what happened, Darren says he didn’t do anything. Is this true? Do you still count Darren as being a part of the bullying?
- How do you think Mrs. Rotelli handled Charlie and Hector telling her about the bullying? How does it differ from how the other teachers reacted when they tried to tell them?

#### Chapter 23:

- Why doesn’t Charlie expect to win any awards at the end-of-year awards assembly?
- Were you surprised at which students were chosen as the School Ambassadors? Why or why not?

#### Chapter 24:

- Why is it hard for Charlie to say goodbye?

2. What would you say to or do with a friend before he or she moved away?

### Chapter 25:

1. What does Charlie give to Hector before he leaves? Why?
2. How do you feel about the ending?

### THE ACTIVITIES IN THIS GUIDE DIRECTLY ADDRESS THE FOLLOWING STANDARDS:

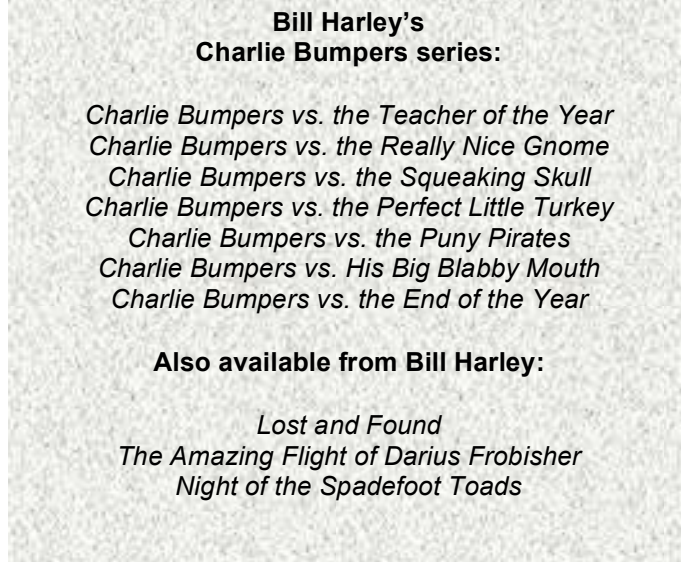
#### COMMON CORE FOR ENGLISH LANGUAGE ARTS STANDARDS

- 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

### REVIEWS

“Narrated in a balance of warmhearted insight and wacky naiveté, Charlie's life will resonate with readers trying to navigate the simple but realistic perils of elementary school. Making friends, getting along with siblings, avoiding trouble at school—these situations matter to young readers, and Harley captures these emotions with a light and humorous touch.”

—*Kirkus Reviews*



### 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.

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Teacher's Guide for  
**CHARLIE BUMPERS VS. THE END OF THE YEAR**  
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