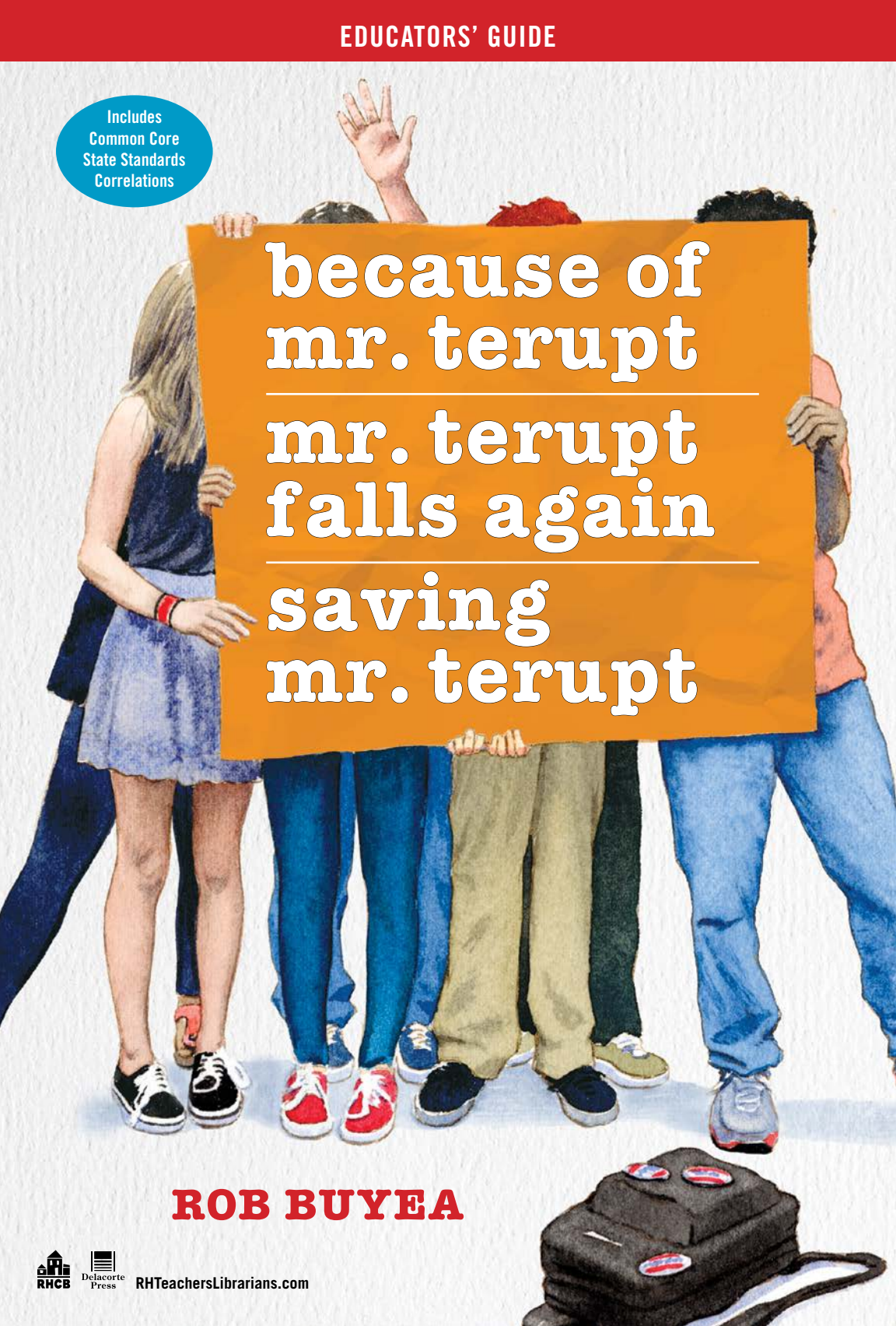


Includes
Common Core
State Standards
Correlations

An illustration of several children standing behind a large orange sign. The sign contains the text 'because of mr. terupt', 'mr. terupt falls again', and 'saving mr. terupt'. The children are wearing various clothing and shoes, and one child's hand is raised in the air. The background is a plain, light-colored wall.

because of
mr. terupt
mr. terupt
falls again
saving
mr. terupt

ROB BUYEA



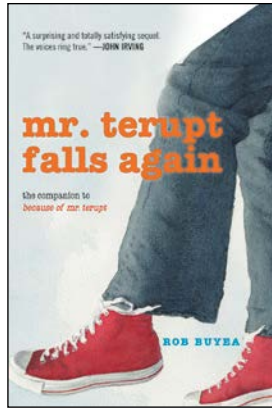
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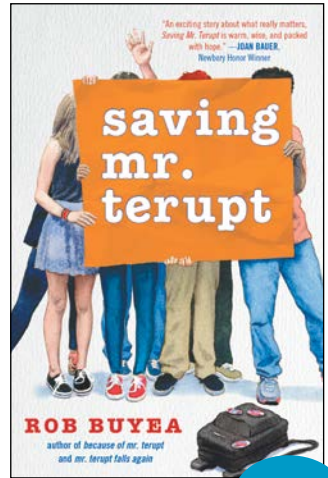


17 State Award Nominations!

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NEW!

About the Books

Because of Mr. Terupt It's the start of fifth grade for seven kids at Snow Hill School. There's . . . Jessica, the new girl, smart and perceptive, who's having a hard time fitting in; Alexia, a bully, your friend one second, your enemy the next; Peter, class prankster and troublemaker; Luke, the brain; Danielle, who never stands up for herself; shy Anna, whose home situation makes her an outcast; and Jeffrey, who hates school. Only Mr. Terupt, their new and energetic teacher, seems to know how to deal with them all. He makes the classroom a fun place, even if he doesn't let them get away with much . . . until the snowy winter day when an accident changes everything—and everyone.

Mr. Terupt Falls Again Fifth grade was full of unforgettable events for Mr. Terupt and his class at Snow Hill School. Seven students were particularly affected by Mr. Terupt. Now those seven students are back, and they've been granted the rare opportunity to spend one more year with their beloved teacher before they graduate from elementary school. Peter's parents expect him to attend private school after sixth grade, but Peter has plans to stay right where he is. Eager to grow up, Alexia gets in over her head with some older kids. Danielle suspects that her family is keeping a secret from her, and she's determined to find out what it is. Jeffrey

makes a life-changing discovery. Curious about her teacher's past, Jessica uncovers startling details about Mr. Terupt. Anna finally decides she's ready for the truth about her absent dad. And Luke's keen observations lead to questions with unexpected answers. It's a roller coaster of a year as Mr. Terupt helps his students be the best they can be—and enlists their help to pull off an extra-special project. But will there be a happy ending for all?

Saving Mr. Terupt The first year of junior high means a lot to be excited about, but there are new challenges, too. Peter and Jeffrey face tough competition on their wrestling team. Alexia has a disastrous first day, and that's only the beginning. Anna is desperate for Charlie to propose to her mother—what is he waiting for?! Danielle isn't feeling so well, but she's trying to tough it out, like Grandma. Trouble with a bully makes Luke dread going to school for the first time ever. And Jessica is waiting anxiously for an acceptance to a theater retreat in New York City.

Everyone is missing Mr. Terupt. When a fight threatens to break up the group forever, they think their favorite teacher is the only one who can help them. But the kids soon find out that it's Mr. Terupt who needs saving.

Pre-Reading Activity

As a pre-reading activity, have students complete an anticipation guide structured in the following manner:

| Before Reading | After Reading | Statements |
|----------------|---------------|--------------------------------------------------------------------------------------------|
| | | Building a relationship with an adult authority figure can be difficult. |
| | | Teachers can change the lives of their students and vice versa. |
| | | Children should value opportunities to work and learn from each other. |
| | | Feeling guilt or remorse for one's actions can be life changing. |
| | | Adults are always right to choose to keep children ignorant about problems in their world. |
| | | Teenagers always put themselves before others. |
| | | It is acceptable to break rules if you are fighting for something you really believe in. |

Instruct students to complete the guide by placing a “+” sign in the box next to the statements with which they agree, and a “0” next to those with which they disagree. They must commit to agreement or disagreement—there are no conditional responses. Students should be assured that there are no correct or incorrect positions.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.2.; Speaking and Listening: Comprehension and Collaboration S.L. 6.1., 6.2., 6.3.

Exploring the Books Through Writing and Research

The following questions may be utilized throughout the novel study as reflective writing prompts or, alternatively, they can be used as targeted questions for class discussion and reflection.

- At the opening of *Because of Mr. Terupt*, Peter offers, “It’s our bad luck to have teachers in this world, but since we’re stuck with them, the best we can do is hope to get a brand new one instead of a mean old fart” (p. 1). For what reason do you think Peter finds hope in having Mr. Terupt as his teacher? Why does he choose to push his boundaries as a means of “testing” him out? Based on your personal experience, do you agree with his assessment about new vs. old teachers? Why or why not?
- Describe Mr. Terupt. What makes him a dynamic person? Is he the type of teacher you would want? Why or why not? What makes being a student in his class challenging? What are the advantages to being taught in such a manner?
- In what ways does Mr. Terupt’s loss of his parents as a teen impact his philosophies regarding family and relationships? Do you think his expectations would have been different had he not had this experience? Why or why not?
- Consider the novel’s cover art. In what ways are the images represented symbolic for the events that transpire throughout the course of the books?
- While secretly hanging out with high schoolers Lisa, Reena, and Brandon, Lexie feels torn between these two worlds. What makes this time in her life so particularly difficult? Why does she ultimately welcome Mr. Terupt’s interference? Have you ever been in a similar situation? If so, what did you do to overcome it?

- Explain the significance of the titles *Because of Mr. Terupt*, *Mr. Terupt Falls Again*, and *Saving Mr. Terupt*. In your opinion, do they accurately describe the events and relationships portrayed in the book?
- Consider the seven students/narrators of the novels: Who did you like the most? The least? For what reason? Of all of the characters, who did you feel was most similar to you due to his/her personality or experiences?
- How does Mr. Terupt’s accident profoundly impact and change the lives of each of his students? Do you think they are ultimately better people because of what happens to him? Why or why not?
- *Because of Mr. Terupt*, *Mr. Terupt Falls Again*, and *Saving Mr. Terupt* are told from a first-person, multiple-narrator perspective. How would the stories be different if a single narrator told them? Do you think changing or limiting the point of view would make the stories better or worse? Why?
- Using the phrase “These are stories about . . .,” supply five words to describe *Because of Mr. Terupt*, *Mr. Terupt Falls Again*, and *Saving Mr. Terupt*. Explain your choices.

Exploring *Saving Mr. Terupt*

- *Saving Mr. Terupt* opens with Peter sharing that “All good things must come to an end, and when you’re on the receiving end of a really good wedge, you want the end to show up in a hurry” (p. 1). From this earliest event in the novel, what can you infer about Peter? Based on what you know of him from *Because of Mr. Terupt* and *Mr. Terupt Falls Again*, does Peter’s predicament surprise you? Why or why not? What does Peter’s choice to retaliate, despite Mr. Terupt’s advice, indicate about his personality?
- Mr. Terupt tells Jessica, “Instead of giving you another book to read, I thought it was time you were given something to fill with your own words. You’ll figure out how to use it” (p. 11). What makes a journal such a perfect gift for her? In what ways does writing empower and inspire her in a way she hasn’t experienced before? What role do words play in her life, and how does finding her passion connect her to her family?
- Mr. Terupt gives Luke a compass engraved with the words “Luke, may you always find your way” (p. 27). Why do you think Mr. Terupt chose this message?
- Jeffrey states, “I wanted to give her my hand to hold, but it’d been a long time since that last happened. I didn’t know if she would want me doing that, and I wasn’t brave enough to ask her” (p. 47). Why do you think he becomes fearful of showing Anna how he feels about her?
- Consider Luke’s Seventh Grade Survival Tips. Which do you find most meaningful? What are your favorites?
- In what ways does Danielle’s faith guide and comfort her? Does it ever make her life more challenging? If so, in what ways, and how does she deal with those challenges?
- Coach Brobur states, “Well, Jeffrey, you may have lost the battle, but you can still win the war” (p. 144). Do you believe this is true? Why does beating Scott Winshall become so important to Jeffrey?
- After witnessing Peter defend Danielle, Mr. Terupt tells Peter, “It’s one thing to have a friend’s back when you’re with them, but to stick up for them when they aren’t around is a real testament to your character” (p. 206). Have you ever been in a similar situation? If so, how did you handle it?
- How does the potential loss of Mr. Terupt’s teaching position profoundly impact and change the lives of each of his former students? Do you think they are ultimately better people because of what happens to him? Why or why not?

Correlates to Common Core Standard Reading Literature: Speaking and Listening: Comprehension and Collaboration S.L. 6.1., 6.2., 6.3.



Extended Writing and Research Prompts

- Readers witness all of the students mature and grow throughout the course of the novels. Based on your observations, which character do you believe demonstrates the greatest growth? Compose a short persuasive essay offering your position on this issue. While considering your selected character's experiences, use textual evidence to provide specific examples to support your case.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.1. and Writing: Text Types and Purposes W. 6.1., W. 6.2., W. 6.3.
- Rob Buyea's stories focus on Mr. Terupt and his connections and relationships with his students and their relationships with each other. Consider your most special relationships. What makes these individuals so important? Compose a personal journal entry where you share their thoughts, and be sure to answer the following questions:

 - Which individuals mean the most to you?
 - Why are those particular relationships so special?
 - What's the greatest sacrifice you've made for the people you love?
 - In what ways have the changes you've experienced in your life affected those to whom you are closest?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.1. and Writing: Production and Distribution W. 6.4.
- Mr. Terupt uses books and reading as a way to feel connected with his students, as well as to help them connect to each other and the world at large. Consider the significance that the books he shares have in the lives of his students. In what ways does reading and sharing *The Giver*, *The School Story*, and *The Westing Game* change his students? Though all three books are meaningful, which book do you believe has the most profound impact on his students? Compose an email to Mr. Terupt explaining which book you believe to have left the biggest impression on the greatest number of his students and why (using evidence from the books).

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.1. and Writing: Production and Distribution W. 6.4.
- The accident that befalls Mr. Terupt in *Because of Mr. Terupt* is life-changing not only for him, but also for all of his students. Using library resources and the Internet, research traumatic brain injuries, being sure to consider the following:

 - On average, how many people in the US suffer from TBI (traumatic brain injuries) each year?
 - What are the most common causes of brain injuries?
 - What are common symptoms of those who have sustained a TBI?
 - What are common types of brain injuries?
 - What impact can prior injuries (such as concussions) play in a new TBI?

- What are common side effects of brain damage?
- What different types of rehabilitation are used to work with people who have suffered a TBI?

After gathering facts, use a presentation product such as Prezi or PowerPoint to create an original slideshow that highlights newly acquired knowledge.

Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W. 6.4.

- In *Because of Mr. Terupt*, some students are initially reluctant to work closely with the special needs kids in the Collaborative Classroom. Ultimately, however, each of Mr. Terupt's students is changed after the experience. Do you believe all students should be afforded such an opportunity? What do you believe are the benefits of such an experience for an elementary or middle-school student? Are there any drawbacks? Does your school have a similar classroom that targets helping students with profound special needs? If it doesn't, what programs are offered in your community? Using the experiences of characters in *Because of Mr. Terupt*, draft a letter to be sent to either your school district's superintendent or your town's mayor explaining the benefits of a program that allows all students to be afforded such an opportunity and requesting assistance in establishing one.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.1. and Writing: Production and Distribution W. 6.4.

- It's very likely that social media would be an important means of communication for the major characters in the novels. Select a character of your choice and create a faux Facebook page or Twitter handle for that character. Include information like education, relationships, groups to follow, pages to like, and 2 to 3 status updates or tweets. Alternatively, as the character, create Instagram posts that would be meaningful, or design original Vine videos that fit your character's interests and experiences.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L.6.1. and Writing: Production and Distribution W.6.4.

- In *Saving Mr. Terupt*, Danielle's diabetes diagnosis is life-changing for not only her, but also to some degree for her family and friends. Using library resources and the Internet, research diabetes, being sure to consider the following:
 - What is diabetes?
 - What are the types of diabetes?
 - What are the most common causes?
 - What are common symptoms of diabetes?
 - What are common side effects of diabetes?

After gathering facts, create an original slideshow that highlights your newly acquired knowledge.

Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W.6.4.



- In *Saving Mr. Terupt*, Luke organizes and helps stage a sit-in as a means of protest in his fight to help Mr. Terupt keep his job. Consider this act of civil disobedience. In what ways do you find this choice to be a powerful message to his community and to the school board? How often do teens collectively organize and fight for what they believe in? Using Luke’s call to action as a springboard, investigate other acts of civil disobedience led by teens. What are some of the most significant protest events in American history? Throughout the world? After gathering your information, creatively share your findings with the class in a musical playlist, with original art, or in Smore presentation.
- In a small group, select a favorite scene from one of the books and create either a digitally or manually illustrated graphic novel for that scene. Using a digital comic strip creator such as MakeBeliefsComix.com, begin by using the strips to create storyboards. Select original art, images, and graphics. Alternatively, assume the roles of two of the characters with each one’s personality and voice and have them interact with one another by creating an extension of a scene. Be sure to consider panel size and number of panels, transitions and layouts, artwork, writing, and lettering.

[Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W.6.4.](#)

[Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L.6.1. and Writing: Text Types and Purposes W.6.1, W.6.2, W.6.3.](#)

Looking at Literary Elements

Considering Character— Create a Character Silhouette or Character Analysis T-Shirt

Select a favorite character from *Because of Mr. Terupt* and *Mr. Terupt Falls Again* and create a character analysis T-shirt. Identify the literary elements used by the author to describe the character, and then create a visual representation of the character traits. The front of the shirt must include the book title, the author’s name, and the character’s name, picture, and description. The right sleeve should list the character’s strength and the left sleeve should list the character’s weaknesses. List internal and external conflicts, figurative language, and the story’s climax on the back of the T-shirt.

[Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.1.](#)

Working with others, create a character trait silhouette about your favorite or least favorite character in *Because of Mr. Terupt* and *Mr. Terupt Falls Again*. Begin by tracing an appropriately sized member of the group onto butcher paper.

The silhouette must be “life size.” The traced silhouette should reflect physical traits of the character, so modify as you draw. Next, cut out the silhouette and include 10 values from your list. These should be the *most important* traits of your character. For each trait, a quote that supports the description should be included. Inside the silhouette, include symbols that represent your character’s interests, personality, beliefs, skills, or profession.

[Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.1.](#)

Essential Quotes Analysis

The language an author uses in his work is essential to getting across the intended meaning. Select four quotes from *Because of Mr. Terupt* and *Mr. Terupt Falls Again* that seem to signify key ideas that the author hopes readers take from the text. These might be quotes spoken by characters or might be from the narration. Page numbers should be included with the quotes. Have students develop a chart with the following four columns:

| Quote | Page | Relevance to the Novel | Intended Meaning for Readers |
|-------|------|------------------------|------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

The intended meaning should have relevance not only to the characters in the text, but to the lives of anyone who reads the book.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.1.

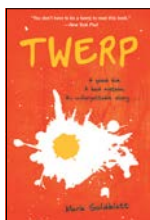
Photograph © by Glenn Minshall



About the Author

Rob Buyea taught third and fourth graders in Bethany, Connecticut, for six years before moving to Massachusetts, where he taught high school biology and coached wrestling at Northfield Mount Hermon School. He now lives in North Andover, Massachusetts, with his wife and three daughters and is working as a full-time writer. *Because of Mr. Terupt* and the companion, *Mr. Terupt Falls Again*, have received a number of awards and were named to numerous state reading lists. *Saving Mr. Terupt* is his newest novel. You can learn more about Rob by visiting RobBuyea.com

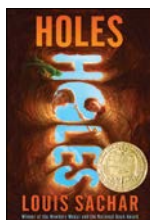
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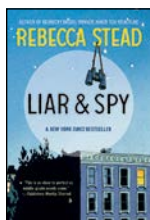
Twerp
Mark Goldblatt
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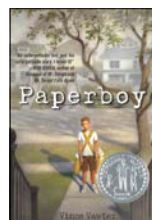
Penny from Heaven
Jennifer L. Holm
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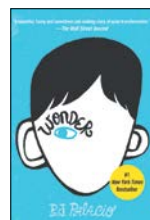
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Rebecca Stead
PB: 978-0-375-85087-5



Paperboy
Vince Vawter
PB: 978-0-307-93151-1



Wonder
R. J. Palacio
HC: 978-0-375-86902-0

This guide was created by Rose Brock, an assistant professor at Sam Houston State University. Dr. Brock holds a PhD in Library Science, specializing in children's and young adult literature.