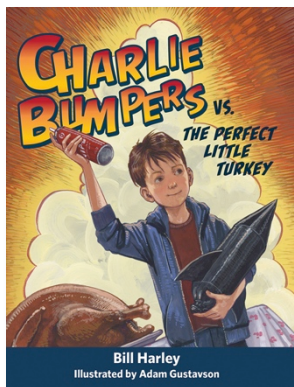


# TEACHER'S GUIDE



## Charlie Bumpers vs. the Perfect Little Turkey

Written by Bill Harley / Illustrated by Adam Gustavson

HC: 978-1-56145-835-6

CD: 978-1-56145-893-6

**Series:** Charlie Bumpers

Grades 2–5 / Ages 7–10

GRL O; Grade 3

### ABOUT THE BOOK

Charlie is looking forward to the big Thanksgiving gathering at his house this year, but he's having trouble being a polite host to his super-annoying little cousin Chip. It's Thanksgiving in the Bumpers' household and Charlie has to be the perfect host to his annoying little cousin, Chip. Chip makes everything hard for Charlie—gets him in trouble, ruins his things, and generally makes a nuisance of himself. On top of that, for homework, Mrs. Burke has assigned Charlie the task of writing what a family is to him. How will Charlie be able to see past his “turkey” of a cousin to understand the real meaning of family?

### THEMES

Friendship | Family | Cousins | Thanksgiving | 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 pages to place in the third column on the chart. **CCSS.ELA.RL.2**

### 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.

- 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, Chip, Uncle Ron, Mabel, Mrs. Walcott 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.Writing.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**
- Create an invitation to Thanksgiving, including a menu, time and activities that might take place. **CCSS.ELA.L.3**

### SOCIAL STUDIES

Research how Thanksgiving is celebrated around the world. Break the students into small groups and have each group research a different celebration. Have the students then share their research with the other groups. **CCSS.W.7 & 8**

### SCIENCE

Make your own rocket with the students. Study building rockets, water pressure, and space exploration. **CCSS.W.7 & 8, CCSS.SL.1, 2 & 3**

## DISCUSSION QUESTIONS BY CHAPTER

### Chapter 1:

1. Why is Charlie not supposed to kick the ball against the garage door?
2. What are some of Charlie's favorite things about Thanksgiving? What are some of yours?

### Chapter 2:

1. How would you define family?
2. Make a list of ten words that remind you of Thanksgiving.

### Chapter 3:

1. How did Charlie feel about having Chip stay in his room with him?
2. What did Charlie say about writing his definition of family? Why do you think he said that?

### Chapter 4:

1. Who did Charlie study in social studies?
2. What did you think of the definition of family that Charlie wrote? Write your definition of family.

### Chapter 5:

1. Describe Thanksgiving at your house.
2. Why did Mrs. Burke call Charlie up to her desk?

### Chapter 6:

1. What was Charlie's mother acting like?
2. What does "stupific" mean?

### Chapter 7:

1. Why did Charlie's mom tell Charlie to slow down when eating, but when Chip was doing the same thing nobody spoke to him?
2. Why was Charlie upset that Uncle Ron told Chip he could help build the rocket?

### Chapter 8:

1. Chip wants to do everything Charlie does, how does Charlie feel about this?
2. Who did Ginger sleep with that night?

### Chapter 9:

1. How did Chip react when Charlie was locked in the bathroom? Why?
2. What is Charlie's favorite thing to eat at Thanksgiving?

**Chapter 10:**

1. How did Charlie feel when Chip asked if he could shoot the rocket off first? What were you feeling?
2. Why does Mrs. Walcott call her walker “Maserati”?

**Chapter 11:**

1. How did Charlie’s mom feel about letting off a rocket in the street on Thanksgiving?
2. Who pulled the string on the rocket first? Do you think it was fair? Give reasons for your answer.

**Chapter 12:**

1. What happened to the rocket?
2. Matt wanted Charlie to come up to his room. Why?

**Chapter 13:**

1. What is Operation Perfect Little Turkey?
2. How do you think Charlie felt about “Team Bumpers”?

**Chapter 14:**

1. In this chapter Charlie’s dad named some of the things he was thankful for. List some things that you are thankful for.
2. Why did the Bumper children squirt whipped cream into each other’s mouths?

**Chapter 15:**

1. What show was Charlie really looking forward to watching?
2. What did the Squid do when she went upstairs to get her Pony Pillow?

**Chapter 16:**

1. Charlie’s father said, “It sounds like you’ve had a hard time.” What do you think he meant?
2. Why do you think Chip told Charlie all of the things that he did wrong?

**Chapter 17:**

1. Who broke the window on the garage door?
2. Did you like Charlie’s final definition of family? 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 #7 & 8: Research to Build and Present Knowledge
- Language #1 & 2: Conventions of Standard English
- Language # 3: Knowledge of Language
- Foundational Skills #2: Phonological Awareness
- Foundational Skills #3: Phonics and Word Recognition

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**AWARDS**

- Junior Library Guild Selection

**REVIEWS**

Harley has as good a handle on tumultuous family relationships as he does on school-day mishaps...

—*Publishers Weekly*

**Bill Harley's  
Charlie Bumpers series:**

*Charlie Bumpers vs. the Teacher of the Year*  
*Charlie Bumpers vs. the Squeaking Skull*  
*Charlie Bumpers vs. the Really Nice Gnome*  
*Charlie Bumpers vs. the Perfect Little Turkey*

**Also available from Bill Harley:**

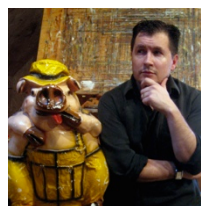
*Lost and Found*  
*The Amazing Flight of Darius Frobisher*  
*Night of the Spadefoot Toads*



**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](http://www.billharley.com). He lives in Massachusetts.

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

Peachtree Teacher's Guide for  
**CHARLIE BUMPERS VS.  
 THE PERFECT LITTLE TURKEY**  
 prepared by Meagan Lenihan

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updated 10/29/15

  
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